<table>
<thead>
<tr>
<th>Domain: English Language Development</th>
<th>Goal/Foundation/Standard: Comprehension of English</th>
<th>Exploring</th>
<th>Building</th>
<th>Applying</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Child is progressing toward fluency in understanding English</em></td>
<td><em>Demonstrates understanding of a few common English words and phrases; attends to interactions in English and sometimes participates in activities conducted in English with the support of home language, non-verbal cues, or both</em></td>
<td><em>Demonstrates understanding of many words and concepts in English; actively engages in group or individual activities conducted in English occasionally with the support of home language, non-verbal cues, or both</em></td>
<td><em>Demonstrates understanding of most common English words and concepts used in the classroom curriculum for both instructional and social purposes: actively engages in group and individual activities conducted in English without the support of home language, non-verbal cues, or both</em></td>
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**Text:** (*If possible, pre-read the text in home language and/or introduce a few key words in home language) Using home language support: Picture Walk Interactive dialogue through the text around concrete components of transportation:
- one word labeling/meaning
- types of cars/how they move
- demonstrate sound and movement
- revisit key pages giving children opportunities to label types of cars

**Activity:** Build a roadway scene:
- Introduce materials for roadway building (i.e. blocks, cars, signs, characters) Use home language and English descriptors.
- Orally map language onto the child’s activity (i.e. “Look, you put the red car next to the blue"

**Text:** Interactive dialogue through the text around types of cars and how they move. Connect key words from home language to English:
- “What kinds of cars do you see on this page? Do you know how to say that in Spanish?”
- “What is one way that cars move? Can you show me?” (i.e. whizzing, rushing, cruising)

**Activity:** Build a roadway scene:
- Ask questions about their building...“What things did you choose?” “What did you build?”
- Teacher guides/engages student in dialogue about their building and how their cars move using rich vocabulary from the story
- Teacher extends on the language the child uses during the activity

**Text:** Interactive conversation through the text extending on thinking and language about transportation.
- “What kinds of cars go fast?...” “Why would they need to go fast?” (i.e. police cars, race cars, fire trucks)
- “What are some different words that describe how cars move fast?” (i.e. rushing, whizzing, roaring)

**Activity:** Build a roadway scene:
- Encouraging student discussion of the components of their scene and how they use the cars
- Eliciting descriptive details/language about the scene
- Teacher extends on the language the child uses during the activity and introduces more complex sentence
|------------------------------------------|-----------------------------------------------|-----------|---------|----------|
| Child persists in understanding and mastering a self-selected activity, even if it is challenging or difficult | **Exploring**  
Continues self-selected activities on own for a while, but sometimes becomes distracted or loses interest without adult encouragement  
**Activity:** Build a roadway scene:  
- orally mapping language emphasizing child’s engagement and persistence in the activity  
- emphasize choices  
- allow for movement through activities (free flow)  
- provide positive alternative choices: “If you think you are finished, you may...” | **Building**  
Persists most of the time in working on challenging tasks and in distracting situations  
**Activity:** Build a roadway scene:  
- acknowledge student’s efforts, interest and engagement (“You made interesting choices...”, “You keep zooming along!”...) | **Applying**  
Pursues complex activities, making and adjusting plans, and following the steps through to completion | **Text:** Engage students in text through...  
- proximity of teacher-book-student  
- flexibility of pacing -short period of circle time  
- breaking up the story with music, movement, gestures.  
**Activity:**  
- Give verbal steps to guide students in extending and expanding on their work. (“What would you like to add to your scene?” “I like your thinking...what are you planning next?”)  
- Ask children to reflect on the challenges in building their roadway scene (i.e. “What was the hardest part? Why was that hard? What did you do about it?”) | **Text:** Engage students in text through...  
- relating to student’s knowledge of cars  
- provide verbal acknowledgement of student’s interest and engagement | **Text:** Engage students in text through...  
- reflective conversations around student’s experiences and feelings (i.e. “Have you heard fire trucks in your neighborhood? How did you feel?”)  
- Help make connections for students who have similar experiences (“I understand how ___ felt when...”) | **Activity:**  
- Give verbal steps to guide students in extending and expanding on their work. (“What would you like to add to your scene?” “I like your thinking...what are you planning next?”)  
- Ask children to reflect on the challenges in building their roadway scene (i.e. “What was the hardest part? Why was that hard? What did you do about it?”) |

Teacher guides/engages student in dialogue emphasizing basic vocabulary about cars  
Teacher builds on the language the child uses during the activity.
| Domain: Language & Literacy | Goal/Foundation/Standard: **Emergent Writing**  
*Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning* | Exploring  
*Makes scribble-pictures of people, things, or events* | Building  
* Writes letters or letter-like shapes to represent own name and words* | Applying  
* Writes and composes simple sentences to communicate ideas to others* |
|---|---|---|---|---|
| **Text:** Interactive dialogue through the text about “Text Features”:  
- Words make meaning  
- Pictures match words  
(Write the work “fast” on the board. “When we see the word F-A-S-T, what does that mean? What clues do we get from the story?”)  
**Activity:** Build a roadway scene:  
- Discuss/show the various ways that children record their thinking about their activity (i.e. drawing, scribbling, letters, words)  
- have pens, pencils, markers, crayons out for students to write/draw about their roadways  
- support students writing/drawing process by providing ideas from the text and from their roadways  
- acknowledge their process | **Text:** Interactive dialogue through the text around “Text Features”...  
- pre-selected vocabulary  
- Co-constructing chart around words in text  
- Labeling and describing  
**Activity:** Build a roadway scene  
- encourage and support students to label the elements of their scene (use charts, picture/word cards, word wall)  
- support the writing process by highlighting places in the room or in the book they might find a word  
- acknowledge their process | **Text:** Interactive modeling through the text around “Text Features”...  
- sentence building  
- sentence structure  
- sense of story  
**Activity:** Build a roadway scene  
- encourage students to write and expand on words to create simple sentences about their scene  
- Have students tell what they want to say and provide scaffold support as they write  
- Teacher charts words, labels, and sentences that students create to describe their scenes |
| Domain: Mathematics | Goal/Foundation/Standard: **Number Sense of Quantity & Counting**  
*Child shows developing understanding of number and quantity* | Exploring  
*Recites some number names, not necessarily in order; identifies, without counting, the number of objects in a collection of up to three objects* | Building  
*Counts at least five objects without counting an object more than once* | Applying  
*Counts at least 20 objects correctly; correctly recites numbers in order beyond twenty; demonstrates understanding that teen numbers are made up of tens and some ones* |
| **Text:** Interactive dialogue through text around counting and quantity up to 3  
- Pre-select pages that have up to three things to count  
- Use finger to track one to one correspondence | **Text:** Interactive dialogue through text around counting and quantity up to 5  
- Pre-select pages that have up to 5 things to count  
- Use finger to track one to one correspondence | **Text:** Interactive dialogue through text around counting and quantity up to 20  
- Pre-select pages that have up to 20 things to count  
- Use one to one correspondence and |
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* DRDP-SR© Alignment

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The DRDP-SR© is aligned to the California Preschool Learning Foundations, the California Kindergarten Content Standards and the Common Core Standards. The instrument includes 30 measures across five developmental domains, including: English Language Development, Self and Social Development, Self-Regulation, Language and Literacy Development, Mathematical Development

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