

Bibliography

Bers, M., Strawhacker, A., & Sullivan, A. (2022). The state of the field of computational thinking in early childhood education. *OECD Education Working Papers*, No. 274, OECD Publishing, Paris. <https://doi.org/10.1787/3354387a-en>

California Department of Education. (2018). *Computer Science Standards for California Public Schools: Kindergarten Through Grade Twelve*.
<https://www.cde.ca.gov/be/st/ss/computerscicontentstds.asp>

California Department of Education. (2023). *California's Great Start Transition to Elementary School Toolkit: Supporting a Smooth and Effective Transition to Transitional Kindergarten, Kindergarten, and First Grade*. Sacramento, CA: California Department of Education.
<https://ccee-ca.org/wp-content/uploads/2023/07/Californias-Great-Start-Transition-to-Elementary-School-Toolkit.pdf>

California Department of Education. (2024). *California Preschool/Transitional Kindergarten Learning Foundations*. <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

California Department of Education. (2025). *P–3 Learning Progressions*.
<https://www.cde.ca.gov/ci/gs/p3/>

California Department of Social Services. (2025). *California Infant–Toddler Learning and Development Foundations, Second Edition*.
<https://www.cdss.ca.gov/inforeresources/child-care-and-development/publications/california-infant-toddler-learning-and-development-foundations>

Engel, M., Jacob, R., Hart Erickson, A., Mattera, S., Shaw Attaway, D., & Claessens, A. (2024). The alignment of P–3 math instruction. *AERA Open*, 10.
<https://doi.org/10.1177/23328584241281483>

Grover, S., & Pea, R. (2013). Computational thinking in K–12: A review of the state of the field. *Educational Researcher*, 42(1), 38–43. <https://doi.org/10.3102/0013189X12463051>

Justice, L. M., Jiang, H., Purtell, K. M., Lin, T., & Ansari, A. (2022). Academics of the early primary grades: Investigating the alignment of instructional practices from pre-k to third grade. *Early Education and Development*, 33(7), 1237–1255.
<https://doi.org/10.1080/10409289.2021.1946762>

Kauerz, K. & Coffman, J. (2019). *Framework for planning, implementing, and evaluating P-3 approaches* (2nd ed.). Denver, CO: National P-3 Center, School of Education and Human Development, University of Colorado Denver.

<https://nationalp-3center.org/wp-content/uploads/2019/10/P-3-Framework.pdf>

Kauerz, K., Tarrant, K., & Olmore, S. (2023). *Great Start California: Advancing the California Department of Education's P-3 vision*. National P-3 Center, School of Education & Human Development, University of Colorado Denver.

Koppich, J., & Stipek, D. (2020, January). *PreK-3 alignment: Challenges and opportunities in California* [Report]. Policy Analysis for California Education.

<https://edpolicyinca.org/publications/prek-3-alignment>

Meek, S. E., Smith, L., Allen, R., Catherine, E., Edyburn, K., Williams, C., Fabes, R., McIntosh, K., Garcia, E., Takanishi, R., Gordon, L., Jimenez-Castellanos, O., Hemmeter, M., Gilliam, W., & Pontier, R. (2020). *Start with equity: From the early years to the early grades*. The Children's Equity Project at Arizona State University. <https://cep.asu.edu/resources/start-with-equity>

Stein, A., & Coburn, C. E. (2023). Instructional policy from pre-k to third grade: The challenges of fostering alignment and continuity in two school districts. *Educational Policy*, 37(3), 840–872. <https://doi.org/10.1177/08959048211058441>

Temple, J. A., Ou, S.-R., & Reynolds, A. J. (2022). Closing achievement gaps through preschool-to-third-grade programs. *Frontiers in Education*, 7.

<https://doi.org/10.3389/feduc.2022.871973>