Sacramento County Head Start & Early Head Start
Head Start Early Learning Outcomes Framework 2015 Alignment (Birth to 5)
School Readiness Goals to Assessment Instrument

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

Central Domain	Sub-Domain	Framework Goals	Sac County SRG's	Assessment Measure or Strands
APPROACHES TO LEARNING			**Goal: Approaches to Learning** Children will demonstrate persistence, flexibility, curiosity and take initiative as well as creatively express themselves	
	Emotional & Behavioral Self-Regulation			
		• **IT-ATL 1** manages feeling & emotions with support of familiar adults • **IT-ATL 2** manages actions & behavior with support of familiar adults		**DRDP:** ATL-REG2. ATL-REG5, SED3 **HELP:** 5-3
		• **P-ATL 1** manages emotions with increasing independence • **P-ATL 2** follows classroom rules & routines with increasing independence • **P-ATL 3** appropriately handles & takes care of classroom materials • **P-ATL 4** Manages actions, words & behavior with increasing independence		**DRDP:** ATL-REG2. ATL-REG5, HSS5 **HELP:** 0-0
	Cognitive Self-Regulation (executive functioning)			
		• **IT-ATL 3** maintains focus & sustains attention with support • **IT-ATL 4** develops the ability to show persistence in actions & behaviors • **IT-ATL 5** demonstrates the ability to be flexible in actions & behavior		**DRDP:** ATL-REG1, ATL-REG5 **HELP:** 5-4

		• **P-ATL 5** demonstrates an increasing ability to control impulses • **P-ATL 6** Maintains focus & sustains attention with minimal adults support • **P-ATL 7** persists in tasks • **P-ATL 8** holds information in mind & manipulates it to perform tasks • **P-ATL 9** demonstrates flexibility in thinking & behavior		**DRDP:** ATL-REG1, ATL-REG5, ATL-REG6 **HELP:** 0-0, 1-8, 4-6B, 4-8
	Initiative & Curiosity			
		• **IT-ATL 6** demonstrates emerging initiative in interactions, experiences & explorations • **IT-ATL 7** shows interest in & curiosity about objects, materials or events		**DRDP:** ATL-REG4, COG 9, COG 11 **HELP:** 0-0, 6-7
		• **P-ATL 10** demonstrates initiative & independence • **P-ATL 11** shows interest in & curiosity about the world around them		**DRDP:** ATL-REG3, ATL-REG4 **HELP:** 5-1
	Creativity			
		• **IT-ATL 8** uses creativity to increase understanding & learning • **IT-ATL 9** shows imagination in play & interactions with others		**DRDP:** SED5 **HELP:** 1-1
		• **P-ATL 12** expresses creativity in thinking & communication • **P-ATL 13** uses imagination in play & interactions with others		**DRDP:** SED5, VPA1, VPA2, VPA3, VPA4 **HELP:** 1-12
SOCIAL & EMOTIONAL DEVELOPMENT			**Goal: Social & Emotional** Children will develop a healthy sense of identity and belonging, manage emotions and engage in secure relationships with peers and adults.	
	Relationships with Adults			

		• **IT-SE 1** develops expectations of consistent, positive interactions through secure relationships with familiar adults • **IT-SE 2** uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults • **IT-SE 3** learns to use adults as a resource to meet needs		**DRDP:** SED3 **HELP:** 5-1, 5-5
		• **P-SE 1** engages in & maintains positive relationships & interactions with adults • **P-SE 2** engages in prosocial & cooperative behavior with adults		**DRDP:** SED3 **HELP:** 0-0
	Relationships with Other Children			
		• **IT-SE 4** shows interest in, interacts with & develops personal relationships wit other children • **IT-SE 5** imitates & engages in play with other children		**DRDP:** SED4 **HELP:** 5-5
		• **P-SE 3** engages in & maintains positive interactions & relationships with other children • **P-SE 4** engages in cooperative p[lay with other children • **P-SE 5** uses basic problem-solving skills to resolve conflicts with other children		**DRDP:** SED4, ATL-REG7, HSS4 **HELP:** 1-4D, 5-4, 5-5
	Emotional Functioning			
		• **IT-SE 6** learns to express a range of emotions • **IT-SE 7** recognizes & interprets emotions of others with support of familiar adults • **IT-SE 8** expresses care & concern towards others • **IT-SE 9** manages emotions with support of familiar adults		**DRDP:** SED2, ATL-REG5 **HELP:** 5-1, 5-3
		• **P-SE 6** expresses a broad range of emotions & recognizes these emotions in self & others • **P-SE 7** expresses care & concern towards others		**DRDP:** SED2, ATL-REG5 **HELP:** 5-5, 5-6

		• **P-SE 8** manages emotions with increasing independence		
	Sense of Identity & Belonging			
		• **IT-SE 10** shows awareness about self & how to connect with others • **IT-SE 11** understands some characteristics of self & others • **IT-SE 12** shows confidence in own abilities through relationships with others • **IT-SE 13** develops a sense of belonging through relationships with others		**DRDP:** SED1 **HELP:** 5-2
		• **P-SE 9** recognizes self as a unique individual having own abilities, characteristics, emotions & interest • **P-SE 10** expresses confidence in own skills & positive feelings about self • **P-SE 11** sense of belonging to family, community and other groups		**DRDP:** SED1 **HELP:** 5-2
LANGUAGE & COMMUNICATION			**Goal: Language Communication** Children will exhibit the ability to communicate and use language with understanding and a varied vocabulary	
	Attending & Understanding			
		• **IT-LC 1** attends to, understands & responds to communication & language from others • **IT-LC 2** learns from communication & language experiences with others		**DRDP:** LLD1, LLD2 **HELP:** 1-3, 2-1A, 2-2
		• **P-LC 1** attends to communications and language from others • **P-LC 2** understands & responds to increasingly complex communication & language from others		**DRDP:** LLD1, LLD2, ELD1 **HELP:** 2-1A, 2-2, 2-4B, 5-7 (ELD 2-1A, 2-4B)

	Communicating & Speaking			
		• **IT-LC 3** communicates needs & wants non-verbally and by using language • **IT-LC 4** uses non-verbal communication and language to engage others in interactions • **IT-LC 5** uses increasingly complex language in conversation with others • **IT-LC 6** initiates non-verbal communications and language to learn & gain information		**DRDP:** LLD3, LLD4 **HELP:** 2-3, 2-4A, 2-4B, 2-6
		• **P-LC 3** varies the amount of information provided to meet the demands of the situation • **P-LC 4** understands, follows and uses appropriate social & conversation rules • **P-LC 5** expresses himself in increasingly long, detailed and sophisticated ways		**DRDP:** LLD3, LLD4, ELD2 **HELP:** 2-3, 2-4B, 5-7 (ELD 2-3, 2-4B)
	Vocabulary			
		• **IT-LC 7** understands an increasing number of words used in communications with other • **IT-LC 8** uses an increasing number of words in communications and conversation with others		**DRDP:**LLD1, LLD3, LLD4 **HELP:** 1-7C, 2-1A, 2-1B, 2-5
		• **P-LC 6** understands & uses a wide variety of words for a variety of purposes • **P-LC 7** shows understanding of word categories & relationships among words		**DRDP:** LLD1, LLD3, ELD1, ELD2 **HELP:** 2-3, 2-4B, 2-7 (ELD 2-3, 2-4B)
	Literacy			

				DRDP: LLD5 HELP: 0-0, 2-7, 4-6A
		• **IT-LC 9** attends to, repeats and uses some rhymes, phrases or refrains from stories or songs • **IT-LC 10** handles books & relates them to their stories or information • **IT-LC 11** recognizes pictures & some symbols, signs or words • **IT-LC 12** comprehends meaning from pictures and stories • **IT-LC 13** makes marks & uses them to represent objects or actions		
LITERACY			**Goal: Preschool Literacy** Children will demonstrate an awareness of language attributes and demonstrate understanding of print including the ability to recognize and write symbols and letters**.**	
	Phonological Awareness			
		• **P-LIT 1** Demonstrates awareness that spoken language is composed of smaller • segments of sound		DRDP: LLD8 HELP: 2-1A, 2-6 (ELD 2-1A)
	Print & Alphabet Knowledge			
		• **P-LIT 2** demonstrates an understanding of how print is used (functions of print) & rules that govern how print works (conventions of print) • **P-LIT 3** identifies letters of the alphabet & produces correct sounds associated with letters		DRDP: LLD7, LLD9, LLD10, ELD4 HELP: 1-9 (ELD 1-9)
	Comprehension & Text Structure			
		• **P-LIT 4** demonstrates an understanding of narrative structure through storytelling/re-telling • **P-LIT 5** asks & answers questions about a book that was read aloud • **P-LIT 6** writes for a variety of purposes using increasingly sophisticated marks		DRDP: LLD5, LLD6, ELD3 HELP: 1-9, 1-11, 4-6A (ELD 1-9)

COGNITION			Goal: Infant/Toddler Cognition Children will explore and discover using memory, imitation, reasoning and problem solving.	
	Exploration & Discovery			
		• **IT-C 1** actively explores people & objects to understand self, others & objects • **IT-C 2** uses understanding of casual relationships to act on social & physical environments		**DRDP:** COG1, COG8, COG9 **HELP:** 1-4B, 1-4C
	Memory			
		• **IT-C 3** recognizes differences between familiar & unfamiliar people, objects, actions or events • **IT-C 4** recognizes the stability of people & objects in the environment • **IT-C 5** uses memories as a foundation for more complex actions & thoughts		**DRDP:** COG1 **HELP:** 1-4A, 1-7C
	Reasoning & Problem Solving			
		• **IT-C 6** learns to use a variety of strategies in problem solving • **IT-C 7** uses reasoning & planning ahead to solve problems		**DRDP:** COG2, COG8 **HELP:** 1-4A, 1-4B, 1-4C, 1-5, 4-6B, 4-6C
	Emergent Mathematical Thinking			
		• **IT-C 8** develops sense of number & quantity • **IT-C 9** uses spatial awareness to understand objects and their movements in space • **IT-C 10** uses matching & sorting of objects or people to understand similar & difference		**DRDP:** COG1, COG2, COG3 **HELP:** 1-5, 1-6A, 1-6B, 1-7A, 1-7B, 4-6C
	Imitation & Symbolic Representation & Play			

		IT-C 11 observes & imitates sounds, words. Gestures, actions & behaviors **IT-C 12** uses objects or symbols to represent something else **IT-C 13** uses pretend play to increase understanding of culture, environment & experiences		**DRDP:** ATL-REG3, SED5 **HELP:** 1-1, 1-2

MATHEMATICS DEVELOPMENT	**Goal: Preschool Mathematics** Children will understand that numbers represent quantities and demonstrate the ability to count, measure, use algebraic functions and recognize geometric/ spatial properties

	Counting & Cardinality			
		P-MATH 1 knows numbers names & the count sequence **P-MATH 2** recognizes the number of objects in a small set **P-MATH 3** understands the relationship between numbers & quantities **P-MATH 4** compares numbers **P-MATH 5** associates a quantity with written numerals up to 5 an begins to write numbers		**DRDP:** COG3, COG4 **HELP:** 1-10
	Operations & Algebraic Thinking			
		P-MATH 6 understands addition as adding to understanding subtraction as taking away from **P-MATH 7** understands simple patterns		**DRDP:** COG4, COG6 **HELP:** 1-7A, 1-7B, 1-7C, 1-10

		Measurement		
		• **P-MATH 8** measures objects by their various attributes using standard & non-standard measurement. Uses the differences in attributes to make comparisons		**DRDP:** COG2, COG5 **HELP:** 1-13
		Geometry & Spatial Sense		
		• **P-MATH 9** identifies, describes, compares & composes shapes • **P-MATH 10** explores the positions of object in space		**DRDP:** COG1, COG7 **HELP:** 1-7A, 1-7B, 1-7C
SCIENTIFIC REASONING			**Goal: Preschool Scientific Reasoning** Children will observe and collect information and use it to ask questions, predict, explain and draw conclusions using scientific inquiry**.**	
		Scientific Inquiry		
		• **P-SCI 1** observes & describes observable phenomena (objects, materials, organisms & events) • **P-SCI 2** engages in scientific talk • **P-SCI 3** compares & categories observable phenomena		**DRDP:** COG8, COG9, COG11, COG10, HSS1, HSS2, HSS3 **HELP:** 1-4D, 4-8
		Reasoning & Problem Solving		
		• **P-SCI 4** asks question, gathers information & makes predictions • **P-SCI 5** plans & conducts investigations & experiments • **P-SCI 6** analyzes results, draws conclusions & communicate results		**DRDP:** COG8, COG9, COG10 **HELP:** 1-4D, 4-8
PERCEPTUAL, MOTOR & PHYSCIAL DEVELOPMENT			**Goal: Motor & Physical** **Children will exemplify physical health by practicing safe and healthy habits and engaging in both fine and gross motor skill activities.**	

	Perception			
		• **IT-PMP 1** uses perceptual information to understand objects, experiences & interactions • **IT-PMP 2** uses perceptual information in directing own actions, experiences & interactions		**DRDP:** PD-HLTH1 **HELP:** 1-3, 1-4B, 1-4C
	Gross Motor			
		• **IT-PMP 3** demonstrates effective & efficient use of large muscles for movement & position • **IT-PMP 4** demonstrates effective & efficient use of large muscles to explore the environment • **IT-PMP 5** uses sensory information & body awareness to understand how their body relates to the environment		**DRDP:** PD-HLTH2, PD-HLTH3 **HELP:** 1-3, 3-1, 3-2, 3-3, 3-4, 3-5, 3-7A, 3-7B, 3-7C, 3-7D, 3-7E, 3-7F, 3-7G, 3-7H, 6-1, 6-2
		• **P-PMP 1** demonstrates control, strength & coordination of large muscles • **P-PMP 2** uses perceptual information to guide motions & interactions with objects & other people		**DRDP:** PD-HLTH1, PD-HLTH2, PD-HLTH3 **HELP:** 3-7A, 3-7B, 3-7C, 3-7H
	Fine Motor			
		• **IT-PMP 6** coordinates hand & eye movements to perform actions • **IT-PMP 7** uses hands for exploration, play & daily routines • **IT-PMP 8** adjust reach & grasp to use tools		**DRDP:** PD-HLTH4 **HELP:** 4-1, 4-2, 4-3, 4-4, 4-5, 4-6D, 4-7A, 4-7B, 4-7C, 4-7D, 6-7
		• **P-PMP 3** demonstrates increasing control, strength & coordination of small muscles		**DRDP:** PD-HLTH4, PD-HLTH9 **HELP:** 3-7F, 3-7G, 4-6D, 4-7C, 4-7D
	Health, Safety & Nutrition			

		• **IT-PMP 9** demonstrates healthy behaviors with increasing independence as part of everyday routines • **IT-PMP 10** demonstrates effective & efficient use of large muscles to explore the environment (SAFE ENVIRONMENT) • **IT-PMP 11** Demonstrates healthy behaviors with increasing independence as part of everyday routines		**DRDP:** PD-HLTH5, PD-HLTH6, PD-HLTH7, PD-HLTH8 **HELP:** 6-2, 6-3, 6-4, 6-5, 6-6, 6-7
		• **P-PMP 4** demonstrates personal hygiene & self-care • **P-PMP 5** develops knowledge & skills that help promote nutritious food choices & eating habits • **P-PMP 6** demonstrates knowledge of personal safety practices & routines	PHY-B	**DRDP:** PD-HLTH5, PD-HLTH6, PD-HLTH7, PD-HLTH8, PD-HLTH10 **HELP:** 5-8, 6-2A, 6-2B, 6-3A, 6-3B, 6-5, 6-6, 6-8, 6-9

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