

**Desired Results Developmental Profile–Kindergarten (DRDP-K)
Correspondence to California Learning Standards:
Language and Literacy Development in Spanish (SPAN) and World Language
Content Standards for California Public Schools – Kindergarten**

There is a high level of correspondence between the Language and Literacy Development in Spanish (SPAN) domain of the DRDP-K and the World Language Content Standards for California Public Schools given that they both describe the development of language abilities, areas of performance, and levels of performance within a continuum. The DRDP-K SPAN domain does not address some parts of the World Language Content Standards because the two documents cover different age ranges: The SPAN domain is designed for use with children in transitional kindergarten or kindergarten, while the World Language Content Standards are designed to provide guidance to implement curriculum from kindergarten through grade twelve. The cognitive and linguistic development demands required for some of the World Language Content Standards (particularly at levels III and IV) are higher than those typical of children in kindergarten. In addition, the World Language Content Standards were designed to cover learning in any language, including ASL, while the SPAN domain covers only Spanish language and literacy development. The SPAN domain does not focus on cultural awareness and cultural comparisons and consequently does not align to the culture content area of the standards. The SPAN domain also distinguishes oral from written performance, and receptive from expressive language, while the World Language Content Standards group all of those language abilities under the “Functions” subcategory of Communication.

**Correspondence between the DRDP-K Instrument and
World Language Content Standards for California Public Schools – Kindergarten**

DRDP-K Measure	World Language Content Standards for California Public Schools – Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>SPAN 1: Language Comprehension in Spanish (Receptive)</p> <p>Definition: Child shows understanding of vocabulary and language structures in Spanish that give coherence and meaning to the child’s world</p>	<p><u>Content</u></p> <p>Stage I</p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p>Stage II</p> <p>2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p>	<p>Child shows understanding of others’ feelings and intentions in Spanish (Content, Stages I–II, 1.0 and 2.0).</p>

DRDP-K Measure	World Language Content Standards for California Public Schools – Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>SPAN 1: Language Comprehension in Spanish (Receptive) (continued)</p> <p>Definition: Child shows understanding of vocabulary and language structures in Spanish that give coherence and meaning to the child’s world</p>	<p>Stage III</p> <p>3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p><u>Communication</u></p> <p>Stage I</p> <p>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>Stage II</p> <p>2.0 Students use created language (sentences and strings of sentences).</p> <p>2.2 Interpret written, spoken, or signed (ASL) language.</p> <p><u>Settings</u></p> <p>Stage I</p> <p>1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.</p>	<p>Child shows understanding of others’ feelings and intentions in Spanish (Content, Stage III, 3.0).</p> <p>Child shows understanding of words and phrases in Spanish (Communication, Stage I, 1.0 and 1.2).</p> <p>Child shows understanding of sentences or phrases that communicate two or more ideas in Spanish (Communication, Stage II, 2.0 and 2.2).</p> <p>Child shows understanding of Spanish in different settings (Settings, Stage I, 1.1).</p>
<p>SPAN 2: Language Production in</p>	<p><u>Content</u></p>	<p>Child uses Spanish to</p>

DRDP-K Measure	World Language Content Standards for California Public Schools – Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>Spanish (Expressive)</p> <p>Definition: Child uses increasingly complex oral language in Spanish to communicate</p>	<p>Stage I</p> <p>1.1 Students address discrete elements of daily life, including:</p> <ul style="list-style-type: none"> a. Greetings and introductions b. Family and friends c. Pets d. Home and neighborhood e. Celebrations, holidays, and rites of passage f. Calendar, seasons, and weather g. Leisure, hobbies and activities, songs, toys and games, sports h. Vacations and travel, maps, destinations, and geography i. School, classroom, schedules, subjects, numbers, time, directions j. Important dates in the target culture k. Jobs l. Food, meals, restaurants m. Shopping, clothes, colors, and sizes n. Parts of the body, illness o. Technology 	<p>communicate about a range of topics in daily life and the environment (Content, Stage I, 1.1 a–o).</p>
SPAN 2: Language Production in	Stage II	Child uses Spanish to

<p>DRDP-K Measure</p>	<p>World Language Content Standards for California Public Schools – Kindergarten</p>	<p>Measure Corresponds with Content Standards in the Following Ways:</p>
<p>Spanish (Expressive) (continued)</p> <p>Definition: Child uses increasingly complex oral language in Spanish to communicate</p>	<p>2.1 Students address topics related to self and the immediate environment, including:</p> <ul style="list-style-type: none"> a. Social relationships b. People in the community c. Zoo and farm animals, fables d. Care of the home, interacting with people in the community e. Holiday customs and transition points in life f. Climate g. Cultural and leisure-time activities, outdoor, recreational activities, music h. Transportation, lodging, itineraries, geographic features and landmarks n. Health, medical care <p>Stage III</p> <p>3.1 Students address concrete and factual topics related to the immediate and external environment, including:</p> <ul style="list-style-type: none"> a. Social norms c. Animals and their habitats d. Community issues, current events f. Environmental concerns g. Media, Internet, television, radio, film l. Nutrition, fitness, and health 	<p>communicate about a range of topics in daily life and the environment (Content, Stage II, 2.1 a–h, n; Stage III, 3.1 a, c, d, f, g, l).</p>
<p>SPAN 2: Language Production in</p>	<p><u>Communication</u></p>	<p>Child uses words and phrases in</p>

DRDP-K Measure	World Language Content Standards for California Public Schools – Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>Spanish (Expressive) (continued)</p> <p>Definition: Child uses increasingly complex oral language in Spanish to communicate</p>	<p>Stage I</p> <p>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p>Functions</p> <p>1.4 List, name, identify, and enumerate.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p> <p>Stage II</p> <p>2.0 Students use created language (sentences and strings of sentences).</p> <p>2.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>2.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p>Functions</p> <p>2.4 Initiate, participate in, and close a conversation; ask and answer questions.</p> <p>2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.</p>	<p>Spanish to communicate (Communication, Stage I, 1.0, 1.1, and 1.3).</p> <p>Child uses Spanish to name and identify (Communication, Stage I, Functions, 1.4).</p> <p>Child presents ideas in Spanish (Communication, Stage I, Functions, 1.6).</p> <p>Child uses sentences in Spanish to communicate (Communication, Stage II, 2.0, 2.1, and 2.3).</p> <p>Child uses Spanish in conversations (Communication, Stage II, Functions, 2.4).</p> <p>Child presents own ideas in Spanish (Communication, Stage II, Functions, 2.6).</p>
<p>SPAN 2: Language Production in</p>	<p>Stage III</p>	<p>Child describes, narrates, explains, and gives opinions in</p>

DRDP-K Measure	World Language Content Standards for California Public Schools – Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>Spanish (Expressive) (continued)</p> <p>Definition: Child uses increasingly complex oral language in Spanish to communicate</p>	<p>Functions</p> <p>3.4 Describe, narrate, explain, and state an opinion.</p> <p>Settings</p> <p>Stage I</p> <p>1.0 Students use language in highly predictable common daily settings.</p> <p>Stage II</p> <p>2.0 Students use language in interpersonal settings.</p> <p>2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.</p> <p>Stage III</p> <p>3.0 Students use language in informal and some formal settings.</p> <p>3.1 Initiate age-appropriate cultural or language-use opportunities outside the classroom.</p> <p>Stage IV</p> <p>4.0 Students use language in informal and formal settings.</p> <p>4.1 Sustain age-appropriate cultural or language-use opportunities outside the classroom.</p>	<p>Spanish (Communication, Stage III, Functions, 3.4).</p> <p>Child uses Spanish in various settings in increasingly elaborate ways (Settings, Stage I, 1.0; Stage II, 2.0 and 2.1; Stage III, 3.0 and 3.1; Stage IV, 4.0 and 4.1).</p>
<p>SPAN 3: Phonological Awareness in Spanish</p>	<p>Structures</p>	<p>Child develops awareness of sounds and syllables in Spanish</p>

<p>DRDP-K Measure</p>	<p>World Language Content Standards for California Public Schools – Kindergarten</p>	<p>Measure Corresponds with Content Standards in the Following Ways:</p>
<p>Definition: Child increasingly develops knowledge of sounds in Spanish</p>	<p>Stage I</p> <p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p>	<p>(Structures, Stage I).</p>
<p>SPAN 4: Emergent Writing in Spanish</p> <p>Definition: Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning</p>	<p><u>Communication</u></p> <p>Stage I</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p>Functions</p> <p>1.4 List, name, identify, and enumerate.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>	<p>Child writes in Spanish to communicate simple ideas (Communication, Stage I, 1.1–1.3).</p> <p>Child uses writing in Spanish to name and identify (Communication, Stage I, Functions, 1.4).</p> <p>Child presents ideas in writing in Spanish (Communication, Stage I, Functions, 1.6).</p>
<p>SPAN 4: Emergent Writing in</p>	<p>Stage II</p>	<p>Child uses writing in Spanish to communicate (Communication,</p>

DRDP-K Measure	World Language Content Standards for California Public Schools – Kindergarten	Measure Corresponds with Content Standards in the Following Ways:
<p>Spanish (continued)</p> <p>Definition: Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning</p>	<p>2.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>2.2 Interpret written, spoken, or signed (ASL) language.</p> <p>2.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p>Functions</p> <p>2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.</p>	<p>Stage II, 2.1–2.3).</p> <p>Child presents ideas in writing in Spanish (Communication, Stage II, Functions, 2.6).</p>

World Language Content Standards not addressed by DRDP-K (2015) SPAN domain

- **Content:** Stage II, 2.1, i–m, o; Stage III, 3.1, b, e, h–k, m–o; Stage IV
- **Communication:** Stage I, 1.5 Identify learned words, signs (ASL), and phrases in authentic texts and Stage II, 2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
- **Communication:** Stage III, 3.0–3.3 and 3.5–3.6
- **Communication:** Stage IV
- **Cultures:** Stages I–IV
- **Structures:** Stages II, III, and IV

The cognitive and linguistic development demands required for most of the above listed standards are higher than those typical of children in kindergarten.