

California Preschool Learning Foundations

Correlation



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Correlated to the

California Preschool Learning Foundations

Prepared by:



0915



SOCIAL-EMOTIONAL DEVELOPMENT**SELF****1.0 Self-Awareness****At around 48 months of age**

1.1 Describe their physical characteristics, behavior, and abilities positively.

T1TG pp. 79, 141, 148
T2TG pp. 28, 46, 96
T3TG p. 129
T7TG pp. 129, 147

At around 60 months of age

1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.

T1TG pp. 119, 135
T2TG pp. 40, 80
T3TG pp. 129, 137
T4TG p. 78
T5TG p. 109
T5TG p. 61
T7TG pp. 131, 147

2.0 Self-Regulation**At around 48 months of age**

2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.

T1TG pp. 27, 33
T2TG pp. 64, 73, 121, 155
T4TG p. 88
T6TG pp. 53, 155
T7TG p. 155
T8TG p. 33

At around 60 months of age

2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.

T1TG pp. 27, 33, 41, 47, 53, 63, 69, 75, 81
T2TG pp. 61, 64, 73, 79, 121, 148, 155
T3TG pp. 108, 150
T4TG pp. 46, 53, 88
T5TG pp. 88, 138
T6TG pp. 53, 147, 155
T7TG p. 155
T8TG pp. 33, 53, 96

3.0 Social and Emotional Understanding**At around 48 months of age**

3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.

T1TG pp. 52, 63, 102, 136
T2TG pp. 34, 78, 87, 95, 129
T4TG p. 44

At around 60 months of age

3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.

T1TG pp. 52, 63, 102, 136
T2TG pp. 34, 78, 87, 95, 129
T4TG p. 44

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4.0 Empathy and Caring	
<i>At around 48 months of age</i>	
4.1 Demonstrate concern for the needs of others and people in distress.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155
<i>At around 60 months of age</i>	
4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155
5.0 Initiative in Learning	
<i>At around 48 months of age</i>	
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112
<i>At around 60 months of age</i>	
5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	T1TG pp. 61, 62, 112 T2TG pp. 30, 48, 76, 98 T3TG p. 132 T5TG pp. 78, 132, 133, 139, 145, 150, 157 T6TG pp. 36, 42, 54, 70, 76, 83, 145 T7TG pp. 48, 49, 110 T8TG pp. 36, 42, 43, 44, 54, 64, 70, 71, 76, 77, 78, 82, 112
SOCIAL INTERACTION	
1.0 Interactions with Familiar Adults	
<i>At around 48 months of age</i>	
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	T4TG p. 53 T5TG p. 129
<i>At around 60 months of age</i>	
1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	T4TG p. 53 T5TG p. 129
2.0 Interactions with Peers	
<i>At around 48 months of age</i>	
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	T1TG pp. 61, 96, 130, 135, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87 T8TG p. 153

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2.2 Participate in simple sequences of pretend play.	T2TG p. 151 T7TG p. 150 T8TG pp. 132, 138, 153
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	T1TG pp. 121, 130, 136, 154 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
At around 60 months of age	
2.1 More actively and intentionally cooperate with each other.	T1TG pp. 61, 96, 130, 135, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87 T8TG p. 153
2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	T2TG p. 151 T7TG p. 150 T8TG pp. 132, 138, 153
2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	T1TG pp. 121, 130, 136, 154 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
3.0 Group Participation	
At around 48 months of age	
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	T8TG pp. 132, 138, 153
At around 60 months of age	
3.1 Participate positively and cooperatively as group members.	T8TG pp. 132, 138, 153
4.0 Cooperation and Responsibility	
At around 48 months of age	
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	T5TG p. 129
At around 60 months of age	
4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	T5TG p. 129
RELATIONSHIPS	
1.0 Attachments to Parents	
At around 48 months of age	
1.1 Seek security and support from their primary family attachment figures.	T2TG pp. 62, 68, 74, 80, 96
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	T2TG pp. 62, 68, 74, 80, 96

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<p>1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher’s assistance.</p>	<p>T1TG p. 26 T4TG p. 53 T5TG p. 129</p>
At around 60 months of age	
<p>1.1 Take greater initiative in seeking support from their primary family attachment figures.</p>	<p>T2TG pp. 62, 68, 74, 80, 96</p>
<p>1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</p>	<p>T2TG pp. 62, 68, 74, 80, 96</p>
<p>1.3 After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.</p>	<p>T1TG p. 26 T4TG p. 53 T5TG p. 129</p>
2.0 Close Relationships with Teachers and Caregivers	
At around 48 months of age	
<p>2.1 Seek security and support from their primary teachers and caregivers.</p>	<p>T4TG p. 53 T5TG p. 129</p>
<p>2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.</p>	<p>T5TG p. 129</p>
At around 60 months of age	
<p>2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.</p>	<p>T4TG p. 53 T5TG p. 129</p>
<p>2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.</p>	<p>T5TG p. 129</p>
3.0 Friendships	
At around 48 months of age	
<p>3.1 Choose to play with one or two special peers whom they identify as friends.</p>	<p>T1TG pp. 46, 130, 154, 155</p>
At around 60 months of age	
<p>3.1 Friendships are more reciprocal, exclusive, and enduring.</p>	<p>T1TG pp. 46, 130, 154, 155</p>
LANGUAGE AND LITERACY	
LISTENING AND SPEAKING	
1.0 Language Use and Conventions	
At around 48 months of age	
Children understand and use language to communicate with others effectively.	
<p>1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting and rejecting.</p>	<p>T1TG p. 104 T3TG pp. 46, 62 T4TG p. 46 T5TG pp. 87, 147 T7TG pp. 29, 74, 80, 116, 136 T8TG pp. 98, 104</p>

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<p>1.2 Speak clearly enough to be understood by familiar adults and children.</p>	<p>T1TG pp. 29, 35, 108 T2TG pp. 108, 123, 157 T3TG pp. 89, 114, 123, 157 T4TG pp. 55, 89, 123 T5TG p. 142 T6TG pp. 55, 86, 89, 108, 123, 157 T7TG pp. 40, 89, 157</p>
<p>1.3 Use accepted language and style during communication with familiar adults and children.</p>	<p>T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157</p>
<p>1.4 Use language to construct short narratives that are real or fictional.</p>	<p>T6TG p. 121 T8TG p. 52</p>
<p>At around 60 months of age Children extend their understanding and usage of language to communicate with others effectively.</p>	
<p>1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.</p>	<p>T1TG p. 104 T3TG pp. 46, 62 T4TG p. 46 T5TG pp. 87, 147 T7TG pp. 29, 74, 80, 116, 136 T8TG pp. 98, 104</p>
<p>1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</p>	<p>T1TG pp. 29, 35, 108 T2TG pp. 108, 123, 157 T3TG pp. 89, 114, 123, 157 T4TG pp. 55, 89, 123 T5TG p. 142 T6TG pp. 55, 86, 89, 108, 123, 157 T7TG pp. 40, 89, 157</p>
<p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p>	<p>T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157</p>
<p>1.4 Use language to construct extended narratives that are real or fictional.</p>	<p>T6TG p. 121 T8TG p. 52</p>
<p>2.0 Vocabulary</p>	
<p>At around 48 months of age Children develop age-appropriate vocabulary.</p>	
<p>2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.</p>	<p>T1TG pp. 40, 103, 108, 142, 143, 144 T2TG pp. 40, 41, 74, 81, 102, 108, 115, 130, 136, 150 T3TG pp. 69, 74, 75, 76, 98, 99, 103, 104, 105, 110, 111, 123, 132, 137, 138, 143, 144, 150, 151, 156, 157 T4TG pp. 28, 35, 46, 69, 74, 75, 81, 142 T5TG pp. 35, 40, 65, 69, 74, 103, 108, 123 T6TG pp. 41, 74, 149 T7TG pp. 40, 45, 82, 98, 104, 111, 122, 130, 144 T8TG pp. 40, 41, 47, 48, 49, 54, 75, 82, 83, 107, 108, 109, 115, 122, 142, 143, 149</p>

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<p>2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.</p>	<p>T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104</p>
<p>2.3 Understand and use simple words that describe the relations between objects.</p>	<p>T1TG pp. 48, 76, 115, 143 T2TG pp. 53, 87, 146 T3TG pp. 47, 87, 122 T4TG pp. 33, 51 T5TG pp. 96, 109, 114, 123 T6TG pp. 28, 34, 53, 104 T8TG pp. 98, 151</p>
<p>At around 60 months of age Children develop age-appropriate vocabulary.</p>	
<p>2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p>	<p>T1TG pp. 40, 103, 108, 142, 143, 144 T2TG pp. 40, 41, 74, 81, 102, 108, 115, 130, 136, 150 T3TG pp. 69, 74, 75, 76, 98, 99, 103, 104, 105, 110, 111, 123, 132, 137, 138, 143, 144, 150, 151, 156, 157 T4TG pp. 28, 35, 46, 69, 74, 75, 81, 142 T5TG pp. 35, 40, 65, 69, 74, 103, 108, 123 T6TG pp. 41, 74, 149 T7TG pp. 40, 45, 82, 98, 104, 111, 122, 130, 144 T8TG pp. 40, 41, 47, 48, 49, 54, 75, 82, 83, 107, 108, 109, 115, 122, 142, 143, 149</p>
<p>2.2 Understand and use accepted words for categories of objects encountered in everyday life.</p>	<p>T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104</p>
<p>2.3 Understand and use both simple and complex words that describe the relations between objects.</p>	<p>T1TG pp. 48, 76, 115, 143 T2TG pp. 53, 87, 146 T3TG pp. 47, 87, 122 T4TG pp. 33, 51 T5TG pp. 96, 109, 114, 123 T6TG pp. 28, 34, 53, 104 T8TG pp. 98, 151</p>
<p>3.0 Grammar</p>	
<p>At around 48 months of age Children develop age-appropriate grammar.</p>	
<p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</p>	<p>T3TG p. 96 T4TG p. 142 T7TG p. 130</p>
<p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</p>	<p>T1TG p. 74 T3TG pp. 41, 68, 74, 108, 115 T4TG pp. 39, 74, 80, 108 T5TG pp. 34, 81, 83, 141, 154, 156 T6TG pp. 73, 107, 108 T7TG pp. 68, 81, 96, 102, 142 T8TG pp. 107, 141</p>
<p>At around 60 months of age Children develop age-appropriate grammar.</p>	
<p>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.</p>	<p>T3TG p. 96 T4TG p. 142 T7TG p. 130</p>

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<p>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.</p>	<p>T1TG p. 74 T3TG pp. 41, 68, 74, 108, 115 T4TG pp. 39, 74, 80, 108 T5TG pp. 34, 81, 83, 141, 154, 156 T6TG pp. 73, 107, 108 T7TG pp. 68, 81, 96, 102, 142 T8TG pp. 107, 141</p>
READING	
1.0 Concepts about Print	
<p>At around 48 months of age Children begin to recognize print conventions and understand that print carries meaning.</p>	
<p>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</p>	<p>T1TG pp. 109, 117, 123, 143, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 49, 75, 83, 89, 109, 117, 143, 151, 157 T4TG pp. 41, 75, 83, 143 T6TG pp. 41, 47, 55, 83, 89, 151, 157 T7TG pp. 41, 49, 55, 75, 83, 89, 109, 117, 123, 151 T8TG pp. 49, 55, 83, 89</p>
<p>1.2 Recognize print as something that can be read.</p>	<p>T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157</p>
<p>At around 60 months of age Children recognize print conventions and understand that print carries specific meaning.</p>	
<p>1.1 Display appropriate book-handling behaviors and knowledge of print conventions.</p>	<p>T1TG pp. 109, 117, 123, 143, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 49, 75, 83, 89, 109, 117, 143, 151, 157 T4TG pp. 41, 75, 83, 143 T6TG pp. 41, 47, 55, 83, 89, 151, 157 T7TG pp. 41, 49, 55, 75, 83, 89, 109, 117, 123, 151 T8TG pp. 49, 55, 83, 89</p>
<p>1.2 Understand that print is something that is read and has specific meaning.</p>	<p>T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157</p>
2.0 Phonological Awareness	
<p>At around 48 months of age The foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.</p>	
<p>At around 60 months of age Children develop age-appropriate phonological awareness.</p>	
<p>2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p>	<p>T2TG pp. 105, 109, 123 T3TG pp. 71, 75, 89, 136 T4TG pp. 139, 143, 145, 157 T5TG pp. 105, 109, 123</p>
<p>2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, <u>with</u> the support of pictures or objects.</p>	<p>T3TG pp. 105, 109, 123 T4TG pp. 37, 41, 55, 73, 109, 123 T6TG pp. 71, 75, 89 T7TG pp. 37, 41, 55, 105, 109, 123 T8TG pp. 41, 55, 75, 109, 143</p>

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3.0 Alphabets and Word/Print Recognition	
At around 48 months of age Children begin to recognize letters of the alphabet.	
3.1 Recognize the first letter of own name.	T1TG pp. 47, 69, 75, 81, 115
3.2 Match some letter names to their printed form.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
At around 60 months of age Children extend their recognition of letters of the alphabet.	
3.1 Recognize own name or other common words in print.	T1TG pp. 47, 69, 75, 81, 115
3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
3.3 Begin to recognize that letters have sounds.	T1TG pp. 105, 113, 123, 139, 145, 149, 157 T2TG pp. 35, 37, 43, 47, 71, 77, 78, 81, 103, 105, 115, 123, 131, 137, 139, 147, 149, 157 T3TG pp. 37, 43, 47, 77, 81, 89, 103 T4TG pp. 81, 89, 105, 111, 115, 123, 149, 157 T5TG pp. 37, 47, 55, 77, 81, 115, 123, 149 T6TG pp. 43, 47, 55, 77, 81, 89, 105, 111, 139, 145, 149, 157 T7TG pp. 47, 55, 81, 89, 105, 115, 123, 139, 149, 157 T8TG pp. 27, 29, 35, 37, 43, 51, 55, 61, 63, 69, 71, 73, 77, 89, 95, 97, 103, 105, 111, 113, 123, 129, 131, 139, 145, 157

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4.0 Comprehension and Analysis of Age-Appropriate Text	
At around 48 months of age Children demonstrate understanding of age-appropriate text read aloud.	
<p>4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.</p>	<p>T1TG pp. 97, 103, 104, 123, 143, 149, 151, 157 T2TG pp. 28, 35, 41, 49, 69, 83, 117, 123, 143 T3TG pp. 34, 41, 49, 62, 69, 75, 83, 89, 103, 117, 123, 137, 143, 151, 157 T4TG pp. 34, 49, 64, 69, 75, 81, 83, 115, 117, 137, 149, 151, 155 T5TG pp. 28, 34, 47, 69, 83, 89, 103, 109, 114, 115, 117, 123, 137, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83, 96, 103, 109, 114, 117, 137, 143 T7TG pp. 28, 35, 41, 47, 55, 75, 97, 103, 109, 115, 117, 131, 137, 143, 149, 151, 157 T8TG pp. 28, 34, 41, 47, 52, 75, 83, 89, 98, 109, 114, 115, 117, 143, 149, 151, 157</p>
<p>4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p>	<p>T1TG pp. 34, 62, 68, 102, 136 T2TG pp. 68, 102, 130, 136, 151, 157 T3TG pp. 68, 87, 102, 132, 136 T4TG pp. 49, 68, 83, 89, 102, 117, 136, 148 T5TG pp. 49, 55, 68, 102, 130, 136 T6TG pp. 28, 34, 41, 68, 75, 81, 86, 102, 104, 110, 117, 136, 156 T7TG pp. 34, 68, 83, 89, 102, 115, 130, 136 T8TG pp. 49, 55, 68, 86, 102, 117, 120, 123, 136</p>
At around 60 months of age Children demonstrate understanding of age-appropriate text read aloud.	
<p>4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.</p>	<p>T1TG pp. 97, 103, 104, 123, 143, 149, 151, 157 T2TG pp. 28, 35, 41, 49, 69, 83, 117, 123, 143 T3TG pp. 34, 41, 49, 62, 69, 75, 83, 89, 103, 117, 123, 137, 143, 151, 157 T4TG pp. 34, 49, 64, 69, 75, 81, 83, 115, 117, 137, 149, 151, 155 T5TG pp. 28, 34, 47, 69, 83, 89, 103, 109, 114, 115, 117, 123, 137, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83, 96, 103, 109, 114, 117, 137, 143 T7TG pp. 28, 35, 41, 47, 55, 75, 97, 103, 109, 115, 117, 131, 137, 143, 149, 151, 157 T8TG pp. 28, 34, 41, 47, 52, 75, 83, 89, 98, 109, 114, 115, 117, 143, 149, 151, 157</p>
<p>4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p>	<p>T1TG pp. 34, 62, 68, 102, 136 T2TG pp. 68, 102, 130, 136, 151, 157 T3TG pp. 68, 87, 102, 132, 136 T4TG pp. 49, 68, 83, 89, 102, 117, 136, 148 T5TG pp. 49, 55, 68, 102, 130, 136 T6TG pp. 28, 34, 41, 68, 75, 81, 86, 102, 104, 110, 117, 136, 156 T7TG pp. 34, 68, 83, 89, 102, 115, 130, 136 T8TG pp. 49, 55, 68, 86, 102, 117, 120, 123, 136</p>

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5.0 Literacy Interest and Response	
At around 48 months of age Children demonstrate motivation for literacy activities.	
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 117, 149, 151 T2TG pp. 47, 49, 81, 96, 115, 117, 130, 149, 151 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 115, 117, 123, 149, 151, 157 T6TG pp. 81, 83, 117, 149, 151 T7TG pp. 47, 49, 81, 83, 115, 117, 149, 151 T8TG pp. 47, 49, 81, 83, 115, 117, 149, 151
5.2 Engage in routines associated with literacy activities.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149
At around 60 months of age Children demonstrate motivation for a broad range of literacy activities.	
5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 117, 149, 151 T2TG pp. 47, 49, 81, 96, 115, 117, 130, 149, 151 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 115, 117, 123, 149, 151, 157 T6TG pp. 81, 83, 117, 149, 151 T7TG pp. 47, 49, 81, 83, 115, 117, 149, 151 T8TG pp. 47, 49, 81, 83, 115, 117, 149, 151
5.2 Engage in more complex routines associated with literacy activities.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149
WRITING	
1.0 Writing Strategies	
At around 48 months of age Children demonstrate emergent writing skills.	
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	T1TG p. 146 T5TG p. 145 T6TG p. 133 T8TG pp. 43, 77, 111, 145
1.2 Write using scribbles that are different from pictures.	T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150

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1.3 Write marks to represent own name.	T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133
At around 60 months of age Children demonstrate increasing emergent writing skills.	
1.1 Adjust grasp and body position for increased control in drawing and writing.	T1TG p. 146 T5TG p. 145 T6TG p. 133 T8TG pp. 43, 77, 111, 145
1.2 Write letters or letter-like shapes to represent words or ideas.	T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150
1.3 Write first name nearly correctly.	T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133
ENGLISH-LANGUAGE DEVELOPMENT	
LISTENING	
Children listen with understanding.	
Focus: Beginning words	
Beginning	
1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	T1TG pp. 28, 148, 137 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 39, 34, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 135, 156 T8TG pp. 149, 151
Middle	
1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	T1TG pp. 28, 137, 148 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 34, 39, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 135, 156 T8TG pp. 149, 151

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Later	
<p>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.</p>	<p>T1TG pp. 28, 137, 148 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 34, 39, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 135, 156 T8TG pp. 149, 151</p>
Focus: Requests and directions	
Beginning	
<p>1.2 Begin to follow simple directions in English, especially when there are contextual cues.</p>	<p>T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157 T3TG pp. 31, 45, 65, 99, 113, 133, 156 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147 T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89</p>
Middle	
<p>1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.</p>	<p>T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157 T3TG pp. 31, 45, 65, 99, 113, 133, 156 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147 T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89</p>
Later	
<p>1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.</p>	<p>T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157 T3TG pp. 31, 45, 65, 99, 113, 133, 156 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147 T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89</p>
Focus: Basic and advanced concepts	
Beginning	
<p>1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>T1TG pp. 28, 70, 82 T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 132, 142, 144, 154 T3TG pp. 40, 62 T4TG pp. 61, 62, 129, 131, 150, 153 T5TG pp. 27, 148, 155 T6TG pp. 54, 61, 74, 86, 122, 135 T7TG pp. 62, 144, 156 T8TG pp. 88, 89</p>

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Middle	
<p>1.3 Begin to demonstrate an understanding of words in English related to basic concepts.</p>	<p>T1TG pp. 28, 70, 82 T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 132, 142, 144, 154 T3TG pp. 40, 62 T4TG pp. 61, 62, 129, 131, 150, 153 T5TG pp. 27, 148, 155 T6TG pp. 54, 61, 74, 86, 122, 135 T7TG pp. 62, 144, 156 T8TG pp. 88, 89</p>
Later	
<p>1.3 Demonstrate an understanding of words in English related to more advanced concepts.</p>	<p>T1TG pp. 28, 70, 82 T2TG pp. 36, 42, 48, 49, 54, 65, 83, 89, 97, 98, 104, 132, 142, 144, 154 T3TG pp. 40, 62 T4TG pp. 61, 62, 129, 131, 150, 153 T5TG pp. 27, 148, 155 T6TG pp. 54, 61, 74, 86, 122, 135 T7TG pp. 62, 144, 156 T8TG pp. 88, 89</p>
SPEAKING	
1.0 Children use nonverbal and verbal strategies to communicate with others.	
Focus: Communication of needs	
Beginning	
<p>1.1 Use nonverbal communication, such as behaviors, to seek attention, request objects, or initiate a response from others.</p>	<p>T1TG pp. 28, 63, 64, 81, 87, 97, 104, 138 T2TG pp. 48, 54, 63, 68, 96, 97, 114, 142</p>
Middle	
<p>1.1 Combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).</p>	<p>T1TG pp. 29, 35, 108 T2TG pp. 108, 123, 157 T3TG pp. 89, 114, 123, 157 T4TG pp. 55, 89, 123 T5TG p. 142 T6TG pp. 55, 86, 89, 108, 123, 157 T7TG pp. 40, 89, 157</p>
Later	
<p>1.1 Show increasing reliance on verbal communication in English to be understood by others.</p>	<p>T1TG pp. 29, 35, 108 T2TG pp. 108, 123, 157 T3TG pp. 89, 114, 123, 157 T4TG pp. 55, 89, 123 T5TG p. 142 T6TG pp. 55, 86, 89, 108, 123, 157 T7TG pp. 40, 89, 157</p>

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Focus: Vocabulary production	
Beginning	
<p>1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p>	<p>T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156</p>
Middle	
<p>1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</p>	<p>T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74</p>
Later	
<p>1.2 Use new English vocabulary to share knowledge of concepts.</p>	<p>T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156</p>
Focus: Conversation	
Beginning	
<p>1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148</p>
Middle	
<p>1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</p>	<p>T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142</p>
Later	
<p>1.3 Sustain a conversation in English about a variety of topics.</p>	<p>T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145</p>

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Focus: Utterance length and complexity	
Beginning	
<p>1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 82, 86, 142 T4TG pp. 40, 52, 68, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 143, 144 T6TG pp. 40, 62, 120, 142 T7TG pp. 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141</p>
Middle	
<p>1.4 Use two- and three-word utterances in English to communicate.</p>	<p>T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 82, 86, 142 T4TG pp. 40, 52, 68, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 143, 144 T6TG pp. 40, 62, 120, 142 T7TG pp. 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141</p>
Later	
<p>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).</p>	<p>T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 82, 86, 142 T4TG pp. 39, 40, 52, 68, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 141, 143, 144, 156 T6TG pp. 40, 62, 73, 107, 120, 142 T7TG pp. 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 107, 108, 114, 136, 137, 141</p>
Focus: Grammar	
Beginning	
<p>1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>T1TG p. 35 T2TG p. 40 T3TG p. 115 T4TG pp. 80, 108 T5TG pp. 81, 83, 137 T6TG pp. 62, 108, 142 T7TG pp. 79, 81, 86, 102 T8TG pp. 29, 40, 68</p>
Middle	
<p>1.5 Begin to use some English grammatical markers (e.g., <i>-ing</i> or plural <i>-s</i>) and, at times, apply the rules of grammar of the home language to English.</p>	<p>T1TG p. 35 T2TG p. 40 T3TG p. 115 T4TG pp. 80, 108 T5TG pp. 81, 83, 137 T6TG pp. 62, 108, 142 T7TG pp. 79, 81, 86, 102 T8TG pp. 29, 40, 68</p>

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Later	
<p>1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</p>	<p>T1TG p. 35 T2TG p. 40 T3TG p. 115 T4TG pp. 80, 108 T5TG pp. 81, 83, 137 T6TG pp. 62, 108, 142 T7TG pp. 79, 81, 86, 102 T8TG pp. 29, 40, 68</p>
Focus: Inquiry	
Beginning	
<p>1.6 Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>T1TG p. 75 T2TG p. 141 T3TG p. 39 T4TG pp. 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144</p>
Middle	
<p>1.6 Begin to use “what” and “why” questions in English, sometimes with errors.</p>	<p>T1TG p. 75 T2TG p. 141 T3TG p. 39 T4TG pp. 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144</p>
Later	
<p>1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.</p>	<p>T1TG p. 75 T2TG p. 141 T3TG p. 39 T4TG pp. 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144</p>
2.0 Children begin to understand and use social conventions in English.	
Focus: Social conventions	
Beginning	
<p>2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157</p>

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Middle	
<p>2.1 Demonstrate a beginning understanding of English social conventions.</p>	<p>T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157</p>
Later	
<p>2.1 Appropriately use words and tone of voice associated with social conventions in English.</p>	<p>T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157</p>
3.0 Children use language to create oral narratives about their personal experiences.	
Focus: Narrative development	
Beginning	
<p>3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>T6TG p. 121 T8TG p. 52</p>
Middle	
<p>3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).</p>	<p>T6TG p. 121 T8TG p. 52</p>
Later	
<p>3.1 Produce simple narratives in English that are real or fictional.</p>	<p>T6TG p. 121 T8TG p. 52</p>
READING	
1.0 Children demonstrate an appreciation and enjoyment of reading and literature.	
Focus: Participate in read-aloud activity	
Beginning	
<p>1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p>	<p>T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149</p>
Middle	
<p>1.1 Begin to participate in reading activities, using books written in English when the language is predictable.</p>	<p>T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149</p>

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Later	
<p>1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</p>	<p>T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149</p>
Focus: Interest in books and reading	
Beginning	
<p>1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</p>	<p>T1TG p. 78 T5TG p. 78 T6TG p. 44 T8TG p. 78</p>
Middle	
<p>1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.</p>	<p>T1TG p. 78 T5TG p. 78 T6TG p. 44 T8TG p. 78</p>
Later	
<p>1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.</p>	<p>T1TG p. 78 T5TG p. 78 T6TG p. 44 T8TG p. 78</p>
2.0 Children show an increasing understanding of book reading.	
Focus: Personal connections to the story	
Beginning	
<p>2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>T1TG pp. 28, 34, 52 T3TG pp. 81, 83 T5TG pp. 121, 149 T6TG pp. 123, 143 T7TG p. 121</p>
Middle	
<p>2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p>	<p>T1TG pp. 28, 34, 52 T3TG pp. 81, 83 T5TG pp. 121, 149 T6TG pp. 123, 143 T7TG p. 121</p>
Later	
<p>2.1 Begin to engage in extended conversations in English about stories.</p>	<p>T1TG pp. 28, 34, 46, 52 T2TG pp. 34, 47, 86, 115, 136 T3TG pp. 34, 115, 136, 149, 154 T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155 T5TG pp. 34, 41, 49, 53, 75, 86, 87, 104, 109, 115, 136, 155 T6TG pp. 87, 117, 123, 136 T7TG pp. 86, 121, 151, 154 T8TG pp. 41, 52, 68, 75, 87, 98, 109, 136, 143</p>

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Focus: Story structure	
Beginning	
<p>2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>T1TG pp. 123, 149, 157 T2TG pp. 49, 83, 117, 123 T3TG pp. 34, 49, 89, 117, 123, 151, 157 T4TG pp. 81, 115, 149, 151, 155 T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83 T7TG pp. 41, 55, 109, 143, 149, 157 T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157</p>
Middle	
<p>2.2 Retell a story using the home language and some English when read or told a story in English.</p>	<p>T1TG pp. 123, 149, 157 T2TG pp. 49, 83, 117, 123 T3TG pp. 34, 49, 89, 117, 123, 151, 157 T4TG pp. 81, 115, 149, 151, 155 T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83 T7TG pp. 41, 55, 109, 143, 149, 157 T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157</p>
Later	
<p>2.2 Retell in English the majority of a story read or told in English.</p>	<p>T1TG pp. 123, 149, 157 T2TG pp. 49, 83, 117, 123 T3TG pp. 34, 49, 89, 117, 123, 151, 157 T4TG pp. 81, 115, 149, 151, 155 T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83 T7TG pp. 41, 55, 109, 143, 149, 157 T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157</p>
3.0 Children demonstrate an understanding of print conventions.	
Focus: Book handling	
Beginning	
<p>3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p>	<p>T1TG pp. 109, 117, 123, 143, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 49, 75, 83, 89, 109, 117, 143, 151, 157 T4TG pp. 41, 75, 83, 143 T6TG pp. 41, 47, 55, 83, 89, 151, 157 T7TG pp. 41, 49, 55, 75, 83, 89, 109, 117, 123, 151 T8TG pp. 49, 55, 83, 89</p>
Middle	
<p>3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</p>	<p>T1TG pp. 109, 117, 123, 143, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 49, 75, 83, 89, 109, 117, 143, 151, 157 T4TG pp. 41, 75, 83, 143 T6TG pp. 41, 47, 55, 83, 89, 151, 157 T7TG pp. 41, 49, 55, 75, 83, 89, 109, 117, 123, 151 T8TG pp. 49, 55, 83, 89</p>

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Later	
<p>3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</p>	<p>T1TG pp. 109, 117, 123, 143, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 49, 75, 83, 89, 109, 117, 143, 151, 157 T4TG pp. 41, 75, 83, 143 T6TG pp. 41, 47, 55, 83, 89, 151, 157 T7TG pp. 41, 49, 55, 75, 83, 89, 109, 117, 123, 151 T8TG pp. 49, 55, 83, 89</p>
4.0 Children demonstrate awareness that print carries meaning.	
Focus: Environmental print	
Beginning	
<p>4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</p>	<p>T1TG p. 129 T7TG pp. 73, 153</p>
Middle	
<p>4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.</p>	<p>T1TG p. 129 T7TG pp. 73, 153</p>
Later	
<p>4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.</p>	<p>T1TG p. 129 T7TG pp. 73, 153</p>
5.0 Children demonstrate progress in their knowledge of the alphabet in English.	
Focus: Letter awareness	
Beginning	
<p>5.1 Interact with material representing the letters of the English alphabet.</p>	<p>T1TG pp. 35, 41, 47, 53, 63, 69, 73, 75, 81, 87</p>
Middle	
<p>5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).</p>	<p>T1TG pp. 35, 41, 47, 53, 63, 69, 73, 75, 81, 87</p>
Later	
<p>5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p>	<p>T1TG pp. 35, 117, 137, 151 T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 117, 151 T4TG pp. 49, 83, 111, 151 T5TG pp. 49, 55, 83, 89, 117, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151</p>
Focus: Letter recognition	
Beginning	
<p>5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language of English.</p>	<p>T1TG pp. 47, 69, 75, 81, 115</p>

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Middle	
<p>5.2 Identify some letters of the alphabet in English.</p>	<p>T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157</p>
Later	
<p>5.2 Identify ten or more letters of the alphabet in English.</p>	<p>T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157</p>
6.0 Children demonstrate phonological awareness.	
Focus: Rhyming	
Beginning	
<p>6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p>	<p>T1TG pp. 111, 145 T2TG pp. 43, 77, 111, 115, 139, 145 T3TG pp. 43, 68, 77, 81, 111, 114, 145, 147, 149 T4TG pp. 43, 47, 77, 81, 111, 145, 147, T5TG pp. 43, 45, 47, 77, 81, 111, 115, 145 T6TG pp. 43, 77, 111, 123, 145 T7TG pp. 43, 77, 111, 143, 145 T8TG pp. 29, 97, 131</p>
Middle	
<p>6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p>	<p>T1TG pp. 111, 145 T2TG pp. 43, 77, 111, 115, 139, 145 T3TG pp. 43, 68, 77, 81, 111, 114, 145, 147, 149 T4TG pp. 43, 47, 77, 81, 111, 145, 147, T5TG pp. 43, 45, 47, 77, 81, 111, 115, 145 T6TG pp. 43, 77, 111, 123, 145 T7TG pp. 43, 77, 111, 143, 145 T8TG pp. 29, 97, 131</p>

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Later	
<p>6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</p>	<p>T1TG pp. 111, 145 T2TG pp. 43, 77, 111, 115, 139, 145 T3TG pp. 43, 68, 77, 81, 111, 114, 145, 147, 149 T4TG pp. 43, 47, 77, 81, 111, 145, 147, T5TG pp. 43, 45, 47, 77, 81, 111, 115, 145 T6TG pp. 43, 77, 111, 123, 145 T7TG pp. 43, 77, 111, 143, 145 T8TG pp. 29, 97, 131</p>
Focus: Onset (initial sound)	
Beginning	
<p>6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p>	<p>T1TG pp. 115, 135, 149 T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153 T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149 T4TG pp. 47, 52, 81, 115, 149 T5TG pp. 115, 149 T6TG pp. 47, 81 T7TG pp. 47, 81, 115, 119, 149 T8TG pp. 81, 115</p>
Middle	
<p>6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</p>	<p>T1TG pp. 111, 145 T2TG pp. 43, 77, 111 T3TG pp. 29, 39, 43, 45, 73, 77, 111, 145 T4TG p. 145 T5TG pp. 33, 37, 41, 43, 55, 67, 77, 111, 145 T6TG pp. 43, 157 T7TG pp. 77, 111 T8TG pp. 47, 81, 89</p>
Later	
<p>6.2 Recognize and produce words that have a similar onset (initial sound) in English.</p>	<p>T1TG pp. 111, 145 T2TG pp. 43, 77, 101, 111 T3TG pp. 29, 39, 43, 45, 73, 77, 111, 145, 147 T4TG p. 145 T5TG pp. 33, 37, 41, 43, 55, 67, 77, 101, 107, 111, 129, 145 T6TG pp. 43, 109, 139, 143, 157 T7TG pp. 77, 111 T8TG pp. 47, 81, 89</p>
Focus: Sound differences in the home language and English	
Beginning	
<p>6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>T3TG pp. 105, 109, 123 T4TG pp. 37, 41, 55, 73, 109, 123 T6TG pp. 71, 75, 89 T7TG pp. 37, 41, 55, 105, 109, 123 T8TG pp. 41, 55, 75, 109, 143</p>
Middle	
<p>6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p>	<p>T3TG pp. 105, 109, 123 T4TG pp. 37, 41, 55, 73, 109, 123 T6TG pp. 71, 75, 89 T7TG pp. 37, 41, 55, 105, 109, 123 T8TG pp. 41, 55, 75, 109, 143</p>

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Later	
6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.	T3TG pp. 105, 109, 123 T4TG pp. 37, 41, 55, 73, 109, 123 T6TG pp. 71, 75, 89 T7TG pp. 37, 41, 55, 105, 109, 123 T8TG pp. 41, 55, 75, 109, 143
WRITING	
1.0 Children use writing to communicate their ideas.	
Focus: Writing as communication	
Beginning	
1.1 Begin to understand that writing can be used to communicate.	T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157
Middle	
1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.	T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157
Later	
1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	T1TG pp. 68, 109, 117 T5TG pp. 47, 83 T8TG pp. 151, 157
Focus: Writing to represent words or ideas	
Beginning	
1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.	T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145 T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139 T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139 T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145
Middle	
1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.	T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145 T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139 T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139 T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145

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Later	
<p>1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p>	<p>T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145 T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139 T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139 T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145</p>
Focus: Writing their name	
Beginning	
<p>1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.</p>	<p>T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133</p>
Middle	
<p>1.3 Attempt to copy their own name in English or in the writing system of their home language.</p>	<p>T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133</p>
Later	
<p>1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</p>	<p>T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133</p>
MATHEMATICS	
NUMBER SENSE	
At around 48 months of age	
1.0 Children begin to understand numbers and quantities in their everyday environment.	
<p>1.1 Recite numbers in order to ten with increasing accuracy.</p>	<p>T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG p. 101 T7TG p. 107 T8TG p. 138</p>

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1.2 Begin to recognize and name a few written numerals.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 144, 156 T8TG p. 156
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	T2TG pp. 82, 151 T4TG pp. 31, 37 T6TG pp. 116, 117, 138, 145, 150
1.4 Count up to five objects using one-to-one correspondence (one object for each number word) with increasing accuracy.	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117
1.5 Use the number name of the last object counted to answer the question, “How many...?”	T1TG pp. 76, 82 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 70, 76, 77, 88, 98, 99, 104, 105, 110, 111, 117, 122, 138, 150 T3TG p. 39 T4TG pp. 37, 42 T5TG p. 151 T6TG pp. 88, 105, 111, 116, 132, 144, 145, 150, 151, 156 T7TG pp. 117, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 70, 71, 76, 88, 98, 123, 138, 139, 143
At around 60 months of age	
1.0 Children expand their understanding of numbers and quantities in their everyday environment.	
1.1 Recite numbers in order to twenty with increasing accuracy.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG pp. 101, 150 T7TG p. 107 T8TG p. 138
1.2 Recognize and know the name of some written numerals.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 144, 156 T8TG p. 156
1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	T2TG pp. 82, 151 T4TG pp. 31, 37 T6TG pp. 116, 117, 138, 145, 150
1.4 Count up to ten objects using one-to-one correspondence (one object for each number word) with increasing accuracy.	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139

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<p>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).</p>	<p>T1TG pp. 76, 82 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 70, 76, 77, 88, 98, 99, 104, 105, 110, 111, 117, 122, 138, 150 T3TG p. 39 T4TG pp. 37, 42 T5TG p. 151 T6TG pp. 88, 105, 111, 116, 132, 144, 145, 150, 151, 156 T7TG pp. 117, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 70, 71, 76, 88, 98, 123, 138, 139, 143</p>
At around 48 months of age	
2.0 Children begin to understand number relationships and operations in their everyday environment.	
<p>2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”</p>	<p>T2TG pp. 30, 36, 42, 54, 77, 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T4TG pp. 48, 82 T5TG p. 150 T6TG pp. 139, 150, 151, 157 T8TG pp. 109, 143</p>
<p>2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</p>	<p>T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157</p>
<p>2.3 Understand that putting two groups of objects together will make a bigger group.</p>	<p>T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 110, 111, 116, 117, 122, 150, 151, 156, 157</p>
<p>2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).</p>	<p>T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 123, 138, 144, 145, 156, 157 T7TG p. 49 T8TG pp. 31, 37, 42, 43, 48, 49, 54, 55, 64, 70, 71, 76, 77, 79, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157</p>
At around 60 months of age	
2.0 Children expand their understanding of number relationships and operations in their everyday environment.	
<p>2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).</p>	<p>T2TG pp. 30, 36, 42, 54, 77, 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T4TG pp. 48, 82 T5TG p. 150 T6TG pp. 139, 150, 151, 157 T8TG pp. 109, 143</p>
<p>2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.</p>	<p>T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157</p>

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<p>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.</p>	<p>T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 110, 111, 116, 117, 122, 150, 151, 156, 157</p>
<p>2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.</p>	<p>T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 123, 138, 144, 145, 156, 157 T7TG p. 49 T8TG pp. 31, 37, 42, 43, 48, 49, 54, 55, 64, 70, 71, 76, 77, 79, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 150, 151, 156, 157</p>
ALGEBRA AND FUNCTIONS: CLASSIFICATION AND PATTERNING	
<i>At around 48 months of age</i>	
1.0 Children begin to sort and classify objects in their everyday environment.	
<p>1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.</p>	<p>T1TG pp. 30, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 48, 49, 54, 64, 65, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 99, 104, 105, 111, 116, 117, 151 T8TG pp. 102, 132, 144</p>
<i>At around 60 months of age</i>	
1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.	
<p>1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).</p>	<p>T1TG pp. 30, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 48, 49, 54, 64, 65, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 99, 104, 105, 111, 116, 117, 151 T8TG pp. 102, 132, 144</p>
<i>At around 48 months of age</i>	
2.0 Children begin to recognize simple, repeating patterns.	
<p>2.1 Begin to identify or recognize a simple repeating pattern.</p>	<p>T1TG pp. 48, 54, 64, 70, 88, 99, 104, 105, 110, 116, 122, 123, 138, 139, 150, 151, 157 T2TG p. 49 T3TG pp. 48, 49 T5TG pp. 116, 117</p>
<p>2.2 Attempt to create a simple repeating pattern or participate in making one.</p>	<p>T1TG pp. 64, 70, 88, 98, 104, 110, 111, 113, 116, 117, 123, 132, 133, 138, 144, 145, 150, 151, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T5TG pp. 88, 116, 117 T7TG p. 82 T8TG pp. 132, 133</p>
<i>At around 60 months of age</i>	
2.0 Children expand their understanding of simple, repeating patterns.	
<p>2.1 Recognize and duplicate simple repeating patterns.</p>	<p>T1TG pp. 48, 54, 64, 70, 88, 99, 104, 105, 110, 116, 122, 123, 138, 139, 150, 151, 157 T2TG p. 49 T3TG pp. 48, 49 T5TG pp. 116, 117</p>

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2.2 Begin to extend and create simple repeating patterns.	T1TG pp. 64, 70, 88, 98, 104, 110, 111, 113, 116, 117, 123, 132, 133, 138, 144, 145, 150, 151, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T5TG pp. 88, 116, 117 T7TG p. 82 T8TG pp. 132, 133
MEASUREMENT	
At around 48 months of age	
1.0 Children begin to compare and order objects.	
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger, longer, heavier, or taller</i> , or by placing objects side by side to compare length.	T3TG pp. 30, 36, 37, 42, 43, 54, 55, 64, 65, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 119, 122, 123, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T4TG pp. 150, 151 T5TG pp. 48, 49, 71, 77, 82, 83 T6TG pp. 67, 79
1.2 Order three objects by size.	T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157
At around 60 months of age	
1.0 Children expand their understanding of comparing, ordering, and measuring objects.	
1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	T3TG pp. 30, 36, 37, 42, 43, 54, 55, 64, 65, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 119, 122, 123, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T4TG pp. 150, 151 T5TG pp. 48, 49, 71, 77, 82, 83 T6TG pp. 67, 79
1.2 Order four or more objects by size.	T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157
1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	T3TG pp. 110, 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151
GEOMETRY	
At around 48 months of age	
1.0 Children begin to identify and use common shapes in their everyday environment.	
1.1 Identify simple two-dimensional shapes, such as a circle and square.	T3TG pp. 41, 47 T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157 T8TG pp. 48, 49, 82, 83, 144, 145
1.2 Use individual shapes to represent different elements of a picture or design.	T7TG pp. 132, 133, 138, 139, 144, 145, 146

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At around 60 months of age	
1.0 Children identify and use a variety of shapes in their everyday environment.	
<p>1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.</p>	<p>T3TG pp. 41, 47 T4TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157 T5TG pp. 37, 43 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89, 98, 99, 105, 110, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 150 T8TG pp. 48, 49, 82, 83, 144, 145</p>
<p>1.2 Combine different shapes to create a picture or design.</p>	<p>T7TG pp. 132, 133, 138, 139, 144, 145, 146</p>
At around 48 months of age	
2.0 Children begin to understand positions in space.	
<p>2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.</p>	<p>T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144</p>
At around 60 months of age	
2.0 Children expand their understanding of positions in space.	
<p>2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.</p>	<p>T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144</p>
MATHEMATICAL REASONING	
At around 48 months of age	
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	
<p>1.1 Begin to apply simple mathematical strategies to solve problems in their environment.</p>	<p>T2TG p. 150 T3TG p. 156 T6TG pp. 30, 31, 36, 37, 43, 48, 54, 55, 70, 76, 77, 82, 89, 98, 99, 104, 105, 110, 111, 123 T7TG pp. 48, 49 T8TG pp. 36, 37, 42, 48, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 123</p>
At around 60 months of age	
1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	
<p>1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.</p>	<p>T2TG p. 150 T3TG p. 156 T6TG pp. 30, 31, 36, 37, 43, 48, 54, 55, 70, 76, 77, 82, 89, 98, 99, 104, 105, 110, 111, 123 T7TG pp. 48, 49 T8TG pp. 36, 37, 42, 48, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 123</p>

VISUAL AND PERFORMING ARTS**VISUAL ART****1.0 Notice, Respond, and Engage****At around 48 months of age**

1.1 Notice and communicate about objects or forms that appear in art.	T5TG pp. 34, 156
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1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	T5TG p. 133 T7TG p. 78 T8TG p. 146
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1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	T5TG pp. 34, 156
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1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	T5TG pp. 44, 156 T8TG p. 78
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At around 60 months of age

1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	T5TG pp. 34, 156
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1.2 Begin to plan art and show increasing care and persistence in completing it.	T5TG p. 133 T7TG p. 78 T8TG p. 146
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1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	T5TG pp. 34, 156
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1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.	T5TG pp. 44, 156 T8TG p. 78
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2.0 Develop Skills in Visual Art**At around 48 months of age**

2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	T1TG p. 112 T3TG p. 46
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2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	T1TG p. 112 T3TG p. 46
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2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	T8TG p. 112
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2.4 Begin to use paper and other materials to assemble simple collages.	T3TG pp. 46, 78, 112, 146 T5TG pp. 133, 139, 145 T6TG p. 112
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2.5 Begin to recognize and name materials and tools used for visual arts.	T5TG pp. 133, 139, 145, 156 T8TG p. 146
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2.6 Demonstrate some motor control when working with visual arts tools.	T5TG pp. 133, 139, 145 T6TG p. 44
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At around 60 months of age

2.1 Draw single circle and add lines to create representations of people and things.	T1TG p. 112 T3TG p. 46
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2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	T1TG p. 112 T3TG p. 46
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2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	T8TG p. 112
2.4 Use paper and other materials to make two- and three-dimensional assembled works.	T3TG pp. 46, 78, 112, 146 T5TG pp. 133, 139, 145 T6TG p. 112
2.5 Recognize and name materials and tools used for visual arts.	T5TG pp. 133, 139, 145, 156 T8TG p. 146
2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.	T5TG pp. 133, 139, 145 T6TG p. 44
3.0 Create, Invent, and Express Through Visual Art	
<i>At around 48 months of age</i>	
3.1 Create art and sometimes name the work.	T3TG pp. 78, 112 T4TG p. 44 T5TG p. 133 T7TG p. 78 T8TG pp. 112, 146
3.2 Begin to draw figures or objects.	T1TG p. 112 T3TG p. 46
3.3 Begin to use intensity of marks and color to express a feeling or mood.	T4TG p. 44
<i>At around 60 months of age</i>	
3.1 Intentionally create content in a work of art.	T3TG pp. 78, 112 T4TG p. 44 T5TG p. 133 T7TG p. 78 T8TG pp. 112, 146
3.2 Draw more detailed figures or objects with more control of line and shape.	T1TG p. 112 T3TG p. 46
3.3 Use intensity of marks and color more frequently to express a feeling or mood.	T4TG p. 44
MUSIC	
1.0 Notice, Respond, and Engage	
<i>At around 48 months of age</i>	
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T7TG p. 97 T8TG pp. 41, 137
1.2 Recognize simple repeating melody and rhythm patterns.	T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131 T3TG pp. 29, 63, 131 T4TG pp. 29, 63, 97, 131 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 131
1.3 Identify the sources of a limited variety of musical sounds.	T3TG p. 97 T8TG pp. 63, 97

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<p>1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.</p>	<p>T1TG pp. 109, 121, 155 T2TG pp. 41, 87, 109, 155 T3TG pp. 41, 53, 109, 143, 155 T4TG pp. 109, 121, 155 T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T6TG pp. 41, 53, 75, 87, 109 T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149</p>
At around 60 months of age	
<p>1.1 Verbally reflect on music and describe music by using an expanded vocabulary.</p>	<p>T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T7TG p. 97 T8TG pp. 41, 137</p>
<p>1.2 Demonstrate more complex repeating melody and rhythm patterns.</p>	<p>T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131 T3TG pp. 29, 63, 131 T4TG pp. 29, 63, 97, 131 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 131</p>
<p>1.3 Identify the sources of a wider variety of music and music-like sounds.</p>	<p>T3TG p. 97 T8TG pp. 63, 97</p>
<p>1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.</p>	<p>T1TG pp. 109, 121, 155 T2TG pp. 41, 87, 109, 155 T3TG pp. 41, 53, 109, 143, 155 T4TG pp. 109, 121, 155 T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T6TG pp. 41, 53, 75, 87, 109 T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149</p>
2.0 Develop Skills in Music	
At around 48 months of age	
<p>2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.</p>	<p>T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 101, 107, 113, 119, 129, 135, 147, 153 T2TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 146, 147, 153, 155 T3TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 97, 101, 113, 119, 129, 135, 141, 147, 153 T4TG pp. 27, 33, 45, 51, 61, 67, 73, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T5TG pp. 27, 33, 41, 45, 51, 53, 61, 67, 73, 75, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T6TG pp. 27, 33, 39, 41, 45, 51, 53, 61, 67, 79, 85, 87, 95, 101, 107, 113, 119, 121, 155 T7TG pp. 27, 30, 33, 36, 39, 42, 45, 46, 51, 54, 61, 67, 70, 73, 79, 88, 95, 101, 107, 110, 113, 119, 122, 129, 135, 141, 147, 153 T8TG pp. 27, 29, 33, 35, 45, 51, 53, 61, 63, 67, 69, 73, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 121, 129, 131, 135, 137, 141, 147, 153, 155</p>

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<p>2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.</p>	<p>T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 101, 107, 113, 119, 129, 135, 147, 153 T2TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 146, 147, 153, 155 T3TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 113, 119, 129, 135, 141, 147, 153 T4TG pp. 27, 33, 45, 51, 61, 67, 73, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T5TG pp. 27, 33, 41, 45, 51, 53, 61, 67, 73, 75, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T6TG pp. 27, 33, 39, 41, 45, 51, 53, 61, 67, 79, 85, 87, 95, 101, 107, 113, 119, 121, 155 T7TG pp. 27, 30, 33, 36, 39, 42, 45, 46, 51, 54, 61, 67, 70, 73, 79, 88, 95, 101, 107, 110, 113, 119, 122, 129, 135, 141, 147, 153 T8TG pp. 27, 29, 33, 35, 45, 51, 53, 61, 63, 67, 69, 73, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 121, 129, 131, 135, 137, 141, 147, 153, 155</p>
At around 60 months of age	
<p>2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.</p>	<p>T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 101, 107, 113, 119, 129, 135, 147, 153 T2TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 146, 147, 153, 155 T3TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 97, 101, 113, 119, 129, 135, 141, 147, 153 T4TG pp. 27, 33, 45, 51, 61, 67, 73, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T5TG pp. 27, 33, 41, 45, 51, 53, 61, 67, 73, 75, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T6TG pp. 27, 33, 39, 41, 45, 51, 53, 61, 67, 79, 85, 87, 95, 101, 107, 113, 119, 121, 155 T7TG pp. 27, 30, 33, 36, 39, 42, 45, 46, 51, 54, 61, 67, 70, 73, 79, 88, 95, 101, 107, 110, 113, 119, 122, 129, 135, 141, 147, 153 T8TG pp. 27, 29, 33, 35, 45, 51, 53, 61, 63, 67, 69, 73, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 121, 129, 131, 135, 137, 141, 147, 153, 155</p>
<p>2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.</p>	<p>T1TG pp. 27, 29, 33, 35, 39, 41, 45, 47, 51, 53, 63, 67, 69, 75, 79, 81, 87, 95, 101, 107, 113, 119, 129, 135, 147, 153 T2TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 146, 147, 153, 155 T3TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 113, 119, 129, 135, 141, 147, 153 T4TG pp. 27, 33, 45, 51, 61, 67, 73, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T5TG pp. 27, 33, 41, 45, 51, 53, 61, 67, 73, 75, 79, 85, 87, 95, 101, 107, 113, 119, 129, 135, 141, 147, 153 T6TG pp. 27, 33, 39, 41, 45, 51, 53, 61, 67, 79, 85, 87, 95, 101, 107, 113, 119, 121, 155 T7TG pp. 27, 30, 33, 36, 39, 42, 45, 46, 51, 54, 61, 67, 70, 73, 79, 88, 95, 101, 107, 110, 113, 119, 122, 129, 135, 141, 147, 153 T8TG pp. 27, 29, 33, 35, 45, 51, 53, 61, 63, 67, 69, 73, 79, 85, 87, 95, 97, 101, 103, 107, 113, 119, 121, 129, 131, 135, 137, 141, 147, 153, 155</p>

California Preschool Learning Foundations	DIG: Develop. Inspire. Grow.™
3.0 Create, Invent, and Express Through Music	
At around 48 months of age	
<p>3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.</p>	<p>T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 109, 131, 137 T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137 T3TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T4TG pp. 29, 63, 69, 97, 103, 131 T5TG pp. 29, 35, 63, 69, 97, 103, 121, 131, 137, 155 T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137 T7TG pp. 29, 35, 63, 69, 97, 103, 109, 121, 131, 137 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115</p>
<p>3.2 Move or use body to demonstrate beat and tempo, often spontaneously.</p>	<p>T5TG p. 53 T8TG p. 103</p>
<p>3.3 Improvise vocally and instrumentally.</p>	<p>T1TG pp. 41, 47, 53, 109 T5TG pp. 113, 121, 155 T7TG pp. 27, 33, 45, 51, 109, 121</p>
At around 60 months of age	
<p>3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.</p>	<p>T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 109, 131, 137 T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137 T3TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T4TG pp. 29, 63, 69, 97, 103, 131 T5TG pp. 29, 35, 63, 69, 97, 103, 121, 131, 137, 155 T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137 T7TG pp. 29, 35, 63, 69, 97, 103, 109, 121, 131, 137 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115</p>
<p>3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.</p>	<p>T5TG p. 53 T8TG p. 103</p>
<p>3.3 Explore, improvise, and create brief melodies with voice or instrument.</p>	<p>T1TG pp. 41, 47, 53, 109 T5TG pp. 113, 121, 155 T7TG pp. 27, 33, 45, 51, 109, 121</p>
DRAMA	
1.0 Notice, Respond, and Engage	
At around 48 months of age	
<p>1.1 Demonstrate an understanding of simple drama vocabulary.</p>	<p>T5TG p. 155 T8TG pp. 81, 115, 149</p>
<p>1.2 Identify preferences and interests related to participating in drama.</p>	<p>T8TG p. 149</p>
<p>1.3 Demonstrate knowledge of simple plot of a participatory drama.</p>	<p>T8TG p. 149</p>
At around 60 months of age	
<p>1.1 Demonstrate a broader understanding of drama vocabulary.</p>	<p>T5TG p. 155 T8TG pp. 81, 115, 149</p>
<p>1.2 Explain preferences and interests related to participating in drama.</p>	<p>T8TG p. 149</p>
<p>1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.</p>	<p>T8TG p. 149</p>

California Preschool Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
2.0 Develop Skills to Create, Invent, and Express Through Drama	
<i>At around 48 months of age</i>	
2.1 Demonstrate basic role-play skills with imagination and creativity.	T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	T1TG pp. 52, 114 T5TG p. 155 T6TG p. 119 T7TG p. 146 T8TG pp. 81, 115, 149
<i>At around 60 months of age</i>	
2.1 Demonstrate extended role-play skills with increased imagination and creativity.	T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101
2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	T1TG pp. 52, 114 T5TG p. 155 T6TG p. 119 T7TG p. 146 T8TG pp. 81, 115, 149
DANCE	
1.0 Notice, Respond, and Engage	
<i>At around 48 months of age</i>	
1.1 Engage in dance movements.	T1TG pp. 52, 61, 64, 67, 73, 79, 85, 117, 129, 135, 141, 147, 153 T2TG pp. 95, 101 T3TG pp. 46, 95, 101, 107, 113, 116, 119 T4TG p. 52 T5TG pp. 27, 33, 39, 45, 51, 114 T6TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 143, 147, 153 T7TG pp. 143, 149, 155 T8TG pp. 27, 33, 39, 45, 51
1.2 Begin to understand and use vocabulary related to dance.	T1TG pp. 52, 61, 64, 67, 73, 79, 85, 117, 129, 135, 141, 147, 153 T2TG pp. 95, 101 T3TG pp. 46, 95, 101, 107, 113, 116, 119 T4TG p. 52 T5TG pp. 27, 33, 39, 45, 51, 114 T6TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 143, 147, 153 T7TG pp. 143, 149, 155 T8TG pp. 27, 33, 39, 45, 51

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<p>1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.</p>	<p>T1TG pp. 52, 61, 64, 67, 73, 79, 85, 117, 129, 135, 141, 147, 153 T2TG pp. 95, 101 T3TG pp. 46, 95, 101, 107, 113, 116, 119 T4TG p. 52 T5TG pp. 27, 33, 39, 45, 51, 114 T6TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 143, 147, 153 T7TG pp. 143, 149, 155 T8TG pp. 27, 33, 39, 45, 51</p>
<p>1.4 Explore and use different steps and movements to create or form a dance.</p>	<p>T3TG p. 97 T8TG pp. 47, 53, 75, 103, 131</p>
At around 60 months of age	
<p>1.1 Further engage and participate in dance movements.</p>	<p>T1TG pp. 52, 61, 64, 67, 73, 79, 85, 117, 129, 135, 141, 147, 153 T2TG pp. 95, 101 T3TG pp. 46, 95, 101, 107, 113, 116, 119 T4TG p. 52 T5TG pp. 27, 33, 39, 45, 51, 114 T6TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 143, 147, 153 T7TG pp. 143, 149, 155 T8TG pp. 27, 33, 39, 45, 51</p>
<p>1.2 Connect dance terminology with demonstrated steps.</p>	<p>T1TG pp. 52, 61, 64, 67, 73, 79, 85, 117, 129, 135, 141, 147, 153 T2TG pp. 95, 101 T3TG pp. 46, 95, 101, 107, 113, 116, 119 T4TG p. 52 T5TG pp. 27, 33, 39, 45, 51, 114 T6TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 143, 147, 153 T7TG pp. 143, 149, 155 T8TG pp. 27, 33, 39, 45, 51</p>
<p>1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.</p>	<p>T1TG pp. 52, 61, 64, 67, 73, 79, 85, 117, 129, 135, 141, 147, 153 T2TG pp. 95, 101 T3TG pp. 46, 95, 101, 107, 113, 116, 119 T4TG p. 52 T5TG pp. 27, 33, 39, 45, 51, 114 T6TG pp. 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 129, 135, 141, 143, 147, 153 T7TG pp. 143, 149, 155 T8TG pp. 27, 33, 39, 45, 51</p>
<p>1.4 Use understanding of different steps and movements to create or form a dance.</p>	<p>T3TG p. 97 T8TG pp. 47, 53, 75, 103, 131</p>
2.0 Develop Skills in Dance	
At around 48 months of age	
<p>2.1 Begin to be aware of own body in space.</p>	<p>T1TG p. 46 T2TG p. 33 T3TG p. 87 T5TG p. 154 T8TG p. 44</p>
<p>2.2 Begin to be aware of other people in dance or when moving in space.</p>	<p>T1TG p. 64 T5TG p. 112 T7TG pp. 143, 149, 155</p>

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2.3 Begin to respond to tempo and timing through movement.	T1TG pp. 109, 121, 155 T2TG pp. 41, 87, 109, 155 T3TG pp. 41, 53, 109, 143, 155 T4TG pp. 109, 121, 155 T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T6TG pp. 41, 53, 75, 87, 109 T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149
At around 60 months of age	
2.1 Continue to develop awareness of body in space.	T1TG p. 46 T2TG p. 33 T3TG p. 87 T5TG p. 154 T8TG p. 44
2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	T1TG p. 64 T5TG p. 112 T7TG pp. 143, 149, 155
2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	T1TG pp. 109, 121, 155 T2TG pp. 41, 87, 109, 155 T3TG pp. 41, 53, 109, 143, 155 T4TG pp. 109, 121, 155 T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T6TG pp. 41, 53, 75, 87, 109 T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149
3.0 Create, Invent, and Express Through Dance	
At around 48 months of age	
3.1 Begin to act out and dramatize through music and movement patterns.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154
3.2 Invent dance movements.	T1TG pp. 80, 120 T2TG pp. 120, 148 T3TG pp. 52, 107, 112, 120, 121, 143 T4TG p. 148 T5TG pp. 80, 148 T6TG pp. 52, 80, 120 T7TG p. 79 T8TG pp. 52, 148
3.3 Improvise simple dances that have a beginning and an end.	T3TG p. 97 T8TG pp. 47, 53, 75, 103, 131
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154

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At around 60 months of age	
3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154
3.2 Invent and recreate dance movements.	T1TG pp. 80, 120 T2TG pp. 120, 148 T3TG pp. 52, 107, 112, 120, 121, 143 T4TG p. 148 T5TG pp. 80, 148 T6TG pp. 52, 80, 120 T7TG p. 79 T8TG pp. 52, 148
3.3 Improvise more complex dances that have a beginning, middle, and an end.	T3TG p. 97 T8TG pp. 47, 53, 75, 103, 131
3.4 Communicate and express feelings intentionally through dance.	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154
PHYSICAL DEVELOPMENT	
Fundamental Movement Skills	
1.0 Balance	
At around 48 months of age	
1.1 Maintain balance while holding still; sometimes may need assistance.	T1TG pp. 39, 116, 150 T3TG p. 51
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	T1TG pp. 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61
At around 60 months of age	
1.1 Show increasing balance and control when holding still.	T1TG pp. 39, 116, 150 T3TG p. 51
1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	T1TG pp. 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61
2.0 Locomotor Skills	
At around 48 months of age	
2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	T1TG p. 73 T2TG p. 33

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2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	T5TG p. 135
2.3 Jump for height (up or down) and for distance with beginning competence.	T1TG pp. 73, 116 T7TG p. 101
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	T1TG pp. 150, 151 T2TG pp. 44, 61, 67, 75, 85, 107, 129 T3TG p. 153 T6TG p. 146 T7TG pp. 79, 135 T8TG pp. 73, 135
At around 60 months of age	
2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	T1TG p. 73 T2TG p. 33
2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	T5TG p. 135
2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	T1TG pp. 73, 116 T7TG p. 101
2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	T1TG pp. 150, 151 T2TG pp. 44, 61, 67, 75, 85, 107, 129 T3TG p. 153 T6TG p. 146 T7TG pp. 79, 135 T8TG pp. 73, 135
3.0 Manipulative Skills	
At around 48 months of age	
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	T3TG p. 147 T4TG p. 147 T5TG p. 141 T6TG p. 45
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	T1TG p. 138 T2TG pp. 145, 157 T3TG pp. 65, 111 T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117 T5TG pp. 37, 43, 71, 77, 105, 111, 139, 145 T6TG p. 146 T8TG pp. 37, 71, 105, 139
At around 60 months of age	
3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	T3TG p. 147 T4TG p. 147 T5TG p. 141 T6TG p. 45
3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	T1TG p. 138 T2TG pp. 145, 157 T3TG pp. 65, 111 T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117 T5TG pp. 37, 43, 71, 77, 105, 111, 139, 145 T6TG p. 146 T8TG pp. 37, 71, 105, 139

PERCEPTUAL-MOTOR SKILLS AND MOVEMENT CONCEPTS

1.0 Body Awareness

At around 48 months of age

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|---|--|
| 1.1 Demonstrate knowledge of the names of body parts. | T2TG pp. 33, 39
T4TG p. 107
T5TG p. 63 |
|---|--|

At around 60 months of age

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|--|--|
| 1.1 Demonstrate knowledge of an increasing number of body parts. | T2TG pp. 33, 39
T4TG p. 107
T5TG p. 63 |
|--|--|

2.0 Spatial Awareness

At around 48 months of age

- | | |
|--|---|
| 2.1 Use own body as reference point when locating or relating to other people or objects in space. | T1TG p. 51
T3TG p. 87
T8TG p. 119 |
|--|---|

At around 60 months of age

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|--|---|
| 2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space. | T1TG p. 51
T3TG p. 87
T8TG p. 119 |
|--|---|

3.0 Directional Awareness

At around 48 months of age

- | | |
|--|--|
| 3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side"). | T1TG p. 116
T3TG p. 46
T5TG p. 141 |
| 3.2 Move forward and backward or up and down easily. | T2TG p. 64
T3TG pp. 46, 135
T6TG p. 27 |
| 3.3 Can place an object on top of or under something with some accuracy. | T1TG p. 116
T3TG p. 46
T5TG p. 141 |
| 3.4 Use any two body parts together. | T1TG pp. 143, 155
T3TG pp. 110, 122, 123
T5TG pp. 139, 145
T7TG p. 37 |

At around 60 months of age

- | | |
|---|--|
| 3.1 Begin to understand and distinguish between the sides of the body. | T1TG p. 116
T3TG p. 46
T5TG p. 141 |
| 3.2 Can change directions quickly and accurately. | T2TG p. 64
T3TG pp. 46, 135
T6TG p. 27 |
| 3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy. | T1TG p. 116
T3TG p. 46
T5TG p. 141 |

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3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	T1TG pp. 143, 155 T3TG pp. 110, 122, 123 T5TG pp. 139, 145 T7TG p. 37
ACTIVE PHYSICAL PLAY	
1.0 Active Participation	
At around 48 months of age	
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
At around 60 months of age	
1.1 Initiate more complex physical activities for a sustained period of time.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
2.0 Cardiovascular Endurance	
At around 48 months of age	
2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	T4TG pp. 73, 96, 114, 119, 120
At around 60 months of age	
2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	T4TG pp. 73, 96, 114, 119, 120
3.0 Muscular Strength, Muscular Endurance, and Flexibility	
At around 48 months of age	
3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
At around 60 months of age	
3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
HEALTH	
HEALTH HABITS	
1.0 Basic Hygiene	
At around 48 months of age	
1.1 Demonstrate knowledge of some steps in the handwashing routine.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
At around 60 months of age	
1.1 Demonstrate knowledge of more steps in the handwashing routine.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155

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2.0 Oral Health	
At around 48 months of age	
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	T4TG pp. 129, 130, 154 T5TG p. 75
At around 60 months of age	
2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	T4TG pp. 129, 130, 154 T5TG p. 75
3.0 Knowledge of Wellness	
At around 48 months of age	
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	T1TG p. 46 T4TG pp. 68, 73, 108, 120
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	T4TG pp. 33, 34, 53, 135 T5TG p. 63
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	T4TG p. 52
At around 60 months of age	
3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	T1TG p. 46 T4TG pp. 68, 73, 108, 120
3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	T4TG pp. 33, 34, 53, 135 T5TG p. 63
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	T4TG p. 52
4.0 Sun Safety	
At around 48 months of age	
4.1 Begin to practice sun-safe actions, with adult support and guidance.	T2TG pp. 130, 135, 136, 142, 146, 147, 148, 154
At around 60 months of age	
4.1 Practice sun-safe actions with decreasing adult support and guidance.	T2TG pp. 130, 135, 136, 142, 146, 147, 148, 154
SAFETY	
1.0 Injury Prevention	
At around 48 months of age	
1.1 Follow safety rules with adult support and prompting.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	T1TG p. 68 T3TG p. 87

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1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	T1TG pp. 62, 67, 68, 87 T2TG pp. 130, 135, 136, 142, 146, 147, 148, 154 T8TG pp. 87, 121
At around 60 months of age	
1.1 Follow safety rules more independently though may still need adult support and prompting.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.	T1TG p. 68 T3TG p. 87
1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	T1TG pp. 62, 67, 68, 87 T2TG pp. 130, 135, 136, 142, 146, 147, 148, 154 T8TG pp. 87, 121
NUTRITION	
1.0 Nutrition Knowledge	
At around 48 months of age	
1.1 Identify different kinds of foods.	T4TG pp. 68, 74, 87 T6TG pp. 97, 113 T7TG p. 33
At around 60 months of age	
1.1 Identify a larger variety of foods and may know some of the related food groups.	T4TG pp. 68, 74, 87 T6TG pp. 97, 113 T7TG p. 33
2.0 Nutrition Choices	
At around 48 months of age	
2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119 T6TG p. 95
2.2 Indicate food preferences that reflect familial and cultural practices.	T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
At around 60 months of age	
2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119 T6TG p. 95
2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
3.0 Self-Regulation of Eating	
At around 48 months of age	
3.1 Identify awareness of own hunger and fullness.	<i>This can be observed during lunch and snack time.</i> T2TG pp. 109, 115 T4TG pp. 62, 65, 68, 86
At around 60 months of age	
3.1 Indicate greater awareness of own hunger and fullness.	<i>This can be observed during lunch and snack time.</i> T2TG pp. 109, 115 T4TG pp. 62, 65, 68, 86

HISTORY-SOCIAL SCIENCE**SELF AND SOCIETY****1.0 Culture and Diversity****At around 48 months of age**

1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.

T1TG pp. 36, 42
T2TG pp. 5, 45
T3TG pp. 130, 131, 136, 142, 148, 153, 154, 155
T7TG p. 143

At around 60 months of age

1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.

T1TG pp. 36, 42
T2TG pp. 5, 45
T3TG pp. 130, 131, 136, 142, 148, 153, 154, 155
T7TG p. 143

2.0 Relationships**At around 48 months of age**

2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.

T1TG pp. 28, 34, 40, 52, 78, 130, 136
T3TG pp. 95, 96
T5TG p. 154
T7TG p. 121

At around 60 months of age

2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.

T1TG pp. 28, 34, 40, 52, 78, 130, 136
T3TG pp. 95, 96
T5TG p. 154
T7TG p. 121

3.0 Social Roles and Occupations**At around 48 months of age**

3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.

This activity happens each week in the Learning Centers.
T3TG pp. 62, 68, 79, 86, 87, 108
T8TG pp. 146, 153

At around 60 months of age

3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.

This activity happens each week in the Learning Centers.
T3TG pp. 62, 68, 79, 86, 87, 108
T8TG pp. 146, 153

BECOMING A PRESCHOOL COMMUNITY MEMBER: CIVICS**1.0 Skills for Democratic Participation****At around 48 months of age**

1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.

T1TG pp. 34, 121
T5TG p. 102
T6TG p. 143
T8TG pp. 41, 75, 109, 143

California Preschool Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
At around 60 months of age	
<p>1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</p>	<p>T1TG pp. 34, 121 T5TG p. 102 T6TG p. 143 T8TG pp. 41, 75, 109, 143</p>
2.0 Responsible Conduct	
At around 48 months of age	
<p>2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p>	<p>T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120</p>
At around 60 months of age	
<p>2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others’ behavior to ensure that others also fit in with group expectations.</p>	<p>T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120</p>
3.0 Fairness and Respect for Other People	
At around 48 months of age	
<p>3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p>	<p>T1TG pp. 28, 34, 45, 46, 52, 62, 68, 74, 80, 86, 87, 96, 102, 108, 114, 119, 120, 146 T3TG pp. 53, 87</p>
At around 60 months of age	
<p>3.1 Pay attention to others’ feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p>	<p>T1TG pp. 28, 34, 45, 46, 52, 62, 68, 74, 80, 86, 87, 96, 102, 108, 114, 119, 120, 146 T3TG pp. 53, 87</p>
4.0 Conflict Resolution	
At around 48 months of age	
<p>4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.</p>	<p>T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120</p>
At around 60 months of age	
<p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p>	<p>T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120</p>
SENSE OF TIME (HISTORY)	
1.0 Understanding Past Events	
At around 48 months of age	
<p>1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.</p>	<p>T4TG p. 121 T6TG p. 53 T8TG pp. 62, 65, 67, 68, 80, 86, 136</p>

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At around 60 months of age	
1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	T4TG p. 121 T6TG p. 53 T8TG pp. 62, 65, 67, 68, 80, 86, 136
2.0 Anticipating and Planning Future Events	
At around 48 months of age	
2.1 Anticipate events in familiar situations in the near future, with adult assistance.	T8TG pp. 68, 155
At around 60 months of age	
2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	T8TG pp. 68, 155
3.0 Personal History	
At around 48 months of age	
3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	T6TG p. 53 T7TG p. 129 T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136
At around 60 months of age	
3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	T6TG p. 53 T7TG p. 129 T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136
4.0 Historical Changes in People and the World	
At around 48 months of age	
4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened “long ago,” although do not readily sequence historical events on a timeline.	T8TG pp. 62, 65, 67, 68, 80, 86, 136
At around 60 months of age	
4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.	T8TG pp. 62, 65, 67, 68, 80, 86, 136
SENSE OF PLACE: GEOGRAPHY AND ECOLOGY	
1.0 Navigating Familiar Locations	
At around 48 months of age	
1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the route between them, and begin using simple directional language (with various degrees of accuracy).	T3TG pp. 28, 31, 34, 40, 46, 52, 141 T8TG pp. 96, 101, 113

California Preschool Learning Foundations	<i>DIG: Develop. Inspire. Grow.™</i>
At around 60 months of age	
<p>1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p>	<p>T3TG pp. 28, 31, 34, 40, 46, 52, 141 T8TG pp. 96, 101, 113</p>
2.0 Caring for the Natural World	
At around 48 months of age	
<p>2.1 Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.</p>	<p>T3TG pp. 78, 96, 101, 102, 114, 120, 148 T5TG pp. 35, 53, 87, 130, 142, 147, 148, 154, 155 T6TG p. 45</p>
At around 60 months of age	
<p>2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p>	<p>T3TG pp. 78, 96, 101, 102, 114, 120, 148 T5TG pp. 35, 53, 87, 130, 142, 147, 148, 154, 155 T6TG p. 45</p>
3.0 Understanding the Physical World Through Drawings and Maps	
At around 48 months of age	
<p>3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.</p>	<p>T3TG p. 135 T8TG pp. 102, 119, 120</p>
At around 60 months of age	
<p>3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p>	<p>T3TG p. 135 T8TG pp. 102, 119, 120</p>
MARKETPLACE: ECONOMICS	
1.0 Exchange	
At around 48 months of age	
<p>1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.</p>	<p>T8TG pp. 130, 135, 136, 142, 147, 148, 154</p>
At around 60 months of age	
<p>1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).</p>	<p>T8TG pp. 130, 135, 136, 142, 147, 148, 154</p>

SCIENCE**SCIENTIFIC INQUIRY****1.0 Observation and Investigation*****At around 48 months of age***

1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 44, 46, 52, 62, 68, 74, 80, 86, 96, 102, 108, 112, 114, 130, 148
1.2 Observe objects and events in the environment and describe them.	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
1.3 Begin to identify and use, with adult support, some observation and measurement tools.	T5TG pp. 102, 121 T7TG pp. 51, 67
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	T5TG p. 30 T6TG pp. 95, 114 T7TG pp. 80, 95, 113, 148
1.5 Make predictions and check them, with adult support, through concrete experiences.	T5TG pp. 101, 120 T6TG pp. 96, 114 T7TG pp. 80, 96, 102, 114, 130, 136, 148, 154
1.6 Make inferences and form generalizations based on evidence.	T5TG p. 146 T6TG pp. 61, 63, 74, 114 T7TG pp. 46, 62, 67, 114, 133, 148

At around 60 months of age

1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 44, 46, 52, 62, 68, 74, 80, 86, 96, 102, 108, 112, 114, 130, 148
1.2 Observe objects and events in the environment and describe them in greater detail.	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	T5TG pp. 102, 121 T7TG pp. 51, 67
1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	T5TG p. 30 T6TG pp. 95, 114 T7TG pp. 80, 95, 113, 148
1.5 Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	T5TG pp. 101, 120 T6TG pp. 96, 114 T7TG pp. 80, 96, 102, 114, 130, 136, 148, 154
1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	T5TG p. 146 T6TG pp. 61, 63, 74, 114 T7TG pp. 46, 62, 67, 114, 133, 148

2.0 Documentation and Communication***At around 48 months of age***

2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 114, 120 T7TG pp. 80, 96, 102, 120, 133, 142
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<p>2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.</p>	<p>T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 120 T7TG pp. 80, 120, 148</p>
At around 60 months of age	
<p>2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</p>	<p>T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 114, 120 T7TG pp. 80, 96, 102, 120, 133, 142</p>
<p>2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</p>	<p>T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 120 T7TG pp. 80, 120, 148</p>
PHYSICAL SCIENCES	
1.0 Properties and Characteristics of Nonliving Objects and Materials	
At around 48 months of age	
<p>1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</p>	<p>T5TG pp. 136, 141, 147, 148, 155 T7TG pp. 95, 96, 101, 102, 107, 114, 120, 146 T8TG p. 147</p>
At around 60 months of age	
<p>1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</p>	<p>T5TG pp. 136, 141, 147, 148, 155 T7TG pp. 95, 96, 101, 102, 107, 114, 120, 146 T8TG p. 147</p>
2.0 Changes in Nonliving Objects and Materials	
At around 48 months of age	
<p>2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).</p>	<p>T7TG pp. 108, 114, 130, 136, 147, 148, 153, 154</p>
<p>2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.</p>	<p>T7TG pp. 53, 108, 120, 142</p>
At around 60 months of age	
<p>2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).</p>	<p>T7TG pp. 108, 114, 130, 136, 147, 148, 153, 154</p>
<p>2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction).</p>	<p>T7TG pp. 53, 108, 120, 142</p>

California Preschool Learning Foundations	DIG: Develop. Inspire. Grow.™
LIFE SCIENCES	
1.0 Properties and Characteristics of Living Things	
At around 48 months of age	
<p>1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.</p>	<p>T4TG p. 108 T5TG pp. 39, 80, 87 T6TG pp. 28, 33, 34, 40, 46, 51, 52, 61, 62, 68, 74, 79, 80, 85, 86, 96, 97, 99, 101, 102, 107, 108, 109, 114, 120, 130, 142, 148, 154 T7TG pp. 67, 73, 117</p>
<p>1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p>	<p>T2TG p. 33 T4TG pp. 68, 80, 154 T6TG p. 68</p>
<p>1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.</p>	<p>T3TG pp. 141, 143 T5TG pp. 62, 68, 73, 80, 86 T6TG pp. 108, 129</p>
<p>1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.</p>	<p>T6TG pp. 33, 34, 39, 46, 62, 68, 80, 86</p>
At around 60 months of age	
<p>1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</p>	<p>T4TG p. 108 T5TG pp. 39, 80, 87 T6TG pp. 28, 33, 34, 40, 46, 51, 52, 61, 62, 68, 74, 79, 80, 85, 86, 96, 97, 99, 101, 102, 107, 108, 109, 114, 120, 130, 142, 148, 154 T7TG pp. 67, 73, 117</p>
<p>1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p>	<p>T2TG p. 33 T4TG pp. 68, 80, 154 T6TG p. 68</p>
<p>1.3 Recognize that living things have habitats in different environments suited to their unique needs.</p>	<p>T3TG pp. 141, 143 T5TG pp. 62, 68, 73, 80, 86 T6TG pp. 108, 129</p>
<p>1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.</p>	<p>T6TG pp. 33, 34, 39, 46, 62, 68, 80, 86</p>
2.0 Changes in Living Things	
At around 48 months of age	
<p>2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.</p>	<p>T5TG p. 119 T6TG pp. 28, 46, 52, 102, 119, 120, 130, 133, 136, 142, 147, 148, 154 T7TG p. 147</p>
<p>2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.</p>	<p>T4TG p. 108 T5TG pp. 39, 80 T6TG pp. 34, 61, 62, 68, 74, 80, 85, 86, 96, 101, 102, 108, 109, 114, 120</p>

California Preschool Learning Foundations	DIG: Develop. Inspire. Grow.™
At around 60 months of age	
<p>2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).</p>	<p>T5TG p. 119 T6TG pp. 28, 46, 52, 102, 119, 120, 130, 133, 136, 142, 147, 148, 154 T7TG p. 147</p>
<p>2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p>	<p>T4TG p. 108 T5TG pp. 39, 80 T6TG pp. 34, 61, 62, 68, 74, 80, 85, 86, 96, 101, 102, 108, 109, 114, 120</p>
EARTH SCIENCES	
1.0 Properties and Characteristics of Earth Materials and Objects	
At around 48 months of age	
<p>1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p>	<p>T5TG pp. 28, 39, 80</p>
At around 60 months of age	
<p>1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p>	<p>T5TG pp. 28, 39, 80</p>
2.0 Changes in the Earth	
At around 48 months of age	
<p>2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.</p>	<p>T5TG p. 113 T7TG pp. 45, 46, 47</p>
<p>2.2 Notice and describe changes in weather.</p>	<p>T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27</p>
<p>2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<p>T5TG pp. 102, 108, 113, 120, 121</p>
<p>2.4 Develop awareness of the importance of caring for and respecting the environment, and participate in activities related to its care.</p>	<p>T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155</p>
At around 60 months of age	
<p>2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.</p>	<p>T5TG p. 113 T7TG pp. 45, 46, 47</p>
<p>2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</p>	<p>T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27</p>
<p>2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<p>T5TG pp. 102, 108, 113, 120, 121</p>
<p>2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</p>	<p>T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155</p>



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