

# 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
<b>APPROACHES TO LEARNING</b>			<b>Goal: Approaches to Learning</b> Children will demonstrate persistence, flexibility, curiosity and take initiative as well as creatively express themselves	
	<b>Emotional &amp; Behavioral Self-Regulation</b>			
		<ul style="list-style-type: none"> <li><b>IT-ATL 1</b> manages feeling &amp; emotions with support of familiar adults</li> <li><b>IT-ATL 2</b> manages actions &amp; behavior with support of familiar adults</li> </ul>		<b>DRDP:</b> ATL-REG2. ATL-REG5, SED3  <b>HELP:</b> 5-3
		<ul style="list-style-type: none"> <li><b>P-ATL 1</b> manages emotions with increasing independence</li> <li><b>P-ATL 2</b> follows classroom rules &amp; routines with increasing independence</li> <li><b>P-ATL 3</b> appropriately handles &amp; takes care of classroom materials</li> <li><b>P-ATL 4</b> Manages actions, words &amp; behavior with increasing independence</li> </ul>		<b>DRDP:</b> ATL-REG2. ATL-REG5, HSS5  <b>HELP:</b> 0-0
	<b>Cognitive Self-Regulation (executive functioning)</b>			
		<ul style="list-style-type: none"> <li><b>IT-ATL 3</b> maintains focus &amp; sustains attention with support</li> <li><b>IT-ATL 4</b> develops the ability to show persistence in actions &amp; behaviors</li> <li><b>IT-ATL 5</b> demonstrates the ability to be flexible in actions &amp; behavior</li> </ul>		<b>DRDP:</b> ATL-REG1, ATL-REG5  <b>HELP:</b> 5-4

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		<ul style="list-style-type: none"> <li>• <b>P-ATL 5</b> demonstrates an increasing ability to control impulses</li> <li>• <b>P-ATL 6</b> Maintains focus &amp; sustains attention with minimal adults support</li> <li>• <b>P-ATL 7</b> persists in tasks</li> <li>• <b>P-ATL 8</b> holds information in mind &amp; manipulates it to perform tasks</li> <li>• <b>P-ATL 9</b> demonstrates flexibility in thinking &amp; behavior</li> </ul>		<b>DRDP:</b> ATL-REG1, ATL-REG5, ATL-REG6  <b>HELP:</b> 0-0, 1-8, 4-6B, 4-8
	<b>Initiative &amp; Curiosity</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-ATL 6</b> demonstrates emerging initiative in interactions, experiences &amp; explorations</li> <li>• <b>IT-ATL 7</b> shows interest in &amp; curiosity about objects, materials or events</li> </ul>		<b>DRDP:</b> ATL-REG4, COG 9, COG 11  <b>HELP:</b> 0-0, 6-7
		<ul style="list-style-type: none"> <li>• <b>P-ATL 10</b> demonstrates initiative &amp; independence</li> <li>• <b>P-ATL 11</b> shows interest in &amp; curiosity about the world around them</li> </ul>		<b>DRDP:</b> ATL-REG3, ATL-REG4  <b>HELP:</b> 5-1
	<b>Creativity</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-ATL 8</b> uses creativity to increase understanding &amp; learning</li> <li>• <b>IT-ATL 9</b> shows imagination in play &amp; interactions with others</li> </ul>		<b>DRDP:</b> SED5  <b>HELP:</b> 1-1
		<ul style="list-style-type: none"> <li>• <b>P-ATL 12</b> expresses creativity in thinking &amp; communication</li> <li>• <b>P-ATL 13</b> uses imagination in play &amp; interactions with others</li> </ul>		<b>DRDP:</b> SED5, VPA1, VPA2, VPA3, VPA4  <b>HELP:</b> 1-12

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<b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>			<b>Goal: Social &amp; Emotional</b> Children will develop a healthy sense of identity and belonging, manage emotions and engage in secure relationships with peers and adults.	
	<b>Relationships with Adults</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-SE 1</b> develops expectations of consistent, positive interactions through secure relationships with familiar adults</li> <li>• <b>IT-SE 2</b> uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults</li> <li>• <b>IT-SE 3</b> learns to use adults as a resource to meet needs</li> </ul>		<b>DRDP:</b> SED3  <b>HELP:</b> 5-1, 5-5
		<ul style="list-style-type: none"> <li>• <b>P-SE 1</b> engages in &amp; maintains positive relationships &amp; interactions with adults</li> <li>• <b>P-SE 2</b> engages in prosocial &amp; cooperative behavior with adults</li> </ul>		<b>DRDP:</b> SED3  <b>HELP:</b> 0-0
	<b>Relationships with Other Children</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-SE 4</b> shows interest in, interacts with &amp; develops personal relationships with other children</li> <li>• <b>IT-SE 5</b> imitates &amp; engages in play with other children</li> </ul>		<b>DRDP:</b> SED4  <b>HELP:</b> 5-5
		<ul style="list-style-type: none"> <li>• <b>P-SE 3</b> engages in &amp; maintains positive interactions &amp; relationships with other children</li> <li>• <b>P-SE 4</b> engages in cooperative play with other children</li> <li>• <b>P-SE 5</b> uses basic problem-solving skills to resolve conflicts with other children</li> </ul>		<b>DRDP:</b> SED4, ATL-REG7, HSS4  <b>HELP:</b> 1-4D, 5-4, 5-5
	<b>Emotional Functioning</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-SE 6</b> learns to express a range of emotions</li> <li>• <b>IT-SE 7</b> recognizes &amp; interprets emotions of others with support of familiar adults</li> <li>• <b>IT-SE 8</b> expresses care &amp; concern towards others</li> <li>• <b>IT-SE 9</b> manages emotions with support of familiar adults</li> </ul>		<b>DRDP:</b> SED2, ATL-REG5  <b>HELP:</b> 5-1, 5-3

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		<ul style="list-style-type: none"> <li>• <b>P-SE 6</b> expresses a broad range of emotions &amp; recognizes these emotions in self &amp; others</li> <li>• <b>P-SE 7</b> expresses care &amp; concern towards others</li> <li>• <b>P-SE 8</b> manages emotions with increasing independence</li> </ul>		<b>DRDP:</b> SED2, ATL-REG5  <b>HELP:</b> 5-5, 5-6
	<b>Sense of Identity &amp; Belonging</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-SE 10</b> shows awareness about self &amp; how to connect with others</li> <li>• <b>IT-SE 11</b> understands some characteristics of self &amp; others</li> <li>• <b>IT-SE 12</b> shows confidence in own abilities through relationships with others</li> <li>• <b>IT-SE 13</b> develops a sense of belonging through relationships with others</li> </ul>		<b>DRDP:</b> SED1  <b>HELP:</b> 5-2
		<ul style="list-style-type: none"> <li>• <b>P-SE 9</b> recognizes self as a unique individual having own abilities, characteristics, emotions &amp; interest</li> <li>• <b>P-SE 10</b> expresses confidence in own skills &amp; positive feelings about self</li> <li>• <b>P-SE 11</b> sense of belonging to family, community and other groups</li> </ul>		<b>DRDP:</b> SED1  <b>HELP:</b> 5-2

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<b>LANGUAGE &amp; COMMUNICATION</b>			<b>Goal: Language Communication</b> Children will exhibit the ability to communicate and use language with understanding and a varied vocabulary	
	<b>Attending &amp; Understanding</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-LC 1</b> attends to, understands &amp; responds to communication &amp; language from others</li> <li>• <b>IT-LC 2</b> learns from communication &amp; language experiences with others</li> </ul>		<b>DRDP:</b> LLD1, LLD2  <b>HELP:</b> 1-3, 2-1A, 2-2
		<ul style="list-style-type: none"> <li>• <b>P-LC 1</b> attends to communications and language from others</li> <li>• <b>P-LC 2</b> understands &amp; responds to increasingly complex communication &amp; language from others</li> </ul>		<b>DRDP:</b> LLD1, LLD2, ELD1  <b>HELP:</b> 2-1A, 2-2, 2-4B, 5-7 ( ELD 2-1A, 2-4B)
	<b>Communicating &amp; Speaking</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-LC 3</b> communicates needs &amp; wants non-verbally and by using language</li> <li>• <b>IT-LC 4</b> uses non-verbal communication and language to engage others in interactions</li> <li>• <b>IT-LC 5</b> uses increasingly complex language in conversation with others</li> <li>• <b>IT-LC 6</b> initiates non-verbal communications and language to learn &amp; gain information</li> </ul>		<b>DRDP:</b> LLD3, LLD4  <b>HELP:</b> 2-3, 2-4A, 2-4B, 2-6
		<ul style="list-style-type: none"> <li>• <b>P-LC 3</b> varies the amount of information provided to meet the demands of the situation</li> <li>• <b>P-LC 4</b> understands, follows and uses appropriate social &amp; conversation rules</li> <li>• <b>P-LC 5</b> expresses himself in increasingly long, detailed and sophisticated ways</li> </ul>		<b>DRDP:</b> LLD3, LLD4, ELD2  <b>HELP:</b> 2-3, 2-4B, 5-7 (ELD 2-3, 2-4B)

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	<b>Vocabulary</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-LC 7</b> understands an increasing number of words used in communications with other</li> <li>• <b>IT-LC 8</b> uses an increasing number of words in communications and conversation with others</li> </ul>		<b>DRDP:</b> LLD1, LLD3, LLD4  <b>HELP:</b> 1-7C, 2-1A, 2-1B, 2-5
		<ul style="list-style-type: none"> <li>• <b>P-LC 6</b> understands &amp; uses a wide variety of words for a variety of purposes</li> <li>• <b>P-LC 7</b> shows understanding of word categories &amp; relationships among words</li> </ul>		<b>DRDP:</b> LLD1, LLD3, ELD1, ELD2  <b>HELP:</b> 2-3, 2-4B, 2-7 ( ELD 2-3, 2-4B)
	<b>Literacy</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-LC 9</b> attends to, repeats and uses some rhymes, phrases or refrains from stories or songs</li> <li>• <b>IT-LC 10</b> handles books &amp; relates them to their stories or information</li> <li>• <b>IT-LC 11</b> recognizes pictures &amp; some symbols, signs or words</li> <li>• <b>IT-LC 12</b> comprehends meaning from pictures and stories</li> <li>• <b>IT-LC 13</b> makes marks &amp; uses them to represent objects or actions</li> </ul>		<b>DRDP:</b> LLD5  <b>HELP:</b> 0-0, 2-7, 4-6A

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<b>LITERACY</b>			<b>Goal: Preschool Literacy</b> Children will demonstrate an awareness of language attributes and demonstrate understanding of print including the ability to recognize and write symbols and letters.	
	<b>Phonological Awareness</b>			
		<ul style="list-style-type: none"> <li>• <b>P-LIT 1</b> Demonstrates awareness that spoken language is composed of smaller segments of sound</li> </ul>		<b>DRDP:</b> LLD8  <b>HELP:</b> 2-1A, 2-6 (ELD 2-1A)
	<b>Print &amp; Alphabet Knowledge</b>			
		<ul style="list-style-type: none"> <li>• <b>P-LIT 2</b> demonstrates an understanding of how print is used (functions of print) &amp; rules that govern how print works (conventions of print)</li> <li>• <b>P-LIT 3</b> identifies letters of the alphabet &amp; produces correct sounds associated with letters</li> </ul>		<b>DRDP:</b> LLD7, LLD9, LLD10, ELD4  <b>HELP:</b> 1-9 (ELD 1-9)
	<b>Comprehension &amp; Text Structure</b>			
		<ul style="list-style-type: none"> <li>• <b>P-LIT 4</b> demonstrates an understanding of narrative structure through storytelling/re-telling</li> <li>• <b>P-LIT 5</b> asks &amp; answers questions about a book that was read aloud</li> <li>• <b>P-LIT 6</b> writes for a variety of purposes using increasingly sophisticated marks</li> </ul>		<b>DRDP:</b> LLD5, LLD6, ELD3  <b>HELP:</b> 1-9, 1-11, 4-6A (ELD 1-9)

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<b>COGNITION</b>			<b>Goal: Infant/Toddler Cognition</b> Children will explore and discover using memory, imitation, reasoning and problem solving.	
	<b>Exploration &amp; Discovery</b>			
		<ul style="list-style-type: none"> <li><b>IT-C 1</b> actively explores people &amp; objects to understand self, others &amp; objects</li> <li><b>IT-C 2</b> uses understanding of casual relationships to act on social &amp; physical environments</li> </ul>		<b>DRDP:</b> COG1, COG8, COG9  <b>HELP:</b> 1-4B, 1-4C
	<b>Memory</b>			
		<ul style="list-style-type: none"> <li><b>IT-C 3</b> recognizes differences between familiar &amp; unfamiliar people, objects, actions or events</li> <li><b>IT-C 4</b> recognizes the stability of people &amp; objects in the environment</li> <li><b>IT-C 5</b> uses memories as a foundation for more complex actions &amp; thoughts</li> </ul>		<b>DRDP:</b> COG1  <b>HELP:</b> 1-4A, 1-7C
	<b>Reasoning &amp; Problem Solving</b>			
		<ul style="list-style-type: none"> <li><b>IT-C 6</b> learns to use a variety of strategies in problem solving</li> <li><b>IT-C 7</b> uses reasoning &amp; planning ahead to solve problems</li> </ul>		<b>DRDP:</b> COG2, COG8  <b>HELP:</b> 1-4A, 1-4B, 1-4C, 1-5, 4-6B, 4-6C
	<b>Emergent Mathematical Thinking</b>			
		<ul style="list-style-type: none"> <li><b>IT-C 8</b> develops sense of number &amp; quantity</li> <li><b>IT-C 9</b> uses spatial awareness to understand objects and their movements in space</li> <li><b>IT-C 10</b> uses matching &amp; sorting of objects or people to understand similar &amp; difference</li> </ul>		<b>DRDP:</b> COG1, COG2, COG3  <b>HELP:</b> 1-5, 1-6A, 1-6B, 1-7A, 1-7B, 4-6C



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	<b>Imitation &amp; Symbolic Representation &amp; Play</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-C 11</b> observes &amp; imitates sounds, words. Gestures, actions &amp; behaviors</li> <li>• <b>IT-C 12</b> uses objects or symbols to represent something else</li> <li>• <b>IT-C 13</b> uses pretend play to increase understanding of culture, environment &amp; experiences</li> </ul>		<b>DRDP:</b> ATL-REG3, SED5  <b>HELP:</b> 1-1, 1-2

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<b>MATHEMATICS DEVELOPMENT</b>			<b>Goal: Preschool Mathematics</b> Children will understand that numbers represent quantities and demonstrate the ability to count, measure, use algebraic functions and recognize geometric/ spatial properties	
	<b>Counting &amp; Cardinality</b>			
		<ul style="list-style-type: none"> <li>• <b>P-MATH 1</b> knows numbers names &amp; the count sequence</li> <li>• <b>P-MATH 2</b> recognizes the number of objects in a small set</li> <li>• <b>P-MATH 3</b> understands the relationship between numbers &amp; quantities</li> <li>• <b>P-MATH 4</b> compares numbers</li> <li>• <b>P-MATH 5</b> associates a quantity with written numerals up to 5 and begins to write numbers</li> </ul>		<b>DRDP:</b> COG3, COG4  <b>HELP:</b> 1-10
	<b>Operations &amp; Algebraic Thinking</b>			
		<ul style="list-style-type: none"> <li>• <b>P-MATH 6</b> understands addition as adding to understanding subtraction as taking away from</li> <li>• <b>P-MATH 7</b> understands simple patterns</li> </ul>		<b>DRDP:</b> COG4, COG6  <b>HELP:</b> 1-7A, 1-7B, 1-7C, 1-10
	<b>Measurement</b>			
		<ul style="list-style-type: none"> <li>• <b>P-MATH 8</b> measures objects by their various attributes using standard &amp; non-standard measurement. Uses the differences in attributes to make comparisons</li> </ul>		<b>DRDP:</b> COG2, COG5  <b>HELP:</b> 1-13
	<b>Geometry &amp; Spatial Sense</b>			
		<ul style="list-style-type: none"> <li>• <b>P-MATH 9</b> identifies, describes, compares &amp; composes shapes</li> <li>• <b>P-MATH 10</b> explores the positions of object in space</li> </ul>		<b>DRDP:</b> COG1, COG7  <b>HELP:</b> 1-7A, 1-7B, 1-7C

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<b>SCIENTIFIC REASONING</b>			<b>Goal: Preschool Scientific Reasoning</b> Children will observe and collect information and use it to ask questions, predict, explain and draw conclusions using scientific inquiry.	
	<b>Scientific Inquiry</b>			
		<ul style="list-style-type: none"> <li>• <b>P-SCI 1</b> observes &amp; describes observable phenomena (objects, materials, organisms &amp; events)</li> <li>• <b>P-SCI 2</b> engages in scientific talk</li> <li>• <b>P-SCI 3</b> compares &amp; categories observable phenomena</li> </ul>		<b>DRDP:</b> COG8, COG9, COG11, COG10, HSS1, HSS2, HSS3  <b>HELP:</b> 1-4D, 4-8
	<b>Reasoning &amp; Problem Solving</b>			
		<ul style="list-style-type: none"> <li>• <b>P-SCI 4</b> asks question, gathers information &amp; makes predictions</li> <li>• <b>P-SCI 5</b> plans &amp; conducts investigations &amp; experiments</li> <li>• <b>P-SCI 6</b> analyzes results, draws conclusions &amp; communicate results</li> </ul>		<b>DRDP:</b> COG8, COG9, COG10  <b>HELP:</b> 1-4D, 4-8

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<b>PERCEPTUAL, MOTOR &amp; PHYSICAL DEVELOPMENT</b>			<b>Goal: Motor &amp; Physical</b> Children will exemplify physical health by practicing safe and healthy habits and engaging in both fine and gross motor skill activities.	
	<b>Perception</b>			
		<ul style="list-style-type: none"> <li><b>IT-PMP 1</b> uses perceptual information to understand objects, experiences &amp; interactions</li> <li><b>IT-PMP 2</b> uses perceptual information in directing own actions, experiences &amp; interactions</li> </ul>		<b>DRDP:</b> PD-HLTH1  <b>HELP:</b> 1-3, 1-4B, 1-4C
	<b>Gross Motor</b>			
		<ul style="list-style-type: none"> <li><b>IT-PMP 3</b> demonstrates effective &amp; efficient use of large muscles for movement &amp; position</li> <li><b>IT-PMP 4</b> demonstrates effective &amp; efficient use of large muscles to explore the environment</li> <li><b>IT-PMP 5</b> uses sensory information &amp; body awareness to understand how their body relates to the environment</li> </ul>		<b>DRDP:</b> PD-HLTH2, PD-HLTH3  <b>HELP:</b> 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
		<ul style="list-style-type: none"> <li><b>P-PMP 1</b> demonstrates control, strength &amp; coordination of large muscles</li> <li><b>P-PMP 2</b> uses perceptual information to guide motions &amp; interactions with objects &amp; other people</li> </ul>		<b>DRDP:</b> PD-HLTH1, PD-HLTH2, PD-HLTH3  <b>HELP:</b> 3-7A, 3-7B, 3-7C, 3-7H

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	<b>Fine Motor</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-PMP 6</b> coordinates hand &amp; eye movements to perform actions</li> <li>• <b>IT-PMP 7</b> uses hands for exploration, play &amp; daily routines</li> <li>• <b>IT-PMP 8</b> adjust reach &amp; grasp to use tools</li> </ul>		<b>DRDP:</b> PD-HLTH4  <b>HELP:</b> 4-1, 4-2, 4-3, 4-4, 4-5, 4-6D, 4-7A, 4-7B, 4-7C, 4-7D, 6-7
		<ul style="list-style-type: none"> <li>• <b>P-PMP 3</b> demonstrates increasing control, strength &amp; coordination of small muscles</li> </ul>		<b>DRDP:</b> PD-HLTH4, PD-HLTH9  <b>HELP:</b> 3-7F, 3-7G, 4-6D, 4-7C, 4-7D
	<b>Health, Safety &amp; Nutrition</b>			
		<ul style="list-style-type: none"> <li>• <b>IT-PMP 9</b> demonstrates healthy behaviors with increasing independence as part of everyday routines</li> <li>• <b>IT-PMP 10</b> demonstrates effective &amp; efficient use of large muscles to explore the environment (SAFE ENVIRONMENT)</li> <li>• <b>IT-PMP 11</b> Demonstrates healthy behaviors with increasing independence as part of everyday routines</li> </ul>		<b>DRDP:</b> PD-HLTH5, PD-HLTH6, PD-HLTH7, PD-HLTH8  <b>HELP:</b> 6-2, 6-3, 6-4, 6-5, 6-6, 6-7
		<ul style="list-style-type: none"> <li>• <b>P-PMP 4</b> demonstrates personal hygiene &amp; self-care</li> <li>• <b>P-PMP 5</b> develops knowledge &amp; skills that help promote nutritious food choices &amp; eating habits</li> <li>• <b>P-PMP 6</b> demonstrates knowledge of personal safety practices &amp; routines</li> </ul>	PHY-B	<b>DRDP:</b> PD-HLTH5, PD-HLTH6, PD-HLTH7, PD-HLTH8, PD-HLTH10  <b>HELP:</b> 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.