

From the Preschool Learning Foundation CCSS/Content Standards Alignment Document

Table 1.4 Detailed View of the Alignment Between the Language and Literacy Domain and the Common Core State Standards	
California Preschool Learning Foundations	Common Core State Standards Kindergarten
<b>Domain: Language and Literacy</b>	<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>Strand: Listening and Speaking</b>	<b>Speaking and Listening Standards Language Standards</b>
<b>Substrand: 1.0 Language Use and Conventions</b>	<b>Speaking and Listening Standards:</b> <ul style="list-style-type: none"> <li>▪ Comprehension and Collaboration</li> <li>▪ Presentation of Knowledge and Ideas</li> </ul>

At around 48 months	At around 60 months	By the end of kindergarten
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.	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.	<b>Comprehension and Collaboration</b> 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.  2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <b>a. Understand and follow one- and two-step oral directions.*</b> 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
1.2 Speak clearly enough to be understood by familiar adults and children	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	<b>Presentation of Knowledge and Ideas</b> 6. Speak audibly and express thoughts, feelings, and ideas clearly.
1.3 Use accepted language and style during communication with familiar adults and children.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
1.4 Use language to construct short narratives that are real or fictional. <sup>†</sup>	1.4 Use language to construct extended narratives that are real or fictional. <sup>†</sup>	<b>Presentation of Knowledge and Ideas</b> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

\* Added by California to the CCSS.

† The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.

5.0 Literacy Interest and Response		
At around 48 months	At around 60 months	By the end of kindergarten
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	
5.2 Engage in routines associated with literacy activities.	5.2 Engage in more complex routines associated with literacy activities.	

Strand: Writing		Writing Standards
Substrand: 1.0 Writing Strategies		Writing Standards
		<ul style="list-style-type: none"> <li>Text Types and Purposes</li> </ul>
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.	
1.2 Write using scribbles that are different from pictures.	1.2 Writes letter or letter-like shapes to represent words or ideas.	<b>Text Types and Purposes</b> <ol style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</li> <li>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> </ol>
1.3 Write marks to represent own name.	1.3 Writes first name nearly correctly.	
		<b>Additional standards under Writing Standards</b> <ul style="list-style-type: none"> <li>Production and Distribution of Writing</li> <li>Research to Build and Present Knowledge</li> </ul>

TK students are developing skills that will build effective writers. A few of these critical skills have been highlighted. These skills are part of a learning continuum taken from California Department of Education’s TK-K Alignment Document.

<b>2.0 Develop Skills in Visual Art</b>		<b>2.0 Creative Expression: <i>Creating, Performing, and Participating in the Visual Arts</i></b> Skills, Processes, Materials, and Tools; Communication and Expression Through Original Works of Art  Also aligned with an element from: <b>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</i></b> Develop Perceptual Skills and Visual Arts Vocabulary
At around 48 months	At around 60 months	By the end of kindergarten

2.5 Begin to recognize and name materials and tools used for visual arts.*	2.5 Recognize and name materials and tools used for visual arts.*	<b>Develop Perceptual Skills and Visual Arts Vocabulary</b> 1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.
2.6 Demonstrate some motor control when working with visual arts tools.*	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.*	<b>Skills, Processes, Materials, and Tools</b> 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
<b>3.0 Create, Invent, and Express Through Visual Art</b>		<b>2.0 Creative Expression: <i>Creating, Performing, and Participating in the Visual Arts</i></b> Communication and Expression Through Original Works of Art
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Create art and sometimes name the work.	3.1 <b>Intentionally create content</b> in a work of art.	<b>Communication and Expression Through Original Works of Art</b> 2.4 Paint pictures expressing ideas about family and neighborhood.
3.2 Begin to draw figures or objects.	3.2 <b>Draw more detailed</b> figures or objects with more control of line and shape.	2.5 Use lines in drawings and paintings to express feelings.
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 <b>Use intensity of marks and color more frequently to express feeling or mood.</b>	2.7 Create a three-dimensional form, such as a real or imaginary animal.

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