



DC Common Core Early Learning Standards: An Overview for Parents

Today's Goals






- To talk about the importance of the Common Core State Standards (CCSS) and their alignment with DC Common Core Early Learning Standards
- To discuss what the DC Common Core Early Learning Standards mean for your child's growth and development
- To share activities that can be used at-home that will support your child's school readiness



Activity



 The Anderson Family Schedule 

 FOR THE Week of

	MONDAY	TUESDAY	wednesday	Thursday	Friday	SATURDAY	Sunday!
Mom							
Dad							
Justin							
Kaitlyn							
Jasper							
Notes!!							

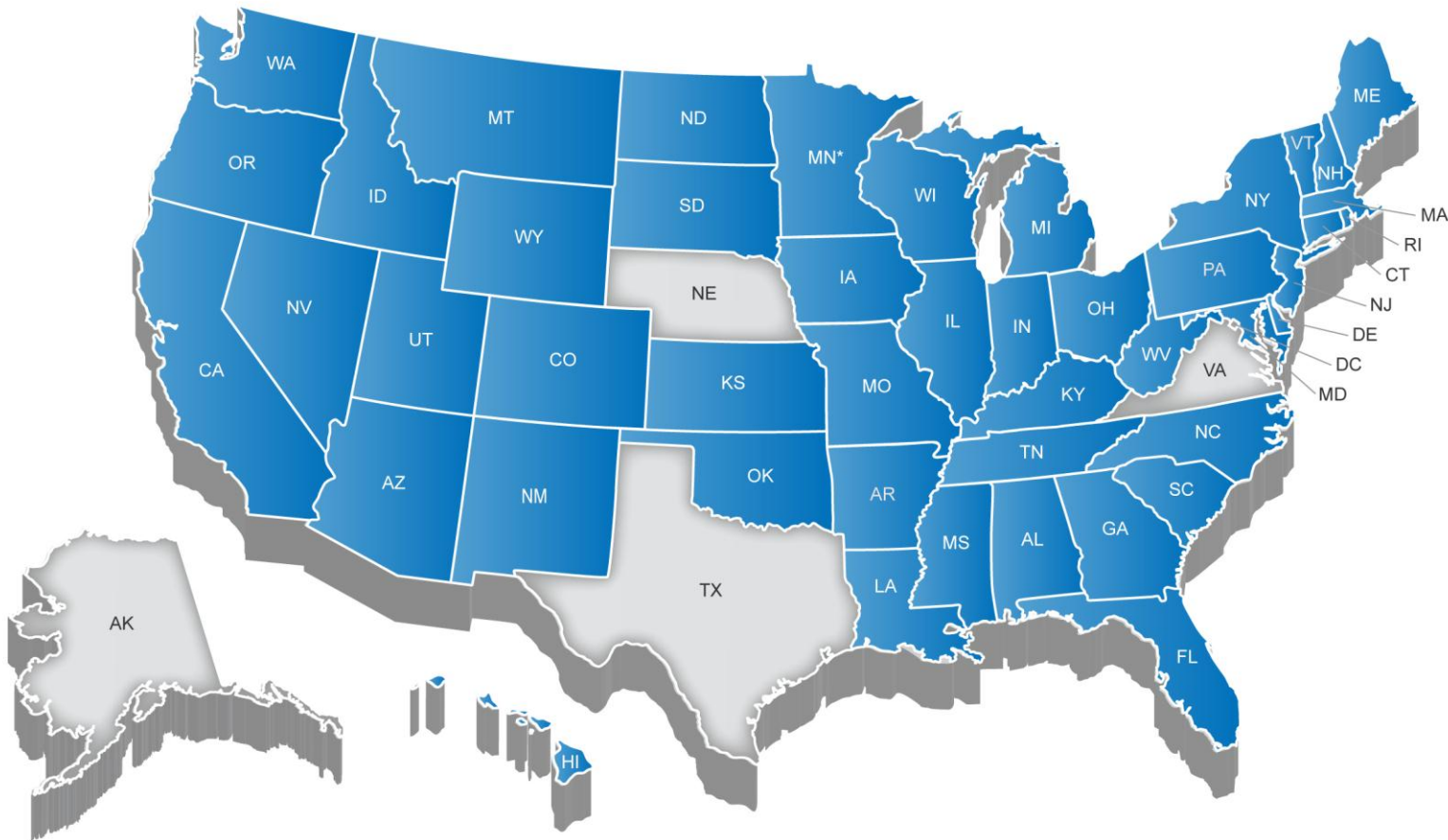
What are the Common Core State Standards?



- The Common Core State Standards are educational standards in Mathematics and English Language Arts (ELA) that ensure all students K – 12, have the skills and knowledge to be successful in college and/or career.
- The Common Core is designed to provide clear goals for student learning.



45 States + DC Have Adopted the Common Core State Standards

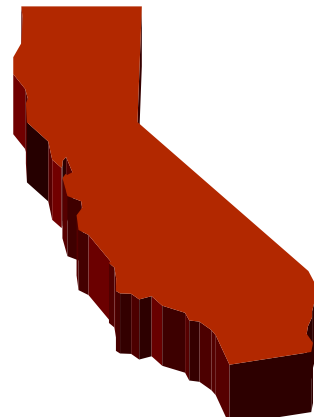


* Minnesota adopted the CCSS in ELA only

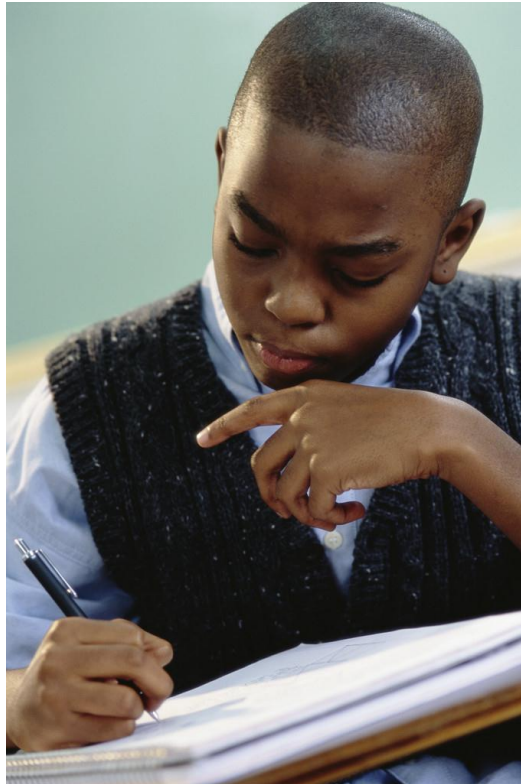
The Common Core State Standards



- Now, if a family moves from DC to Los Angeles, the children will not have to adapt to new standards
- The CCSS do **not** tell teachers **how to teach**, but instead provide a map of **what to teach** at each grade level.



What is College and Career Ready?



- Independent thinkers
- Strong content knowledge
- Comprehend as well as critique!
- Use technology and digital media strategically
- Understand other perspectives and cultures

Why Are Early Learning Standards Important?



- Help ensure that all students, no matter where they live, are prepared for success in school
- Communicate age appropriate expectations for children





District of Columbia Common Core Early Learning Standards
2012



What are Domains?



Approaches to Learning/Logic
and Reasoning

Communication and Language

Literacy

Mathematics

Scientific Inquiry

Social Studies

The Arts

Social-Emotional Development

Physical Development/Health
and Safety



DC CCELS Walk-Through



Approaches to Learning/ Logic and Reasoning	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators
1. Attends and engages with curiosity	1a. Uses all senses to explore <i>Example:</i> Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it. <i>Supportive Practice:</i> Provide safe spaces and materials for infants to explore.	1a. Manipulates objects; observes and explores surroundings by using all senses <i>Example:</i> Takes all the dolls out of the cradle and attempts to climb in. <i>Supportive Practice:</i> Encourage toddlers to notice what can be done with objects, "I wonder what will happen when I put the cup in the water?"	1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support <i>Example:</i> Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it. <i>Supportive Practice:</i> Provide a variety of familiar and unfamiliar experiences and objects for children to explore.	1a. Chooses tasks of interest; responds to adult encouragement <i>Example:</i> Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, "You turned it, and now it fits." <i>Supportive Practice:</i> Rotate materials in the classroom. For example, in the discovery area, add magnets and a scale for children to weigh magnetic items.	Approaches to Learning 1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks <i>Example:</i> Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books. <i>Supportive Practice:</i> Encourage children's interests by following children's leads as you choose study topics



Domain: *Approaches to Learning/Logic and Reasoning*
Standard 1: *Attends and engages with curiosity*

INFANTS:
Uses all senses to explore.

Example: Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth and sucks on it.

Supportive Practice:

Provide safe spaces and materials for infants to explore.



Domain: *Approaches to Learning/Logic and Reasoning*

Standard 1: *Attends and engages with curiosity*

TODDLERS:

Manipulates objects; observes and explores surroundings by using all senses

Example: Takes all the dolls out of the cradle and attempts to climb in.

Supportive Practice: Encourage toddlers to notice what can be done with objects, “I wonder what will happen when I put the cup in the water?”



Domain: *Approaches to Learning/Logic and Reasoning*

Standard 1: *Attends and engages with curiosity*

TWOs:

Explores new places and materials; chooses a variety of tasks, especially those with adult support.

Example: Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it.

Supportive Practice:

Provide a variety of familiar and unfamiliar experiences and objects for children to explore.



Domain: *Approaches to Learning/Logic and Reasoning*
Standard 1: *Attends and engages with curiosity*

PRESCHOOL:

Chooses tasks of interest; responds to adult encouragement

Example: Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, “You turned it, and now it fits.”

Supportive Practice:

Rotate materials in the classroom. For example, in the discovery area, add magnets and a scale for children to weigh magnetic items.



Domain: *Approaches to Learning/Logic and Reasoning*

Standard 1: *Attends and engages with curiosity*

PRE-K EXIT:

Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks

Example: Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books.

Supportive Practice:

Encourage children's interests by following children's leads as you choose study topics

Domains in Action



Approaches to Learning/Logic
and Reasoning

Communication and Language

Literacy

Mathematics

Scientific Inquiry

Social Studies

The Arts

Social-Emotional Development

Physical Development/Health
and Safety



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The Big Picture







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