HANDOUT 2 Alignment of PLF and CA CCSS

Strand:		
Geometry		Geometry
At around 48 months	At around 60 months	By the end of kindergarten
1.0 Children begin to identify	1.0 Children identify and use	Geometry
and use common shapes in	a variety of shapes in their	 Identify and describe shapes (squares, circles, triangles,
their everyday environment.	everyday environment.	hexagons, cubes, cones, cylinders, and spheres).
		 Analyze, compare, create, and compose shapes.
1.1 Identify simple two-	1.1 Identify, describe, and	Identify and describe shapes (squares, circles, triangles, hexagons,
dimensional shapes, such as a	construct a variety of	cubes, cones, cylinders, and spheres).
circle and square.	different shapes, including	1. Describe objects I the environment using names of shapes, and
	variations of circle, triangle,	describe the relative positions of these objects using terms such
	rectangle, square, and other shapes.	as above, below, beside, in front of, behind, and next to.
		2. Correctly name shapes regardless of their orientations or overall
		size.
		3. Identify shapes as two-dimensional (lying in a plane, "flat") or
		three-dimensional ("solid").
		Analyza compare create and compase shapes
		Analyze, compare, create, and compose snapes.
		4. Analyze and compare two- and timee-dimensional snapes, in different sizes and orientations using informal language to
		describe their similarities differences parts (e.g. number of
		sides and vertices/"corners") and other attributes (e.g., having
		sides of equal length).
1.2 Use individual shapes to	1.2 Combine different shapes to	Analyze, compare, create, and compose shapes.
represent different elements	create a picture design.	5. Model shapes in the world by building shapes from components
of a picture or design.		(e.g., sticks and clay balls) and drawing shapes.
		6. Compose simple shapes to form larger shapes. For example, "Can
		you join these triangles with full sides touching to make a
		rectangle?"

Excerpted from pages 80-81 of the The Alignment of the California Preschool Learning Foundations with Key Early Education Resources, © 2012 by the California Department of Education.

2.0 Children begin to understand positions in space.	2.0 Children expand their understanding of positions in space.	Geometry Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	 Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres). 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Strand:		
Mathematical Reasoning		Mathematical Practices
At around 48 months	At around 60 months	By the end of kindergarten
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	Mathematical Practices
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	 Mathematical Practices Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.