



Early Learning Standards: Infants, Toddlers and Pre-Kindergarten

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Robert C. Bobb, President, State Board of Education
Deborah A. Gist, State Superintendent of Education

State Board of Education

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INTRODUCTION TO DISTRICT OF COLUMBIA'S EARLY LEARNING STANDARDS

According to a 2002 joint position statement of The National Association for the Education of Young Children (NAEYC) and The National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE), early childhood education has become part of a standards-based environment. Several states have standards describing desired results, outcomes, or learning expectations for children below kindergarten ages; Head Start has developed a Child Outcomes Framework; and national organizations have developed content standards in areas such as early literacy and mathematics.

Since assuming state-level responsibilities in October 2007, the District of Columbia Office of the State Superintendent of Education (OSSE) has gained substantial knowledge and insight into the current state of education in the District of Columbia and has identified the crucial issues that the state must address in order to close the large and unacceptable gaps in achievement, resources, and opportunities for District of Columbia students. On October 1, 2008, the OSSE announced its District of Columbia State-Level Strategic Plan for Fiscal Years 2009-2013. Interested persons can read the Five-year Strategic Plan on the OSSE website at www.osse.dc.gov.

Goal A of this Five-year Strategic Plan seeks to ensure that **ALL** District of Columbia children will be prepared for school. Objective 1 – Early Learning seeks to provide eligible children from birth through kindergarten entrance in high-quality early learning programs. Strategy 1.1 seeks to align early learning program standards and guidelines with pre-kindergarten standards and promote school preparedness. The OSSE has worked with key stakeholders and experts in the field of early childhood education to align infant and toddler standards with the pre-kindergarten learning standards. This document is divided into two sections: (1) Early Learning Standards for Infants and Toddlers and (2) Early Learning Standards for Children Entering Kindergarten (Pre-Kindergarten). The standards that follow represent a coherent continuum of developmental and learning standards from Birth to Pre-Kindergarten.

The following table illustrates the continuum of developmental and learning experiences in the District of Columbia public schools.

Birth – Grade 12 Learning Standards Continuum

	Infants/Toddlers	Pre-Kindergarten	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	Grades 9-12
Approaches to Learning		X	* _____→			
Social and Emotional Development	X	X	* _____→			
Physical Development, Health and Safety	X	X	X	X	X	X
Cognitive Domain	X	X	X	* _____→		
Language and Literacy	X	X	X	X	X	X
Mathematical Thinking	X	X	X	X	X	X
Scientific Inquiry	X	X	X	X	X	X
Social Studies	X	X	X	X	X	X
Creative Arts	X	X	X	X	X	X

* These areas embedded in counseling services and other social services provided to students.

Early learning standards gain power when they are connected to other essential ingredients of high-quality early childhood education. Effective teaching in early childhood education requires skillful combinations of explicit instruction, sensitive and warm interactions, responsive feedback and verbal engagement and stimulation intentionally directed to ensure children’s learning environment is not overly structured or regimented. The debate is no longer whether children should be exposed to early education opportunities, but rather how to best leverage resources in ways that contribute to children’s development. We believe that these DC Learning Early Learning Standards puts us on a trajectory to accomplish significant improvements in our early childhood education arena.

Overview

Experiences in a child's early years lay the foundation for school success and lifelong learning. Over 30 years of research confirms the foundational importance of early learning for children's school and life success and emphasizes the importance of a standards-based approach to programs serving children in the age band of birth to three years of age. Infants are born with an incredible capacity and desire to learn. The largest portion of brain development occurs between birth and three years with approximately 85% of the brain's core structure developed by the time a young child is three-years-old. Brain development requires numerous experiences to shape the way that the circuits connect to help infants and toddlers understand and manage in the world.

The *District of Columbia (DC) Infant and Toddler Early Learning Standards* are intended to be used as a resource to support the development and learning of infants and toddlers being cared for in community-based early care programs, family child care, and federally funded programs such as Early Head Start. They apply for all children, including English language learners, children with disabilities, and children who are developing typically, but children may meet the *Standards* at different times and in different ways. The *Standards* are grounded in widely accepted theories of child development and current research. They are closely related to the *District of Columbia Early Learning Standards for Children Entering Kindergarten*. Both tools reflect a commitment to developmentally, linguistically, and culturally appropriate practice and may be used to guide training and professional development opportunities for parents, educators, caregivers, and other individuals who directly or indirectly influence the growth and development of infants and toddlers living in the District of Columbia.

Infant and Toddlers

Birth – Three Years

Organization of the Infant and Toddler Early Learning Standards

The *DC Early Learning Standards* present broad ideas about children’s development and learning during the first 3 years of life. They are conceptualized as a continuum of skills and behaviors. The *Standards* are not meant to be a clinical definition of development for all children, and not all children will achieve the more mature developmental levels outlined in the *Standards* by age three.

The 19 Standards are organized in four domains, or areas, of development. These domains are at the heart of children’s success in school and life. They include social and emotional, cognitive, physical, and language development and are equally important to children’s readiness for Kindergarten. They develop simultaneously and are interrelated. For example, in the second year of life, most children develop the ability to use more complex forms of verbal and nonverbal communication. Language development supports social and emotional development as children use their early language and gestures to engage adults and peers. With advances in their cognitive skills, children use trial and error to determine ways of getting someone’s attention. They may begin experimenting with single words, like *mine*, followed by gestures and taking other children’s toys. They also use positive gestures, such as reaching arms up as a signal to want to be picked up. It is important for caregivers to teach the baby to hear the word “UP” as she reaches out her arms and picks up the baby. Then by 10 months or so, many babies can use specific gestures (such as the “up” gesture with baby’s arm) to get their needs met.

A set of Standards is included for each developmental domain. In broad terms, these Standards specify the expectations for children’s growth and development in each domain. For example, a guideline in the language domain is “Understands verbal and nonverbal communication.” For each standard, development is described in terms of “performance indicators” that show progress on a continuum from simple to complex. Performance indicators are presented for three age periods: birth–12 months, 12–24 months, and 24–36 months. The developmental changes described by the indicators offer a progressive “snapshot” of a child in the first, second, and third year of life. For example, a child moves from showing an interest in verbal and nonverbal communication in the first year to understanding more abstract and complex language by the end of the third year. An “overview” of each performance indicator gives examples of how children might behave during each developmental period.

Guiding Principles

The *DC Early Learning Standards* should be linked to adults' decisions about environments that offer high-quality early learning opportunities for infants and toddlers. Very young children's overall well-being depends on the relationships they have with trusted adults. Adults who have a solid understanding of child development and learning are better prepared to plan appropriate routines and experiences for infants and toddlers. The *Standards* are built on the following principles:

- All children are capable and competent learners from birth.
- Nurturing relationships are the foundation for children's healthy growth and development.
- All areas or domains of development are interrelated. Skills and knowledge in each area support learning in other areas.
- Development occurs in a relatively orderly sequence, with more complex abilities, skills, and knowledge building on those already acquired.
- Each child is unique. Each has his or her own temperament, personality, learning style, interests, and cultural and linguistic background. Some children have developmental delays or disabilities.
- Children's development is influenced by the cultures of their families and communities.
- Children are active learners. They draw on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings about the world around them.

Uses for the Infant and Toddler Standards

The Infant and Toddler Standards are designed as a framework for high quality programs serving children Birth-Three years of age and to provide guidance about what infants and toddlers generally should know and be able to do within specific age ranges. Infants and toddlers will make progress on the indicators described in the standards at different rates. Each infant and toddler's unique learning style, ability, and experience join together to support progress along a continuum of learning. Additionally, infants and toddlers with disabilities and from different cultural and language backgrounds may manifest the specific indicators in different ways and at different ways and at different ages. Physical, socio-emotional, and cognitive learning work together to create the whole child; each influence the other and none operate independently. The standards can be used to:

- Inform teachers and administrators about curriculum and assessment and to guide the selection of program materials;
- Inform parents of appropriate expectations for infants and toddlers; and
- Support community early learning partnerships by providing a common framework for discussions about curriculum, assessment, and transition between programs.

The *DC Early Learning Standards* for Infants and Toddlers are **NOT** designed to

- take the place of a curriculum
- serve as an assessment tool
- exclude children from engaging in a range of appropriate experiences

Explanation of the Domains

The following is a summary of the organizational terms used in this document and an example of how a standard is presented:

- **Domain:** identifies key learning areas of development that, together, represent the whole child.
- **Standard:** specifies in broad terms the expectations for infants and toddlers' development in each domain at particular ages.
- **Performance indicator:** identifies what children are expected to know and do in relation to each standard and provides examples of knowledge and skills.
- **Examples of development – *Infants/Toddlers will...*:** gives examples of changes in what children might do or say over the course of a year and is related to each performance indicator. This is not an all-inclusive list; there are many other ways that could represent individual infant/toddler's mastery.

EXAMPLE:

Social and Emotional Domain (SED)		
Standard 1: Trusts and interacts comfortably with familiar adults		
Performance Indicator Birth – 12 Months (Birth-1 year)	Performance Indicator 12 – 24 Months (Year 1-2)	Performance Indicator 24-36 Months (Year 2-3)
<p><i>SED.1.1 Distinguishes familiar adult from a stranger and seeks to remain close to familiar adults</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Respond in the same ways to familiar and unfamiliar adults. • Show a preference for adults who are consistent caregivers • Smile, babble, or coo to get their trusted adults' attention. • Reach out and attempt to move closer to their caregivers when approached by unfamiliar adults or in new situations. • Molds onto caregiver's body when upset and picked up in arms for reassurance. 	<p><i>SED.1.2 Seeks familiar adult as a secure base in new situations</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Start to venture away when trusted caregivers are nearby. • Look for reassurance in the form of a smile, word, or gesture. • Stop playing and return to familiar adults when facing new situations. • Spend more time engaging with activities away from their trusted adults. • Rests head on caregiver's shoulder and puts arms around caregiver's neck, as an indication of trust. 	<p><i>SED 1.3 Relies less on immediate connection with familiar adult and engages with a wider range of people and situations</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Continue to spend more and more time away from their trusted adults. • Use glances, gestures, and simple language to stay connected with trusted adults. • Imitate trusted adults' language and behavior. • Challenge their trusted adults in order to test their growing sense of independence. • Engage peers and explore a wider range of settings.

These are the 4 domains and 19 Standards:

Social and Emotional Domain (SED)

The sense of trust and emotional security that children develop during infancy shapes their interactions and relationships with others throughout their lives. The social and emotional domain includes the development of trust and emotional security, which act as a foundation from which more complex characteristics, such as independence and industry, evolve. Children's positive sense of themselves and their ability to self-regulate are key to their success in both school and life. The healthy development of social and emotional competence greatly affects the development of skills and abilities in all other domains.

Standard 1. Trusts and interacts comfortably with familiar adults

- SED.1.1 Distinguishes familiar adult from a stranger and seeks to remain close to familiar adults
- SED.1.2 Seeks familiar adult as a secure base in new situations
- SED 1.3 Relies less on immediate connection with familiar adult and engages with a wider range of people and situations

Standard 2. Shows increasing ability to regulate own behavior

- SED.2.1 Develops own patterns for eating, sleeping, etc. with support from adults
- SED.2.2 Responds to and begins to follow simple requests
- SED.2.3 Understands what is expected of him or her but does not comply consistently

Standard 3. Exhibits an emerging sense of competence and confidence in growing abilities

- SED.3.1 Shows beginning awareness of own abilities
- SED.3.2 Demonstrates Confidence in own abilities
- SED.3.3 Begins to use verbal communication to describe abilities

Standard 4. Manages a range of emotions

- SED.4.1 Responds with basic emotions, such as distress and contentment
- SED.4.2 Expresses a range of primary emotions, such as interest and disgust
- SED.4.3 Begins to use language to express more complex emotions, such as shame and guilt

Standard 5. Begins to engage with others by using more complex social exchanges, including turn-taking.

- SED.5.1 Observes and responds to people
- SED.5.2 Intentionally engages briefly with other people
- SED.5.3 Participates in longer, more complex engagements with others

Standard 6. Demonstrates an awareness of self in relationship to others in care, family, community, and cultural groups

- SED.6.1 Develops a sense of self as a person separate from others
- SED.6.2 Identifies other people in his or her immediate world and their roles
- SED.6.3 Focuses more attention on people outside his or her immediate world and their roles

Standard 7. Expresses needs and participates in self-care routines

- SED.7.1 Demonstrates discomfort and begins to participate as an adult attends to his or her needs
- SED.7.2 Expresses needs and engages in simple personal care tasks
- SED.7.3 Attempts to complete more complex personal care tasks without adult assistance

Physical Domain

Healthy physical development is an essential part of children’s overall well-being. During the first 3 years of life, children develop the ability to engage in more purposeful fine- and gross-motor activities. They become increasingly able to balance and to move and coordinate their hands, arms, legs, and whole bodies. This affects all other domains of development, because infants and toddlers gain an incredible amount of information about their world through sensorimotor exploration. The physical skills that emerge during the first 3 years of life greatly influence infants’ and toddlers’ relationships with others and their ability to explore things.

Standard 8. Moves body with increasing purpose, control, coordination, and balance

- PD.8.1 Begins to move purposefully and with control
- PD.8.2 Gains control and balance as he or she coordinates movement from place to place
- PD.8.3 Attempts a variety of more complex large-muscle activities that involves coordinated leg and arm movement

Standard 9. Gains control of small muscles in hands

- PD.9.1 Uses whole hand and then thumb and index finger to grasp objects
- PD.9.2 Uses hands together and then separately
- PD.9.3 Gains ability to coordinate the use of arms, hands, and fingers

Cognitive Domain

Infants enter the world ready to learn. They begin to acquire and process information through their sensory systems. Through active exploration, children discover the basic characteristics of objects and people. Their rapidly growing abilities to focus attention, to remember, and to discover how objects and people are related enable children to build new understandings and skills each day. Infants and toddlers use increasingly complex imitation and pretend play to deepen their understandings about their world. The development of cognitive abilities, like the ability to solve problems and to group materials with similar characteristics, relate directly to school readiness and influence children's abilities in all other domains.

Standard 10. Remains focused on an object, person, or task

- CD.10.1 Demonstrates awareness of happenings in his surroundings and begins to focus on them
- CD.10.2 Focuses on an activity but is easily distracted
- CD.10.3 Continues an activity despite distractions

Standard 11. Makes things happen and begins to understand the cause of some events

- CD.11.1 Tries simple actions and discovers immediate results
- CD.11.2 Begins to act purposefully to make things happen
- CD.11.3 Thinks of ways to solve problems without having to try various solutions

Standard 12. Begins to group objects that have similar characteristics

- CD.12.1 Explores objects and begins to notice similarities and differences
- CD.12.2 Matches objects by similar characteristics
- CD.12.3 Groups objects with similar characteristics

Standard 13. Gains a basic understanding of how things move and fit in space

- CD.13.1 Begins to learn properties of objects and spatial relations (e.g., near, far, big, little)
- CD.13.2 Uses trial-and-error to discover how things fit and move in space
- CD.13.3 Starts to predict and imagine how things fit and move in space

Standard 14. Utilizes strategies for solving simple problems

- CD.14.1 Demonstrates awareness of a problem
- CD.14.2 Tries to solve simple problems through trial and error
- CD.14.3 Develops and carries out simple plans for solving basic problems

Standard 15. Engages in imitation and various types of social play behavior

- CD.15.1 Imitates and repeats simple actions
- CD.15.2 Imitates after observing activity, often using materials
- CD.15.3 Participates in pretend play with peers

Language Domain

The development of the ability to communicate with others, both verbally and nonverbally, is a major accomplishment during the first 3 years of life. Infants and toddlers learn the language of their families and communities through the interactions that occur as part of everyday routines and experiences. The early and rapid development of language, including the emergence of early literacy skills, is a dynamic process. As infants and toddlers develop their ability to understand and use language, they also increase their ability to influence others and to strengthen their own learning in all other domains.

Standard 16. Understands verbal and nonverbal communication

- LD.16.1 Shows an interest in speech, facial expressions, and simple gestures
- LD.16.2 Understands simple speech, including simple directions and questions
- LD.16.3 Understands more abstract and complex language

Standard 17. Uses vocalizations, gestures, and eventually words for a variety of purposes

- LD.17.1 Uses facial expressions, sounds, gestures, and body positions to communicate
- LD.17.2 Produces single and multiword phrases
- LD.17.3 Utilizes simple sentences and questions

Standard 18. Exhibits an interest in pictures, storytelling, and book reading

- LD.18.1 Shows an interest in pictures, songs and simple books
- LD.18.2 Recognizes that pictures have meaning and can tell a story
- LD.18.3 Demonstrates an interest in print and its purposes

Standard 19. Shows an interest in drawing and writing

- LD.19.1 Begins to develop the eye-hand coordination necessary for drawing and writing
- LD.19.2 Shows interest in handling drawing and writing tools and scribble spontaneously
- LD.19.3 Experiments with scribbling and begins to connect it with communication

Social and Emotional Domain (SED)			DC Pre-K Standards
Standard 1: Trusts and interacts comfortably with familiar adults			
Performance Indicator Birth – 12 Months (Birth-1 year)	Performance Indicator 12 – 24Months (Year 1-2)	Performance Indicator 24-36 Months (Year 2-3)	
<p><i>SED.1.1 Distinguishes familiar adult from a stranger and seeks to remain close to familiar adults</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> Respond in the same ways to familiar and unfamiliar adults. Show a preference for adults who are consistent caregivers Smile, babble, or coo to get their trusted adults' attention. Reach out and attempt to move closer to their caregivers when approached by unfamiliar adults or in new situations. Molds onto caregiver's body when upset and picked up in arms for reassurance. 	<p><i>SED.1.2 Seeks familiar adult as a secure base in new situations</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> Start to venture away when trusted caregivers are nearby. Look for reassurance in the form of a smile, word, or gesture. Stop playing and return to familiar adults when facing new situations. Spend more time engaging with activities away from their trusted adults. Rests head on caregiver's shoulder and puts arms around caregiver's neck, as an indication of trust. 	<p><i>SED 1.3 Relies less on immediate connection with familiar adult and engages with a wider range of people and situations</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> Continue to spend more and more time away from their trusted adults. Use glances, gestures, and simple language to stay connected with trusted adults. Imitate trusted adults' language and behavior. Challenge their trusted adults in order to test their growing sense of independence. Engage peers and explore a wider range of settings. 	<p><u>Social and Emotional Development</u> SED.2.3 Children engage in positive interactions with others.</p> <p>SED.2.4 Children demonstrate resiliency skills.</p> <p>SED.2.4.1 Adjust to new situations.</p> <p>SED.2.4.3 Demonstrate appropriate trust in adults; discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.</p>

Social and Emotional Domain (SED)			DC Pre-K Standard
Standard 2. Shows increasing ability to regulate own behavior			
Performance Indicator Birth–12 months (Birth – 1 Year)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>SED.2.1 Develops own patterns for eating, sleeping, etc. with support from adults</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Not have regular eating sleeping, and toileting patterns. • Dependent on adults to meet their basic needs, for example, to feed them when they are hungry. • Establish their own patterns. • Attempt to soothe themselves by sucking fingers and cooing, and through repetitive movements such as rocking. • Respond to others’ facial expressions, gestures, and voices (e.g., a child may briefly stop climbing on a chair when she sees her caregiver shake his head and hears him say, “No.”) • Enjoy using their fingers to feed themselves and helping dress themselves by extending an arm or leg. 	<p><i>SED.2.2 Responds to and begins to follow simple requests</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Establish fairly regular patterns for sleeping and eating. • Be comforted by consistency in routines, like finding their cots in the same area of the classroom each day. • Follow simple directions, such as “Please get on your cot.” • Respond to their names and are better able to stop behaviors when asked to do so, like not taking food from another child’s plate. • Continuing to develop the ability to regulate their own behavior. • Depend on adults to help them calm down and to participate successfully in activities, such as going back to the classroom after a walk. 	<p><i>SED.2.3 Understands what is expected of him or her but does not comply consistently</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Become more aware of expectations at both child care and home (e.g., they become interested in toilet training) • Be able to comfort themselves after being dropped off at child care. • Have a strong interest in independence. As a result, they may resist support from caregivers when they are trying to complete tasks, such as unbuttoning their pants in order to use the toilet. • Demonstrate positive coping strategies, such as using verbal communication. • Struggle with taking turns and sharing toys unless a teacher is available to help them. 	<p><u>Social and Emotional Development</u> SED.2.2 Children develop increasing capacity for self-control.</p>

Social and Emotional Domain (SED)			DC Pre-K Standard
Standard 3. Exhibits an emerging sense of competence and confidence in growing abilities.			
Performance Indicator Birth–12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>SED.3.1 Shows beginning awareness of own abilities</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Respond automatically to events in their world. Give way to intentional actions, such as reaching to retrieve a toy. • Be dependent on adults to support many of their activities and to help them successfully complete tasks, such as getting a toy that has rolled far from them • Smile in response to completing an accomplishment, such as taking their first steps. • Adjust behavior often depending on adults’ responses, such as when adults clap and say, “Wow!” or frowns and firmly say, “No.” 	<p><i>SED.3.2 Demonstrates confidence in own abilities</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Understand that they can make things happen (e.g., they become excited by accomplishments like walking all the way across the room by themselves). • Try different strategies in order to complete a task, such as fitting a round shape into the circular hole of the shape sorter, and they clap when they succeed. • Resist help from trusted adults as a result of their growing sense of independence. • Experiment with different ways of making things happen and take pride in their attempts. • Take more risks that make adults uncomfortable, such as climbing higher on play structures. 	<p><i>SED.3.3 Begins to use verbal communication to describe abilities</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Attempt to complete more complex tasks. • Become more aware of what they can and cannot do independently. Children often insist, “Me do!” whether they can accomplish a task or not. • Begin to use language to describe themselves in terms of what they can do (e.g., a child might say, “Did it!” after putting a dirty napkin in the trash). 	<p><u>Social and Emotional Development</u> SED.2.1 Children demonstrate a strong, positive self-concept.</p> <p>SED.2.1.3 Stand up for rights of self and others; communicate personal experiences or interests; practice independence and self-help skills.</p>

Social and Emotional Domain (SED)			DC Pre-K Standards
Standard 4. Manages a range of emotions.			
Performance Indicator Birth–12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>SED.4.1 Responds with basic emotions, such as distress and contentment</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Respond automatically to both positive and negative experiences. Their responses often involve crying. Within the first 4 months, children begin to smile intentionally. • Grimace, wiggle, gurgle, and grunt to show how they feel. • Soothe themselves by sucking on their fingers and making soft cooing sounds. • Express a range of primary emotions that includes surprise, joy, and fear. 	<p><i>SED.4.2 Expresses a range of primary emotions, such as interest and disgust</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Continue to expand the range of primary emotions they express. • Respond to emotional cues and social situations, such as crying when another child cries. • Control their emotional responses by using verbal and visual cues, like smiles or frowns, from trusted caregivers. 	<p><i>SED.4.3 Begins to use language to express more complex emotions, such as shame and guilt</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Display more intention emotional expressions. Express more complex emotions, such as pride and embarrassment. • Use language like “No, go away. Bad!” to express feelings such as anger. • Become more aware of why they have particular feelings. • Be able to use basic coping skills (e.g., they may get favorite stuffed animals when saying good-bye to their fathers and hold the animals until they feel better). 	<p><u>Social and Emotional Development</u> SED.2.2 Children develop increasing capacity for self-control.</p> <p>SED.2.2.1 Recognize, describe and express emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately.</p>

Social and Emotional Domain (SED)			DC Pre-K Standard
Standard 5. Begins to engage with others by using more complex social exchanges.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>SED.5.1 Observes and responds to people</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Become interested in human faces and voices. Show a preference for people who care for them regularly, through their facial expressions, vocalizations, and body movements. • Often imitate peers and people’s sounds and gestures in order to engage them. • Use a range of strategies to engage others (e.g., wave bye-bye, or reach out to touch people, or even pull their hair). 	<p><i>SED.5.2 Intentionally engages briefly with other people</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Become more and more capable of involving both adults and children in their activity. • Spend brief periods playing with peers and begin to exchange roles in action games, such as taking turns chasing and being chased. • Show increased interest in, as well as frustration with, others (e.g., after observing for a few minutes, a child may push another child in order to get an opportunity to go down the slide). • Become egocentric and tend to engage in activities that bring them immediate satisfaction, such as grabbing toys they want from other children. • Not understand how their behavior affects others, so they are confused when the children whose toys are taken cry. 	<p><i>SED.5.3 Participates in longer, more complex engagements with others</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Engage with peers in simple activities that have shared meaning (e.g., two toddlers may get the dishes out and place them around the table in the housekeeping area. • Regularly need adults to help support their activity and to resolve conflicts. • Engage each other during more activities where they share a goal, like making small balls at the play dough table. • Begin to look for a particular friend and choose to participate in a simple group activity such as “Ring-Around-the-Rosie.” They are capable of forming friendships, especially with children they are with regularly. 	<p><u>Social and Emotional Development</u> SED.2.3 Children engage in positive interactions with others.</p>

Social and Emotional Domain (SED)			DC Pre-K Standards
Standard 6. Demonstrates an awareness of self in relationship to others in care, family, community, and cultural groups.			
Performance Indicator Birth –12 months (Birth-Year1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year2-3)	
<p><i>SED.6.1 Develops a sense of self as a person separate from others</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Not be aware that they are persons separate from others. • Begin to distinguish their primary caregivers from other adults within the first 6 months. Enjoy exploring their bodies, such as by sucking their fingers and looking at their hands. • Demonstrate a strong preference for particular people, like their family members. • React strongly to unfamiliar people, which is a sign of their stranger anxiety. This ability to distinguish among others helps them to establish a solid foundation for sensing themselves as being separate from their most trusted caregivers. 	<p><i>SED.6.2 Identifies other people in his or her immediate world and their roles</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Engage in social interactions and activities that help them to further define themselves as individuals. • Continue to prefer to be with people they know and trust, while their growing sense of independence underlies their frequently saying, “No!” and resisting help. • At the same time, still seek their trusted adults and often imitate their behaviors, such as pretending to vacuum or to drive a car. • Focus more and more attention on others. Continue to notice their physical characteristics, such as hair, and reach out to touch and engage others. • May show a preference for people who speak their home languages and for places, like stores, where familiar music is played. 	<p><i>SED.6.3 Focuses more attention on people outside his or her immediate world and their roles</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Demonstrate an understanding of basic practices or characteristics of groups of people, such as “small people.” For example, a child may sit next to the same child at snack or run up to a new child at a park and try to engage him by grabbing a toy. • Identify themselves as belonging to one or more groups (e.g., a child may say, “I’m a big boy, not a baby.”) • Become more interested in people outside their immediate worlds. They may wave at a person who is driving a backhoe or follow someone in a market who is singing a song they know. 	<p style="text-align: center;"><u>Social and Emotional Development</u></p> <p>SED.2.1 Children demonstrate a strong, positive self-concept.</p> <p>SED.2.2 Children develop increasing capacity for self-control.</p> <p>SED.2.3 Children engage in positive interactions with other.</p>

Social and Emotional Domain (SED)			DC Pre-K Standards
Standard 7. Expresses needs and participates in self-care routines.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>SED.7.1 Demonstrates discomfort and begins to participate as an adult attends to his or her needs</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Regularly cry to express hunger, fatigue, or other distress. • Display involuntary behaviors, such as sucking and swallowing, allow children to participate in personal care routines. • Use a range of behaviors, such as facial expressions, sounds, and gestures, to draw trusted adults into meeting their personal care needs (e.g., raise their arms to be lifted from the crib). • Feed themselves finger foods. • Climb steps up to the changing table. • Develop more complex ways of communicating needs, such as wanting to be changed, by using simple gestures like pulling on their wet clothing. 	<p><i>SED.7.2 Expresses needs and engages in simple personal care tasks</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Continue to develop the ability to communicate their needs to trusted adults through more complex actions and words. Be dependent on adults to help them with personal care tasks. • With increased physical development, be able to feed themselves with spoons, drag their diaper bags to their cubbies, and pull off their socks. • Display increased cognitive, language, and physical skills which allow children to participate more fully in their personal care. Begin to resist assistance from their trusted adults, an indication of their emerging sense of independence. 	<p><i>SED.7.3 Attempts to complete more complex personal care tasks without adult assistance</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Become more interested in others and enjoy sitting in groups for meals. • In their quests for independence, often express strong negative reactions to questions such as “Would you like me to help you go potty?” • Display basic awareness of order which helps them follow routines with less adult intervention (e.g., they may take their plates to the sink and get ready to wash their hands without being reminded). • Demonstrate a clearer understanding of personal care tasks and of what adults expect them to do. 	<p><u>Approaches to Learning</u> AL.1.5 Children demonstrate self-direction and independence.</p>

Physical Domain (PD)			DC Pre-K Standards
Standard 8. Moves body with increasing purpose, control, coordination, and balance.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>PD.8.1 Begins to move purposefully and with control</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Move their bodies without much intent or control. • Begin to develop strength and coordination through unintentional movement, such as through the startle reflex. Repetitive movement helps children develop their muscles. • Display involuntary movement which gives way to voluntary action, such as vigorously moving their arms and legs to get mobiles to move. • Develop more control of their trunks and sit, eventually without support. • Control their bodies to the point where they can crawl, climb, and stand. Some children take their first steps. 	<p><i>PD.8.2 Gains control and balance as he or she coordinates movement from place to place</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Move frequently and show increasing large-muscle control. • Use more regulated stopping and starting movements that involve their legs and arms. • Attempt to run, jump, and kick a ball. • Show increased balance and coordination in play activities. For example, they climb up the ladder on a slide and slide down. • Go up stairs, putting both feet on each step. 	<p><i>PD.8.3 Attempts a variety of more complex large-muscle activities that involve coordinated leg and arm movements</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Start to perform more complex movements with their arms and legs. For example, they enjoy marching around the room. • Begin to develop spatial awareness as they move. Enjoy activities such as moving through tunnels or simple obstacle courses. • Maneuver riding toys with their feet. • Engage in activities that involve moving their bodies through space with balance and control, such as simple dances with repetitive movements, like the “Chicken Dance.” 	<p><u>Physical Development, Health and Safety (Gross Motor)</u></p> <p>PHS.8.1 Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination.</p> <p>PHS.8.3 Children use sensory information to guide motion.</p>

Physical Domain (PD)			DC Pre-K Standards
Standard 9. Gains control of small muscles in hands.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>PD.9.1 Uses whole hand and then thumb and index finger to grasp objects</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Display movements involving their hands, arms, and eyes that are involuntary. • Follow a moving object or person with their eyes and bring their hands to their mouths. • Purposefully reach toward objects and attempt to retrieve them by using their whole hands. Use a raking movement and eventually a pincer grasp (using their thumbs and index fingers) to pick up objects. • Transfer an object from hand to hand; bring two objects, like blocks, together; and wave bye-bye. 	<p><i>PD.9.2 Uses hands together and then separately</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Use their hands for such tasks as stacking several blocks, dropping clothespins into cans, and scribbling with crayons. • Use their hands independently of one another. They may hold a small object with one hand while drinking from a cup with the other. • Will have increased eye-hand coordination. They engage in activities that require their hands to work together and separately (e.g., children pour sand from one cup to another and engage in simple finger plays like “Twinkle, Twinkle, Little Star”). 	<p><i>PD.9.3 Gains ability to coordinate the use of arms, hands, and fingers</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Use improved eye-hand coordination to explore and manipulate objects. They continue to use both hands together and separately. They do not show strong hand dominance. • Engage in a range of self-help activities, such as unzipping their sweaters, placing caps on their heads, and using forks to pick food up from their plates. • Have further developed muscle strength and coordination. • Use smaller manipulatives and engage in more complex finger plays. • Enjoy exploring art materials. They swirl finger paints; tear paper for collages; and use tools, like cookie cutters, with playdough. 	<p><u>Physical Development, Health and Safety (Fine Motor)</u> PHS.8.2 Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.</p>

Cognitive Domain (CD)			DC Pre-K Standards
Standard 10. Remains focused on an object, person, or task.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>CD.10.1 Demonstrates awareness of happenings in his surroundings and begins to focus on them</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Automatically respond to their surroundings. They gaze at faces; turn toward voices; and explore objects, like their hands. • Focus more of their attention on things that are of particular interest (e.g., a new toy rather than a familiar one). The presence of others can also help children to focus their attention for longer periods on objects and tasks. • Attend to simple tasks, such as trying to pull their socks off. • With their increased interest in cause and effect, often focus for longer periods on activities that produce specific effects, such as throwing food until their caregivers get them out of their high chairs. 	<p><i>CD.10.2 Focuses on an activity but is easily distracted</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Focus on a wider range of activities, often with support from adults (e.g., resume stacking rings when adults come over and sit with them). • Repeat their actions, like dumping, especially if they produce an immediate effect, such as a loud sound. • Become more interested in observing peers and in imitating actions they have seen. • Focus independently for several minutes on an activity, such as fitting objects into holes in a shape sorter. • Become easily distracted (e.g., they may start an activity, like eating snack, but then stop as soon as they see a caregiver pull out the water table). 	<p><i>CD.10.3 Continues an activity despite distractions</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Focus and sustain their attention for short periods in more complex situations, such as group time at their programs. • When routines are consistent, focus more freely on activities, like singing their favorite songs. • Engage for longer periods of time in activities that involve shared goals, like scooting ride-on toys around the play yard, • Refuse to shift their attention as they begin to stay with activities until their goals are met, such as putting all of the small cars in the toy garage. Attend to more than one activity at a time, like watching other children clean up toys while they continue to paint at the easel. 	<p><u>Approaches to Learning</u> AL.1.2 Children engage in and complete tasks</p>

Cognitive Domain (CD)			DC Pre-K Standards
Standard 11. Makes things happen and begins to understand the cause of some events.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>CD.11.1 Tries simple actions and discovers immediate results</i></p> <p><u>Infants will:</u> Display curiosity and explore their immediate surroundings using their senses.</p> <ul style="list-style-type: none"> • Through involuntary actions, kick blankets while in their strollers and turn toward their mothers’ voices. • Show interest in activities that have an immediate effect or result. • Repeat actions, like kicking until the blankets fall to the ground or continuing to move their arms to hear their rattles. • Expand the range of simple actions that produce reactions of interest, such as hitting their spoons on their plates to hear loud sounds. • As young scientists, begin to vary their actions to see whether there are different reactions. For example, they may begin hitting their plates with spoons and then try hitting their cups. 	<p><i>CD.11.2 Begins to act purposefully to make things happen</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Become eager to learn about their world through more complex sensorimotor activity. • Repeat actions and may anticipate the results. Many of their explorations involve other people (e.g., they may observe a child who cries when being dropped off and immediately imitate the crying child’s behavior to see the effect it has on their caregivers). • Act more purposefully to try to make things happen (e.g., they may pull strings to move toys closer or bang the lids of jack-in-the-boxes to make them pop open). 	<p><i>CD.11.3 Thinks of ways to solves problems without having to try various solutions</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Engage in more complex purposeful actions, often with clearer ideas of the results. For example, a child might say, “Again,” and try to turn the pages when the caregiver gets to the end of a book they are reading together. • Think of a wider range of ways to produce specific results. • Begin to investigate when something unexpected happens. For example, they may reach into their shoes and pull out wadded socks after trying unsuccessfully to fit their feet into their shoes. 	<p><u>Approaches to Learning</u> AL.1.1 Children demonstrate curiosity and a willingness to learn.</p> <p><u>Scientific Inquiry</u> SI.5.1 Children develop inquiry and process skills.</p> <p>SI.5.2 Children develop an understanding of the physical properties and uses of materials and objects.</p> <p>SI.5.3 Children develop an understanding of living things (plants and animals) and what they need to survive.</p> <p>SI.5.4 Children develop an understanding of the Earth and natural environment.</p>

Cognitive Domain (CD)			DC Pre-K Standards
Standard 12. Begins to group objects that have similar characteristics.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>CD.12.1 Explores objects and begins to notice similarities and differences</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Explore objects by using their senses. • Gather information that forms the basic foundation for concepts, such as <i>big-little</i>, from simple experiences such as trying to fit things into their mouths. • Become more aware of the characteristics of objects, such as things that fit into their mouths and of people, such as children and adults. • Use this information as they engage with the world (e.g., often smile and move toward people they know but frown and move away from people they do not know). 	<p><i>CD.12.2 Matches objects by similar characteristics</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Continue to develop their understanding of people and objects. They begin to match objects with prompting. For example, a child may get another small car when the teacher asks him to get one like hers. • Match objects without prompting. They may point to their shoes after seeing a child with the same ones. • Match objects by specific characteristics, usually color, shape, and size (e.g., put blue cups with blue plates when helping to set the table). 	<p><i>CD.12.3 Groups objects with similar characteristics</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Continue to gather information about how things are similar and different. • Apply new information when, for example, they group the cows separately from the other creatures as they play with a set of farm animals. • Group materials by one criterion and then another. For example, after grouping the cows together, they may put the smallest cow next to the smallest sheep. • Not explain that they have two groups, i.e., a group of cows and a group of the smallest animal figures. 	<p><u>Mathematical Thinking</u></p> <p>MT.4.1 Children demonstrate a beginning understanding of number and operations and how they relate to one another.</p> <p>MT.4.4 Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape.</p> <p>MT.4.5 Children question, collect, organize, represent, interpret, and analyze data to answer questions.</p>

Cognitive Domain (CD)			DC Pre-K Standards
Standard 13. Gains a basic understanding of how things move and fit in space.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p>CD.13.1 Begins to learn properties of objects and spatial relations (e.g., near, far, big, little, etc.)</p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Become interested in watching objects move in space; they track their parents as they walk across the room and their hands as they move toward their mouths. • Within a few months, purposefully reach, grasp, and try to bring objects of different sizes and shapes close to them. • Watch as things, like balls, move away. Once children are able to move on their own, they continue to develop a sense of near and far when they crawl after a ball. • Point to distant objects in the hope that someone will bring them closer. • Attempt to fit simple materials together. They learn more about large and small when, for example, they try to fit themselves into doll cradles and discover that they are too big. 	<p>CD.13.2 Uses trail-and-error to discover how things fit and move in space</p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Experiment further with how objects fit in space. They explore materials by pushing, pulling, filling, and dumping them. • Through activities like pouring milk, learn how much will fit in a designated space. When stacking blocks, gain an understanding of height in relationship to width, for example, how many blocks can be stacked before falling. These experiences also give them information about making a larger whole with smaller parts. • Develop a better understanding of physical properties, such as size and shape, and how these properties relate to one another. Use trial and error to solve problems, like fitting puzzle pieces into the right spaces. 	<p>CD.13.3 Starts to predict and imagine how things fit and move in space</p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Use more complex approaches to exploring space through trial and error. • Become more interested in simple patterns, like putting the red cups and plates together followed by the blue ones. • Experiment with objects, such as lining up small cars on various surfaces to see which ones roll and which do not. They begin to notice that they can fit certain sizes of cars into the toy garage, and they stop trying to force those that are too big. • Become more purposeful about how they move objects in order to fit them together. For example, they can arrange cups and plates at snack time. Begin to use words such as <i>on</i> and <i>under</i>. 	<p><u>Mathematical Thinking</u> MT.4.2 Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.</p> <p>MT.4.3 Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume.</p> <p>MT.4.4 Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they classify real objects by shape.</p>

Cognitive Domain (CD)			DC Pre-K Standards
Standard 14. Utilizes strategies for solving simple problems.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>CD.14.1 Demonstrates awareness of a problem</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Respond to problems, like hunger, by crying. They very quickly discover that trusted adults can help solve many of their problems. • Use sounds, like whimpers, and smiles to draw adults to them. As children move from reflexive to intentional behavior, they discover additional strategies for solving simple problems, like reaching for pacifiers that comfort them. • Use simple strategies to solve problems. They may squeal to solicit help in getting out of their car seats or dump baskets of Duplos® to get their caregivers to play with them. 	<p><i>CD.14.2 Tries to solve simple problems through trial and error</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Use information from their active exploration and observation to find solutions to simple problems. For example, they may blow on warm cereal after seeing their caregivers do so. • Continue to need adults to help them solve many of the problems they encounter. • Regularly use trial and error when attempting to solve problems, like using their hands to pick up pasta after finding it difficult to use spoons. • Employ multiple strategies to solve a problem. Most of these strategies involve trial and error. For example, they may call a caregiver to move a box but then stop calling after discovering that they can move it by kicking it. 	<p><i>CD.14.3 Develops and carries out simple plans for solving basic problems</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Continue to use a range of strategies to solve simple problems. They use less trial and error in order to find solutions to familiar problems, like retrieving a toy that is out of reach by asking an adult to get it. • Differentiate between a problem they can handle independently and one with which they need help. Increase language and social skills to enable them to communicate with peers. They may, for example, say, “No, mine!” and hold out their hands. • Solve more familiar problems without trying many possible solutions. For example, they may habitually turn puzzle pieces so they will fit into the correct spaces. 	<p><u>Approaches to Learning</u> AL.1.2 Children demonstrate problem-solving skills.</p> <p><u>Scientific Inquiry</u> SI.5.1 Children develop inquiry and process skills.</p> <p>SI.5.2 Children develop an understanding of the physical properties and uses of materials and objects.</p> <p>SI.5.3 Children develop an understanding of living things (plants and animals) and what they need to survive.</p> <p>SI.5.4 Children develop an understanding of the Earth and the natural environment.</p>

Cognitive Domain (CD)			DC Pre-K Standard
Standard 15. Engages in imitation and various types of social play behavior.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>CD.15.1 Imitates and repeats simple actions</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Imitate facial expressions. • Within the first few months, engage in very simple turn-taking and mimic simple vocal sounds like coos. • Enjoy exchanges with others, like “peek-a-boo.” Sustain their exploration of toys and materials with help from adults. • Repeat immediate, simple actions. They wave bye-bye and participate in simple games, such as “Pat-a-Cake.” • Imitate peers, for example, they will shake their heads from side-to-side while observing another child doing the same thing. 	<p><i>CD.15.2 Imitates after observing activity, often using materials</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Imitate the immediate actions of others. • Imitate actions they have recently seen, such as stomping their feet. They enjoy imitating adult behavior as they play with such materials as phones and keys. • Use objects, such as dolls, to imitate more complex activities, such as caregiving. They may take a doll, for example, wrap it in a blanket, and place it in a toy crib. Substitute one object for another. For example, a child may use a block as a phone. • Engage in mutual activities, like dumping sand from the sand table, with other children, especially those whom they are with on a regular basis. 	<p><i>CD.15.3 Participates in pretend play with peers</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Spend more time engaging with peers in more complex play activities. • With an increase in their abilities to think symbolically, use both real and imaginary objects in their pretend play. They may, for example, offer their empty hands and say, “Take cookie.” • Involve peers for longer periods in play with a common goal, such as setting a table in the housekeeping area. • Make up stories and rules to accompany their activities. For example, they may assign the roles of mother and baby and decide that the baby should cry. 	<p><u>Approaches to Learning</u> AL.1.4 Children engage in purposeful play.</p> <p><u>Creative Arts</u> CA.7.2 Children use imaginative play as a vehicle to express life experiences and familiar stories.</p>

Language Domain (LD)			DC Pre-K Standards
Standard 16. Understands verbal and nonverbal communication.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>LD.16.1 Shows an interest in speech, facial expressions, and simple gestures</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Respond to the human voice. They prefer to look at faces and respond to expressions. • Show a preference for the voices of people they know. • Respond to facial expressions coupled with actions, like an adults' shaking their heads, "No." • Respond to simple gestures like waving. • Show an understanding of simple questions like "Would you like to get out of your bed?" by such gestures as raising their arms. 	<p><i>LD.16.2 Understands simple speech, including simple directions and questions</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Show an increase in their understanding of simple statements. They may look up from playing when they hear their caregivers say, "Dad's here." • Follow simple requests, like "Roll the ball." Benefit from prompting and from coupling actions with objects, such as an adult's saying, "Rolling," while moving balls along the floor. • Demonstrate an understanding of simple directions, explanations, and stories. • Enjoy using movement to enact the meaning of words like <i>all fall down</i> in the song "Ring Around the Rosie." 	<p><i>LD.16.3 Understands more abstract and complex language</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Demonstrate an understanding of more complex statements like "Sit down, and I will get your plate of food." • Follow two-step directions, like "Take off your sweater and put it in your cubby." • Respond more often to peers' attempts to communicate. For example, they may get other dolls when friends claim, "My doll." • Show an understanding of increasingly abstract statements. They begin to understand statements about positions in space (e.g., "next to") and the future (e.g., "When Dad comes to get you..."). 	<p><u>Approaches to Learning</u> AL.1.6 Children will follow directions and demonstrate interdependence.</p> <p><u>Language and Literacy</u> LL.3.I.1 Children comprehend oral directions and explanations.</p> <p>LL.3.I.2 Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.</p> <p>LL.3.II.6 Children comprehend stories and other texts.</p>

Language Domain (LD)			DC Pre-k Standards
Standard 17. Uses vocalizations, gestures, and eventually words for a variety of purposes.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p>LD.17.1 Uses facial expressions, sounds, gestures, and body positions to communicate</p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Make sounds, like crying, to communicate their needs. • Within the first few months, use different cries to express different needs, like hunger or pain. Coo and use facial expressions, such as smiles that convey recognition. • Babble sounds, like <i>ma-ma-ma</i>. Children often use these sounds with body movements, such as kicking, to get their caregivers' attention or to communicate their desire to play. • Use gestures, like pointing coupled with word like sounds such as <i>baba</i> • Have speaking vocabularies of 2–5 words, including <i>mama</i> and <i>papa</i>. They also begin to initiate speech-gesture games, like "Peek-a-Boo." 	<p>LD.17.2 Produces single and multiword phrases</p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Show more intention as they experiment with gestures, sounds, and different ways to express their wants and feelings. • Have speaking vocabularies with words that vary in meaning depending on the children's inflection. For example, they may announce, "Mama" when they see her or ask, "Mama?" when they do not. • Put two words together as a sentence. These words are usually a noun, like <i>mama</i>, and a verb, such as <i>go</i>. • Initiate conversations with one or two words and gestures. • Refer to themselves by name and identify a few body parts. • Experience a burst in their vocabulary development. • Enjoy trying to sing. 	<p>LD.17.3 Utilizes simple sentences and questions</p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Use more complex speech patterns. They can name many objects and pictures. • Use the pronouns <i>me</i> and <i>mine</i>. While many phrases involve three words, they do not include past or future tenses or plurals. • Use language to communicate concepts, like <i>all gone</i>, and comparative relationships, like big-little. • Display an increase in expressive vocabularies from 300 to over 1000 words. • Use longer sentences with three or more words. Children ask simple questions. • Use plurals and prepositions and enjoy telling simple stories. • Begin to have conversations involving two or more turns. 	<p><u>Language and Literacy</u></p> <p>LL.3.1.3 Children ask questions for a variety of purposes and answer questions of peers and adults.</p> <p>LL.3.1.4 Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary).</p> <p>LL.3.1.5 Children participate in conversations.</p> <p><u>Creative Arts</u></p> <p>CA.7.4 Children express themselves through music and develop an appreciation for different forms of music.</p>

Language Domain (LD)			DC Pre-K Standards
Standard 18. Exhibits an interest in pictures, storytelling, and book reading.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>LD.18.1 Shows an interest in pictures, songs and simple books</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Develop sound awareness, recognizing and reacting to the sounds of language. • Develop a set of words that they understand. Attend to board books for brief moments if they have bright colors, shapes, and especially faces. Respond with changes in facial expressions and with body movements to some of the vocabulary associated with pictures in a book. • Participate in reciting rhymes and singing by moving rhythmically or by repeating movements that are modeled for them. • Sit for short periods to look at pictures in books. Children also enjoy stories told with puppets. 	<p><i>LD.18.2 Recognizes that pictures have meaning and can tell a story</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Listen to stories for short periods of time. They point to pictures and make sounds that correspond with pictures. For example, they may touch a picture of a cat and say, "Meow." • Join in singing simple songs. They show preferences for particular songs and books. • Participate in singing longer songs, reciting finger plays, and reading stories. • Ask to have their favorites read and sung repeatedly. • Answer simple questions about stories. They may even act out a part, like monkeys jumping on a bed. 	<p><i>LD.18.3 Demonstrates an interest in print and its purposes</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Sing songs and pretend to read books independently. They enjoy a variety of books, including story and informational texts. • Show an interest in other written materials, like greeting cards and magazines. They can find their favorite cereal by looking at the picture on the box. • Understand that symbols represent other things and that they serve a purpose. For example, children start to match classroom materials with picture and word labels posted in various areas. Recite favorite nursery rhymes and finger plays with expression. Children want books to be read the same way each time. • Answer more complex questions about familiar stories and to predict what will happen next. 	<p><u>Language and Literacy</u></p> <p>LL.3.II.1 Children understand and value books and other print materials.</p> <p>LL.3.II.2 Children demonstrate knowledge of and appreciation for books.</p> <p>LL.3.II.3 Children demonstrate understanding of print concepts.</p> <p>LL.3.II.4 Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.</p> <p>LL.3.II.5 Children use emerging reading skills to make meaning from print.</p>

Language Domain (LD)			DC Pre-K Standards
Standard 19. Shows an interest in drawing and writing.			
Performance Indicator Birth –12 months (Birth-Year 1)	Performance Indicator 12–24 months (Year 1-2)	Performance Indicator 24–36 months (Year 2-3)	
<p><i>LD.19.1 Begins to develop the eye-hand coordination necessary for drawing and writing</i></p> <p><u>Infants will:</u></p> <ul style="list-style-type: none"> • Progress from exploring their surroundings by using reflexive movements to using more intentional movements. • Reach for and grasp objects. • Develop the ability to rake objects, move them from hand to hand, and bring them together at the midlines of their bodies. • Enjoy grasping a variety of toys that they can squeeze, shake, and drop. • Demonstrate the ability to coordinate eye and hand movements while exploring objects. • Pick up spoons by their handles and small pieces of food by using a pincer grasp. • Often enjoy watching adults who are writing and may reach to grab the pens or pencils. 	<p><i>LD.19.2 Shows interest in handling drawing and writing tools and scribbles spontaneously</i></p> <p><u>Young Toddlers will:</u></p> <ul style="list-style-type: none"> • Increase their ability to use their hands and fingers. They start to scribble spontaneously. • Enjoy exploring different writing tools and may make random marks with chalk on the playground. Children’s increase in eye-hand coordination is often coupled with their interest in making marks in particular places, like on paper. • Become more intentional about how they use chubby crayons and paint brushes. Continue to gain control over their hand movements and may make lines or dots with paint on paper. 	<p><i>LD.19.3 Experiments with scribbling and begins to connect it with communication</i></p> <p><u>Older Toddlers will:</u></p> <ul style="list-style-type: none"> • Use a full-hand grasp to hold and manipulate writing tools. • While they have developed more advanced eye-hand coordination, may still make lines that extend off the paper. • Make their first spontaneous letter-like forms. Associate words with their products, for example, they may say, “Sun,” after painting with yellow. • Show a beginning understanding of print as a way to communicate ideas. They may scribble on pads of paper after asking their caregivers what they would like to order. • Enjoy looking for their name cards at the snack table and might point to a sign with the classroom rules when a teacher asks, “Are we allowed to hit our friends?” 	<p><u>Language and Literacy</u></p> <p>LL.3.III.1 Children understand the purposes of writing.</p> <p>LL.3.III.2 Children use emergent writing skills to make letters and words in many settings and for many purposes.</p>

Pre-Kindergarten

Three and Four Year Olds

Introduction

Standards-based education for K-12th grades has been in place for several decades and has guided schools in selecting their curriculum and assessment tools. Early care and education programs serving children under five have traditionally focused on standards that address the components of a quality program such as the environment, health and safety, ratios, staff qualifications, and teaching practices. This situation is changing dramatically. Today, most states have developed or are in the process of developing Early Learning Standards defining what preschool children should know and be able to do before entering kindergarten.

The principles that guided our work in developing *Early Learning Standards for Children Entering Kindergarten in the District of Columbia: Building a Strong Foundation for School Success and Lifelong Learning* include the following:

- **All young children are capable of learning.** All children are capable of positive developmental outcomes. Teachers should hold high expectations for all young children.
- **Children show individual differences in development.** Although children develop skills and competencies through a generally predictable sequence of milestones, they do not develop them in exactly the same way or at exactly the same time. Every child is unique with an individual temperament, personality, learning style, interests, and cultural and linguistic background that must be considered in designing teaching practices. Some children may have a developmental delay or disability that requires individualized expectations, experiences, and materials.
- **Knowledge of child growth and development is essential for program development and implementation.** Decisions about appropriate curriculum should be based on knowledge of child development and on careful observation of children at play.
- **Children’s language skills are the best predictor of academic success.** Development of children’s language skills should be a major goal of the preschool curriculum. Early childhood is a critical time in the development of vocabulary and other language skills. These skills provide the foundation for learning to read and write and for later academic achievement.
- **Developmental domains are highly interrelated.** Development in one domain influences the development in other domains. Social and emotional competence is the foundation for all development and learning. For example, children’s mathematical learning may occur on the playground, in dramatic play, and while using sensory materials.

- **Young children learn by doing.** Teachers should provide opportunities for children to explore materials, to engage in physical activities, and to interact with peers and adults. A balance of child-initiated and teacher-selected activities will maximize children’s learning. Learning is a continuous process that takes place in and outside of formal learning settings.
- **Families are the primary caregivers and educators of their young children.** Program staff must give families the information they may need to support their children’s learning and development.

Purpose of These Standards

The *Early Learning Standards for Children Entering Kindergarten in the District of Columbia* defines what children should know and be able to do when they enter kindergarten. The Standards apply to all settings whether children are being cared for in a community-based early care and education program, family child care, public or private pre-kindergarten, or Head Start program. They apply to all children—English language learners, children with disabilities, and children who are developing typically, recognizing that children may meet the Standards at different times and in different ways.

The primary purpose of the *Early Learning Standards* is to ensure that children in the District of Columbia have the kinds of rich and robust early experiences that prepare them for success in school and for lifelong learning. To achieve this goal, the Standards should be used as follows:

- A resource for guiding the selection and implementation of the curriculum.
- A focus for discussion by families, community members, and legislators around the education of young children.
- A guide for selecting assessment tools appropriate for children from a variety of backgrounds with differing abilities.
- A guide for planning experiences and instruction that enable children to make progress in meeting the standards.
- A framework for planning professional development opportunities.

The *Early Learning Standards for Children Entering Kindergarten* should not be used to:

- Mandate specific teaching practices or materials.
- Bar children from entering kindergarten.
- Exclude children based on presence of disabilities or language spoken at home.
- Establish rewards or punishments for education staff.

The Role of Curriculum

The *Early Learning Standards for Children Entering Kindergarten* does not take the place of a curriculum. Rather, they are intended to be used by programs to select an appropriate curriculum and to measure how well it is being implemented. To achieve the desired outcomes for children, the curriculum, classroom practices, and instructional approaches must be carefully planned, developmentally appropriate, culturally and linguistically responsive, and comprehensive. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) (2003) have defined indicators of effective curriculum:

- Children are active and engaged.
- Goals are clear and shared by all.
- Curriculum is evidenced-based.
- Valued content is learned through investigation and focused, intentional teaching.
- Curriculum builds on prior learning and experiences.
- Curriculum is comprehensive.
- Professional standards validate the curriculum's subject-matter content.
- The curriculum is likely to benefit children.

The Role of Assessment

The *Early Learning Standards for Children Entering Kindergarten* are not meant to be used as an assessment tool. Rather, programs should use an assessment system that links to their curriculum and that will provide data on children's progress in meeting the Standards. Assessment is an ongoing process of gathering information about children in order to support children's learning. The primary purposes of assessment are:

- To get to know each child—what he/she knows and can do in relation to the learning objectives.
- To plan activities and instruction for individual children and for groups of children.
- To track children's progress and ensure that every child is progressing in all areas.
- To prepare reports—to families, to funders, and other interested parties.

Assessment methods should be "developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes." Those purposes include "(1) making decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions." (NAEYC and NAECS/SDS 2003).

Special Educational Needs

As stated above, the *Early Learning Standards* provide guidance on selecting and implementing a curriculum and assessment system as well as planning experiences and instruction that enable **all** children to make progress in meeting the standards. This includes children with special education needs who demonstrate a wide range of leaning, cognitive, language/communication, physical, social/emotional, and sensory differences. These differences typically lead to adaptations to the preschool environment, materials, and teaching strategies. Because each child reveals his/her learning styles, abilities, and preferences in unique ways, the kinds of adaptations needed are individually determined within each child's Individual Education Plan (IEP). Adaptations provide ways for children with special needs to develop their strengths and compensate for their learning differences as they work towards making progress in meeting the Standards. Teachers can plan and structure programs to ensure children with special needs are successful by focusing on identifying children's individual needs, linking instruction to the curriculum and Standards, providing appropriate supports and modifications as spelled out in IEPs, and assessing children's progress in an ongoing manner.

Diversity and Multiculturalism

Children come into early childhood programs behaving within the cultural expectations they have been taught at home and in their communities. Teachers have an opportunity to help all children grow and learn by strengthening the connections between home, school, and community. Many cultural groups have a long-standing oral tradition, which is passed on to children through stories, songs, rhymes, and folklore. Making a connection between this tradition and the written word and oral language development that the Standards promote will greatly enhance the English literacy development of children from these backgrounds.

Teachers can make meaningful, authentic, lifelong learning possible for children by engaging in practices that not only connect standards, curriculum, and teaching practices to positive outcomes, but clearly connect these same aspects to children's cultural/ family/home community expectations, values and norms. They can do this by recognizing and appreciating children's cultural and language uniqueness, incorporating each child's family life into the program.

Professional Development and Training

Teachers presently employed in early care and education settings and those preparing to enter the field must be given adequate and appropriate training and support to ensure that their teaching practices address all the Standards. Colleges and universities should carefully review the Standards so they can offer relevant courses. The Core Competencies that comprise the District of Columbia Early Childhood Professional Development System must also address each of the Standards. Additionally, certified trainers will be needed who can offer workshops and seminars on appropriate practice.

To achieve the positive learning outcomes for children defined in the *Early Learning Standards*, all stakeholders must be committed to their full implementation. Individuals with leadership responsibility for public school pre-kindergarten programs, community-based childcare and Head Start programs, administrators, supervisors, teachers, trainers, college faculty, instructors, and parents should also receive training on the Standards.

Format of the Early Learning Standards

The *Early Learning Standards for Children Entering Kindergarten* address the following seven domains: Approaches to Learning, Social and Emotional Development, Language and Literacy, Mathematical Thinking, Scientific Inquiry, Creative Arts, and Physical Development, Health, and Safety. These domains were chosen because they closely match the ones included in the Head Start Child Outcome Framework, and they are commonly recognized in early childhood literature and research as areas of development that are important for children's success. Following a brief description of each domain, there is a chart with three columns:

- Standards—specify in broad terms the expectations for children's learning in each domain.
- Performance indicators—identify what children are expected to know and do in relation to each standard.
- Examples—illustrate what a child might do or say related to each performance indicator .

An ever-increasing body of research shows that quality early childhood experiences can make a profound difference in children's readiness for school, and the children who benefit the most are our most vulnerable. *Eager to Learn: Educating Our Preschoolers* (National Research Council, 2001) points to "the accumulation of convincing evidence from research that young children are more capable learners than current practices take account of, and that good educational experiences in the preschool years can have a positive impact on school learning." *Early Learning Standards for Children Entering Kindergarten in the District of Columbia: Building a Strong Foundation for School Success and Lifelong Learning* is an important step toward increasing the quality of early care and education throughout the District and ensuring that ALL children enter school ready to learn.

Domain 1: Approaches to Learning

How children approach learning influences their feelings about school and the likelihood that they will be successful in managing school-related tasks. The skills and attitudes exhibited by successful, life-long learners cannot be taught, but can be nurtured in young children. They include curiosity, the ability to engage in and complete tasks, flexibility in solving problems, engaging in purposeful play, following directions, and both independence and interdependence.

Domain 1: Approaches to Learning (AL)		
Standard 1.0 Children exhibit curiosity, the ability to engage in and complete task, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.		
Standards	Performance Indicators <i>Children will.....</i>	Examples A child.....
AL.1.1 Children demonstrate curiosity and a willingness to learn.	AL.1.1.1 Explore the variety of rich objects and materials provided to discover how things work, what things do, and why things happen. AL.1.1.2 Use adults as resources to answer questions, clarify information, demonstrate tasks.	<ul style="list-style-type: none"> Tests a collection of objects set out by the teacher to find out which ones the magnet will pick up. Exclaims with excitement, "Look! There are worms under this rock. How did they get there?" Looks through a book on trucks provided by the teacher to find one like his Dad drives. Says to a parent volunteer, "Can you show me how to write my name?"

Domain 1: Approaches to Learning (AL)		
Standard 1.0 Children exhibit curiosity, the ability to engage in and complete task, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.		
Standards	Performance Indicators <i>Children will.....</i>	Examples A child.....
AL.1.2 Children engage in and complete tasks.	AL.1.2.1 Follow through on a plan made by self or others. AL.1.2.2 Participate in group activities for increasing periods of time. AL.1.2.3 Persist in and complete increasingly challenging tasks, seeking help when needed.	<ul style="list-style-type: none"> • Selects glue, scissors, paper, and the collage box, takes them to the table, and works on a collage. • Offers to help another child carry hollow blocks outdoors to build a fort, then joins in the play. • Shares what he did over the weekend during the morning meeting, then joins in a finger play before selecting an interest area for choice time. • Manipulates the pieces of a new puzzle, working until they all fit into the frame. • Agrees to continue to work on a computer program when the teacher offers help with a problem.
AL.1.3 Children demonstrate problem-solving skills.	AL.1.3.1 Recognize and solve problems by trying one or more strategies AL.1.3.2 Apply knowledge and past experience to new situations or tasks.	<ul style="list-style-type: none"> • Asks, "What would happen if we put in more flour?" when the dough becomes too sticky. • Uses tape when glue does not hold two pieces of wood together. • Says to the teacher while helping to clean up, "At my house, my auntie has me match the spoons together when she is finished washing them." • Says, "Firefighters put water on the fire when they come to your house."

Domain 1: Approaches to Learning (AL)		
Standard 1.0 Children exhibit curiosity, the ability to engage in and complete task, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.		
Standards	Performance Indicators <i>Children will.....</i>	Examples <i>A child.....</i>
AL.1.4 Children engage in purposeful play.	AL.1.4.1 Take on pretend roles and situations for a sustained period of time. AL.1.4.2 Use objects to represent real items in pretend play. AL.1.4.3 Make and interpret representations.	<ul style="list-style-type: none"> Says, "Let's play school. I'll be the teacher, and I'll read you a book." Suggests playing grocery store and sets up a cash register. Holds a block in front of his mouth and says, "Calling all fire trucks. There's a big fire. Come fast." Climbs into a large cardboard box, and announces, "This is my car." Arranges the zoo animals on the floor, builds enclosures for each one, then tells the teacher, "I need a sign for my zoo." Draws a picture of the five members of his family and asks the teacher to write their names.
AL.1.5 Children demonstrate self-direction and independence.	AL.1.5.1 Select from a variety of choices and come up with own ideas of how to use the materials constructively. AL.1.5.2 Work to complete tasks with increasing independence.	<ul style="list-style-type: none"> Suggests a new way to make an obstacle course out of boards and hollow blocks on the playground. Chooses activity at choice time and, when finished, goes to another play area to play Takes the box of beads and laces off the shelf, makes a necklace, and then returns the box to the shelf. Starts an art project and asks to continue it the next day.
AL.1.6 Children will follow directions and demonstrate interdependence.	AL.1.6.1 Respond positively to directions from the teacher. AL.1.6.2 Value the contributions of others to accomplish a task, and talk about the qualities we value in a person's character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty and personal responsibility.	<ul style="list-style-type: none"> Stops misbehaving with a verbal reminder or look from the teacher. Follows teacher's direction to get a carpet square, bring it to the meeting area, and sit on it for story time. Accepts the suggestion offered by another child to use a funnel when pouring water into a small container. Says to a friend, "This box is too heavy. Can you help me carry it?"

Domain 2: Social and Emotional Development

During the preschool years, social and emotional development is about socialization- the process by which children learn values and behaviors accepted by society. It is also about becoming a confident and competent person who has a sense of self and can take responsibility for self and others. Children who develop the skills to make and keep a friend, to cooperate with others, and participate in group life are more likely to adjust to and be successful in school.

Domain 2: Social and Emotional Development (SED)		
Standard 2.0: Children become confident and competent with a sense of self and can take responsibility for self and others.		
Standards	Performance Indicators <i>Children will.....</i>	Examples <i>A Child...</i>
SED.2.1 Children demonstrate a strong, positive self-concept.	SED.2.1.1 Identify and value characteristics of self, family, and community. SED.2.1.2 Recognize abilities and accomplishments of self and others; talk about how people can be helpful/hurtful to one another. SED.2.1.3 Stand up for rights of self and others; communicate personal experiences or interests; practice independence and self-help skills.	<ul style="list-style-type: none"> Says, "I have dark brown skin like my Mommy." Tells teacher, "My Daddy is in El Salvador and I miss him." Announces, "I can do it myself!" Then zips jacket. Says, "Why don't you ask Maria. She knows how to make the printer work." Says to children trying to exclude another classmate from the Dramatic Play Area, "She can too play with us." Explains to the teachers, "But I had it first!"
SED. 2.2 Children develop increasing capacity for self-control.	SED.2.2.1 Recognize, describe and express emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately. SED.2.2.2 Demonstrate ability to cope with frustration and disappointment; talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences. SED.2.2.3 Understand and follow classroom routines and rules, and know what to do during transitions.	<ul style="list-style-type: none"> Responds to another child, "I don't like it when you call me names." At mealtime, says, "Pass the peaches, because I love peaches!" Stops from hitting a child who grabbed the tricycle and goes to the teacher for help. Agrees to teacher's suggestion to try painting at the easel when told there is no more room at the clay table. Selects a book to look at when finished cleaning up. Reminds peer to wash hands before setting tables for lunch.

Domain 2: Social and Emotional Development (SED)		
Standard 2.0: Children become confident and competent with a sense of self and can take responsibility for self and others.		
Standards	Performance Indicators <i>Children will.....</i>	Examples <i>A Child...</i>
	SED.2.2.4 Respect and care for classroom environment and materials.	<ul style="list-style-type: none"> • Puts blocks on shelf according to size and shape at clean-up time. • Notices guinea pig needs more water and tells the teacher.
SED.2.3 Children engage in positive interactions with others	<p>SED.2.3.1 Recognize the feelings and rights of others and respond appropriately.</p> <p>SED.2.3.2 Play cooperatively with other children.</p> <p>SED.2.3.3 Use negotiation to resolve conflicts</p> <p>SED.2.3.4 Observe and use appropriate ways of interacting in a group: Take turns in talking, listening to peers, waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways.</p> <p>SED.2.3.5 Participate in group activities.</p>	<ul style="list-style-type: none"> • Notices another child's sad expression and asks, "What's wrong?" • Helps another child having trouble opening milk carton at lunch. • Says, "I'll hold the cup while you pour the juice." • Accepts another child's idea for building a sand castle. • Offers to trade one toy for another. • Suggests they need two doctors when both children want to play that role. • Suggests sharing the large ball by bouncing it to each other. • Gets the sand timer so they will know when it is the next person's turn for the tricycle. • Sings along with the group at circle time. • Plays a matching game with three other children.

Domain 2: Social and Emotional Development (SED)		
Standard 2.0: Children become confident and competent with a sense of self and can take responsibility for self and others.		
Standards	Performance Indicators <i>Children will.....</i>	Examples <i>A Child...</i>
SED.2.4 Children demonstrate resiliency skills.	SED.2.4.1 Display a sense of humor at appropriate times. SED.2.4.2 Adjust to new situations. SED.2.4.3 Demonstrate appropriate trust in adults; discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults. SED.2.4.4 Is persistent and displays problem solving skills. SED.2.4.5 Have a strong belief in self and can talk about self in the future.	<ul style="list-style-type: none"> • Makes up silly words with a friend and laughs. • Laughs when she looks in the mirror and sees paint on her nose. • Demonstrates eagerness and enthusiasm when teacher introduces a new activity. • Follows rules established for a field trip. • Reports, "I'm glad the ambulance man cam to help my uncle and take him to the hospital." • Shows teacher that she spilled her milk and asks for a sponge. • When constructing a block tower, continues to build after structure falls down. • Is willing to ask for adult assistance in planning a complex task. • Responds, when asked, "I'm going to be a doctor and a magician when I grow up." • Dictates an autobiography that has a past, present and future.

Domain 3: Language and Literacy

Children are born with the capacity to communicate with others. By the time they reach the preschool years, their ability to communicate ideas and feelings through spoken language takes on new importance. Language becomes the principal tool for establishing and maintaining relationships with adults and other children. Language is also the building block for developing the literacy skills involved in reading and writing. Language and literacy skills go hand in hand. Listening, speaking, reading, and writing develop interdependently in children.

Domain 3: Language and Literacy (LL)		
Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I-Listening and Speaking, II -Reading, and III-Writing.		
Standards	Performance Indicator <i>Children will...</i>	Examples <i>A child.....</i>
<p>I. LISTENING AND SPEAKING LL.3.I.1 Children comprehend oral directions and explanations.</p>	<p>LL.3.I.1.1 Follow directions of two or more steps.</p> <p>LL.3.I.1.2 Demonstrate understanding of explanations.</p>	<ul style="list-style-type: none"> • Hangs up coat and sits on rug after teacher says, "When you get inside, please hang up your coat and sit on the rug." • Follows directions to wash paint brushes, dry them, and place them in can on art shelf. • Talks about how the sun melts a snowman after a class experiment with snow and water. • Takes blocks down one at a time from tower after teacher reminds children of safety rules.
<p>LL.3.I.2 Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.</p>	<p>LL.3.I.2.1 Hear syllables in words.</p> <p>LL.3.I.2.2 Identify words that rhyme in songs, nursery rhymes, poems, and stories.</p> <p>LL.3.I.2.3 Produce (make up) rhymes.</p> <p>LL.3.I.2.4 Discriminate sounds as being the same or different.</p>	<ul style="list-style-type: none"> • Claps hands three times for syllables in Susannah. • Stomps feet rhythmically singing, "jam-bo, jam-bo." ("hello" in Swahili) • Says "Two and shoe" when teacher asks "Which words rhyme?" in the second verse of This Old Man. • Tells friend that Mach and black rhyme while clapping and singing Miss Mary Mack. • Supplies a rhyming word for the sentence, There's a cat on the ___ (mat). • Replaces familiar rhymes with silly ones, such as Humpty Dumpty; Gumpty, Numpty.

Domain 3: Language and Literacy (LL)		
Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I-Listening and Speaking, II -Reading, and III-Writing.		
Standards	Performance Indicator <i>Children will...</i>	Examples <i>A child....</i>
		<ul style="list-style-type: none"> Says, "Mat, sit, and pet all sound the same at the end." Explains, "We have three kids whose names start like mine: Nicholas, Naomi, and Nouri."
LL.3.I.3 Children ask questions for a variety of purposes and answer questions of peers and adults.	LL.3.I.3.1 Ask questions to get information, ask for help, clarify something that is not understood. LL.3.I.3.2 Answer questions with increasing detail.	<ul style="list-style-type: none"> Asks, "Why is the man wearing a uniform?" Looking at a friend's drawing, asks, "How come her hair is green?" Responds, "In my backpack," when asked, "Where's your book?" Says, "I'd use rocks so the wolf can't blow it down," when teacher asks what kind of house he would build.

Domain 3: Language and Literacy (LL)		
Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I-Listening and Speaking, II -Reading, and III-Writing.		
Standards	Performance Indicator <i>Children will...</i>	Examples <i>A child....</i>
<p>LL.3.I.4 Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary).</p>	<p>LL.4.I.4.1 Use words to describe concrete objects, actions, and feelings.</p> <p>LL.4.I.4.2 Integrate new vocabulary into conversations with peers and adults.</p> <p>LL.4.I.4.3 Use complete and increasingly complex sentences.</p> <p>LL.4.I.4.4 Describe concepts and past and future events.</p> <p>LL.4.I.4.5 Add descriptive words to basic subject, verb, object sentences.</p> <p>LL.4.I.4.6 Ask Questions to acquire new vocabulary.</p>	<ul style="list-style-type: none"> • Says, "She's upset." when she sees a child crying. • Rubs stomach and says, "My lunch is awesome." • Uses the word hurricane, after teacher explains that a big wind and rainstorm is called a hurricane. • Calls her block structure enormous after hearing the word read aloud from a book. • Explains, "I can't decide if I want to paint or do a puzzle." • Says, "My mom's coming early today, because it's going to snow." • Relates events after a trip to the fire station: "We talked to the firefighters and got to climb on the fire truck. Then the bell rang, and they had to take off." • Tells teacher, "Look! My triangle has three sides." • Notes, "We have pretty yellow flowers in the garden." • Says, "My baby brother is very cranky." • Points to a front-end loader and says, "Look. What's that?" • Asks, "What's a waterspout?" after singing The Itsy-Bitsy Spider.
<p>LL.3.I.5 Children participate in conversations.</p>	<p>LL.3.I.5.1 Engage in back-and-forth discussions about a topic with peers and adults.</p> <p>LL.3.I.5.2 Initiate and/or extend conversations with peers and adults, using multiple exchanges.</p>	<ul style="list-style-type: none"> • Talks with teacher about what she saw at the market, after their class visit to the market. • After discussing who will play the waiter and who will be the customer at the restaurant, says, "What would you like to eat?" Other child answers, "I'd like a hamburger, please."

Domain 3: Language and Literacy (LL)		
Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I-Listening and Speaking, II -Reading, and III-Writing.		
Standards	Performance Indicator <i>Children will...</i>	Examples <i>A child....</i>
		<ul style="list-style-type: none"> • Talks with a friend, asking questions about what happened and what the friend did, and sharing own ideas. • Talks with teacher about their trip to the fire station and asks whether they will be able to go again.
II. READING LL.3.II.1 Children understand and value books and other print materials.	LL.3.II.1.1 Listen to a wide variety of age appropriate literature read aloud. LL.3.II.1.2 Initiate reading behaviors. LL.3.II.1.3 Answer questions about stories and other print materials. LL.3.II.1.4 Use books and other print materials to find information.	<ul style="list-style-type: none"> • Asks questions related to the story's subject: "Where did Ms. Flossy get all those hats?" • Laughs at funny parts of a story. • Selects a book and talks about the pictures on each page. • Looks through a book about trucks with a friend • Responds, "I think he was afraid he would miss his mommy," when asked why Ira took his teddy bear when he went to sleep at this friend's house. • Says, "We'll have snack when we come inside," in response to another child's question about the written schedule. • Says, "That bus with the "A" on it goes to my grandma's house." • Says, "You have to put the pattern blocks here, because the sign says so," when another child asks, "Where do these go?"
LL.3.II.2 Children demonstrate knowledge of and appreciation for books.	LL.3.II.2.1 Treat books with care. LL.3.II.2.2 Hold books right side up and know that books are read from front to back, top to bottom. LL.3.II.2.3 Understand the concept of title, author, and illustrator.	<ul style="list-style-type: none"> • Carefully turns the pages of a book and then returns it to the shelf with cover facing out. • Tells teacher that a page in the book is ripped and needs fixing. • Looks at the left page and then right page when looking through a book.

Domain 3: Language and Literacy (LL)		
Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I-Listening and Speaking, II -Reading, and III-Writing.		
Standards	Performance Indicator <i>Children will...</i>	Examples <i>A child....</i>
		<ul style="list-style-type: none"> • Turns book right side up when handed it upside down. • Points to the words Max Found Two Sticks and says, "That's the name of this book." • Says, "The illustrator is the person who makes the pictures."
LL.3.II.3 Children demonstrate understanding of print concepts.	<p>LL.3.II.3.1 Know that spoken words can be written and read, and written words can be spoken aloud.</p> <p>LL.3.II.3.2 Know that print is read from left to right in English and many other languages.</p>	<ul style="list-style-type: none"> • Asks the teacher to write "I love you" on a card for his daddy. • Looks at menu and says, "Which word says pancakes?" • Runs finger over text, from left to right and top to bottom, as she pretends to read. • Points to beginning of sentence when teacher asks, "Where should I start reading the first line of this poem?"
LL.3.II.4 Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.	<p>LL.3.II.4.1 Identify 10 or more letters.</p> <p>LL.3.II.4.2 Name letters in own name and in familiar words.</p> <p>LL.3.II.4.3 Find specific letters in words in the environment.</p>	<ul style="list-style-type: none"> • Sees a stop sign and says, "That's S-T-O-P." • Uses the alphabet stamps and names the letters. • Identifies own name and mom and dad in print, and names letters. • Points to an M and says, "This is for Mommy." • Knows that the sign that says Metro begins with a "big" letter M. • Points to Cheerios® box and says, "That's C, like in my name."
LL.3.II.5 Children use emerging reading skills to make meaning from print.	<p>LL.3.II.5.1 Use pictures as clues to the text.</p> <p>LL.3.II.5.2 Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print.</p>	<ul style="list-style-type: none"> • Says, "I think this book is going to be about a princess, because there's a castle picture." • Looking at a picture in Stone Soup (by John Muth), says, "He's going to put carrots in that pot."

Domain 3: Language and Literacy (LL)		
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Standards	Performance Indicator <i>Children will...</i>	Examples <i>A child....</i>
<p>LL.3.II.6 Children comprehend stories and other texts.</p>	<p>LL.3.II.6.1 Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.</p> <p>LL.3.II.6.2 Retell story events in sequence.</p> <p>LL.3.II.6.3 Relate themes and information in books to personal experiences.</p>	<ul style="list-style-type: none"> Anticipates what comes next as she reads <i>Brown Bear, Brown Bear, What do You See?</i> Says, "That word says food. It's for the fish," when picking up the can next to the aquarium. <ul style="list-style-type: none"> Asks "Why can't old people remember things?" while listening to <i>Wilfrid Gordon McDonald Partridge</i> read aloud. After the teacher asks, "Which book do you like better – <i>The Cat In The Hat</i> or <i>The Cat in The Hat Comes Back</i> – and why? Says, "The <i>Cat In The Hat Comes Back</i> 'cause the little cats are silly!" Uses flannel board pieces to retell the story of <i>The Runaway Rice Cake</i> in her own words. Uses props on a shelf in the Library Area to act out and retell <i>The River That Gave Gifts</i> in his own words after hearing the teacher tell the story using props. Compares his own feelings about a new baby in his house to <i>Peter's Cooks</i> a book about dogs and says, "I have a dog just like this one. His name is Max."

Domain 3: Language and Literacy (LL)		
Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I-Listening and Speaking, II -Reading, and III-Writing.		
Standards	Performance Indicator <i>Children will...</i>	Examples <i>A child....</i>
<p>III. WRITING LL.3.III.1 Children understand the purposes of writing.</p>	<p>LL.3.III.1.1 Dictate ideas and stories. LL.3.III.1.2 Write to convey meaning.</p>	<ul style="list-style-type: none"> • Tells story to teacher, who writes it in journal. • Tells teacher to write, "This is my family," on his drawing. • Draws a birthday card picture and asks, "How do I write Happy Birthday?" • Scribbles on a paper, writing mock letters and some conventional letters, and says, "Here's my mommy's shopping list so she can buy me food"
<p>LL.3.III.2 Children use emergent writing skills to make letters and words in many settings and for many purposes.</p>	<p>LL.3.III.2.1 Print own name. LL.3.III.2.2 Make clear attempts to convey a message in writing. LL.3.III.2.3 Begin to make letter-sound connections. LL.3.III.2.4 Use letter(s) to represent an entire work; use letter strings to represent phrases and sentences.</p>	<ul style="list-style-type: none"> • Writes his name under picture he has painted. • Signs in on the attendance sheet. • Asks, "How do I write Dear Papi?" • Makes a sign for the block area saying, "Do not touch." • Figures out which word says banana because she knows it starts with B. • Points to the letter T on the wall and says, "That's for my Tio (uncle in Spanish) Cesar. • Writes MM, to represent I love my mom. • Writes a phone message in the Dramatic Play area and writes, NNa for Nana called.

Domain 4: Mathematical Thinking

Mathematics helps children make sense of the world around them and understand the physical world. Through math experiences, children learn to make comparisons, notice similarities and differences, organize information into categories, quantify data and solve problems. They learn about time, space, numbers, and increasingly develop vocabulary and skills to measure, describe patterns, and talk about order and position.

Domain 4: Mathematical Thinking (MT)		
Standard 4.0: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.		
Standards	Performance Indicators <i>Children will...</i>	Examples <i>A child.....</i>
<p>NUMBER CONCEPTS MT.4.1 Children demonstrate a beginning understanding of number and operations and how they relate to one another.</p>	<p>MT.4.1.1 Use one-to-one correspondence.</p> <p>MT.4.1.2 Count with understanding to at least 10.</p> <p>MT.4.1.3 Use numbers to tell how many (number quantity).</p> <p>MT.4.1.4 Use numbers and counting as a means to solve problems, predict, and measure quantities.</p> <p>MT.4.1.5 Recognize and name numerals up to 10.</p> <p>MT.4.1.6 Quickly recognize quantity of small groups of objects up to 4.</p> <p>MT.4.1.7 Construct sets of a given number using concrete objects (e.g., fingers, counters)</p> <p>MT.4.1.8 Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of)</p>	<ul style="list-style-type: none"> • Sees four children at table and gives each child one cup. • Touches each doll as she counts how many are in the cradle. • Counts 10 blocks, pointing to each as he counts and then says, "I have ten!" • Chooses and counts 7 beads to put on necklace. • Says, "I broke my cookie into four pieces." • Takes attendance and says, "There are 10 boys and 9 girls." • Says, "Five cups" when asked to predict how many cups it will take to fill the bucket. • Says, "Only four kids can ride tricycles now because that's all there are." • Points to each number on the toy clock while counting aloud. • Points to sign and says, "See, only four kids can be at the water table." • Sees three bear counters and says, "There are three of them, "without having to count them." • While getting ready to paint at the easel, says, "Why are there only three paint colors today? We always have four!"

Domain 4: Mathematical Thinking (MT)		
Standard 4.0: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.		
Standards	Performance Indicators <i>Children will...</i>	Examples <i>A child.....</i>
	MT.4.1.9 Use ordinal numbers and positional words in everyday activities.	<ul style="list-style-type: none"> • Counts six blocks to match the numeral 6. Plays a game of dominos with a friend, lining up sides with the same number of dots to each other. • While playing "Bears in a Cave," says, "I see two bears, so one must be hiding." • Looks at picture schedule and describes what comes first, second, and third. • Arranges objects in order (seriate) from small to large.
PATTERNS, FUNCTIONS, AND ALGEBRA MT.4.2 Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.	MT.4.2.1 Sort and classify objects by more than one attribute (color, shape, size, number, etc.) MT.4.2.2 Recognize, describe, and copy simple patterns.	<ul style="list-style-type: none"> • Sorts play dough cookies by size, color, or shape. • Sorts a collection of buttons into those with 1-4 holes. • Joins the teacher in a clapping pattern, <i>slap the knees, slap the knees, clap hands; slap the knees, slap the knees, clap hands.</i> • Uses a stamp to repeat a pattern.
MEASUREMENT MT.4.3 Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume.	MT.4.3.1 Use non-standard and standard units to measure length, weight, and amount of content in familiar objects and to obtain information. MT.4.3.2 Identify appropriate tools of measurement. MT.4.3.3 Show awareness of time concepts and sequence.	<ul style="list-style-type: none"> • Uses footsteps to measure the length of the hopscotch grid on the playground. • Looks at the clock and asks, "Is it time to go outside?" • Picks up a measuring cup and says, "We need to add two cups of water to the cake mix, "in dramatic play. • Experiments using a balance scale to see how many wooden cubes make one side go all the way down. • Says, "After lunch we have read aloud time." • Says, "We go home at 3 o'clock."
GEOMETRY AND SPATIAL SENSE MT.4.4 Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe	MT.4.4.1 Recognize, name, and describe simple two- and three- dimensional shapes. MT.4.4.2 Match, sort, and classify shapes.	<ul style="list-style-type: none"> • Says, "This is a triangle. See, it has three sides." • Says, "You need balls of clay to make a snowman."

Domain 4: Mathematical Thinking (MT)		
Standard 4.0: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.		
Standards	Performance Indicators <i>Children will...</i>	Examples <i>A child.....</i>
and classify real objects by shape	MT.4.4.3 Put together and take apart shapes to make new shapes. MT.4.4.4 Create shapes using concrete materials, e.g., straws. MT.4.4.5 Describe, name, and interpret distance and position in space; understand and use positional words.	<ul style="list-style-type: none"> • Says, "These all go together because they have three sides." • When cleaning up blocks, orders the different shapes on the shelf by matching them to the outlines on the shelf. • Makes a picture using a variety of pattern block shapes. • Puts a straw across a square and says, "Now I have triangles." • Uses toothpicks to make rectangles of different sizes. • Puts a ball on top of a triangular block and says, "I'm eating an ice cream cone." • Turns Lotto game board so player sitting opposite can see it right side up. • Frustrated, says, "I can't reach the ball. It's too high."
DATA ANALYSIS AND PROBABILITY MT.4.5 Children question, collect, organize, represent, interpret, and analyze data to answer questions.	MT.4.5.1 Graph real objects or pictures of objects (no more than three) as a way to organize information MT.4.5.2 Describe and analyze information from graphs.	<ul style="list-style-type: none"> • Says, "More kids like oranges than bananas, "after looking at the tally marks next to the pictures of an orange and a banana. • Says, "There are more boys than girls her today" after looking at the attendance graph.

Domain 5: Scientific Inquiry

Science content is more than isolated facts. Facts are important, but how they are put together into meaningful ideas is more significant. Young children learn science by exploring the world around them as they try out things to see how they work, experiment, and manipulate objects. The questions children ask about how shadows get made, stages in the life of a butterfly, or which things a magnet will pick up become hypotheses about how the world works. Children use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.

Domain 5: Scientific Inquiry (SI)		
Standard 5.0: Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.		
Standards	Performance Indicators <i>Children will...</i>	Examples <i>A child....</i>
<p>Scientific Inquiry SI.5.1 Children develop inquiry and process skills.</p>	<p>SI.5.1.1 Ask questions, make predictions, and test their predictions.</p> <p>SI.5.1.2 Observe and describe cause and effect.</p> <p>SI.5.1.3 Identify and use tools appropriately to explore and investigate.</p> <p>SI.5.1.4 Collect, organize, and record information.</p> <p>SI.5.1.5 Discuss and draw conclusions and form generalizations.</p> <p>SI.5.1.6 Communicate observations and findings through a variety of methods.</p>	<ul style="list-style-type: none"> • Asks, "Where does the sun go at night?" • Puts snow in a bucket and says, "If we take it inside, it's going to melt." • Adds blocks to tower, to see how high it can be before it falls. • Places pennies, one by one in floating boat after predicting how many pennies it will take to sink. • Uses binoculars to watch a bird building a nest. • Uses string to measure the growth of a plant. • Draws a picture of worms found outside. • Sorts leaves found on the playground and lines them up by shape. • Notices that mixing yellow and blue paint always makes green. • Says, "I can do things now that I couldn't do when I was a baby, because I'm big now." • Explains to a friend how he turned dirt into mud. • Draws a picture of a carrot, showing the root in the soil and the leaves above the soil.

Domain 5: Scientific Inquiry (SI)		
Standard 5.0: Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.		
Standards	Performance Indicators <i>Children will...</i>	Examples <i>A child....</i>
<p>Physical Science SI.5.2 Children develop an understanding of the physical properties and uses of materials and objects.</p>	<p>SI.5.2.1 Observe and describe the physical properties of objects and materials.</p> <p>SI.5.2.2 Observe, describe, compare, and categorize objects on the basis of qualities such as weight, shape, size, color, and temperature.</p> <p>SI.5.2.3 Investigate, observe and describe or demonstrate various ways that objects can move and change.</p>	<ul style="list-style-type: none"> • Uses a magnifying glass to examine sand. • Picks up metal objects using a magnet. • Uses a balance to compare the weights of rocks in a collection. • Uses sorting trays to arrange a collection of bottle caps. • Creates different inclines with blocks, to explore the velocity of toy cars. • Shakes cream in plastic jar until it becomes butter.
<p>Life Science SI.5.3 Children will develop an understanding of living things (plants and animals) and what they need to survive.</p>	<p>SI.5.3.1 Observe and describe changes in plants, animals and insects as they go through predictable life cycles, and habitats.</p> <p>SI.5.3.2 Observe, describe, compare, and categorize plants and animals.</p> <p>SI.5.3.3 Observe and identify the characteristics and needs of living things: humans, animals and plants.</p>	<ul style="list-style-type: none"> • Cares for classroom pet by providing food and water as needed and by helping to clean the cage. • On a nature walk, says, "Look, that squirrel is putting something in his mouth." • Notes, "Birds can fly, but cats can't." • Says, "Some of our plants are tall, and some are short." • Says, "All animals need air to breathe." • After hearing Anne Morris' Bread, Bread, Bread read aloud, says, "Everyone eats bread, but there are different kinds."
<p>Earth Science SI.5.4 Children develop an understanding of the Earth and the natural environment.</p>	<p>SI.5.4.1 Observe and describe the natural world around them.</p> <p>SI.5.4.2 Observe and describe how their actions can cause changes in the environment.</p>	<ul style="list-style-type: none"> • Looks at dark clouds and says, "It's going to rain." • Says, "I think it's spring because I saw some flowers in our garden." • Uses the recycle bins in the classroom after teacher explains the importance of recycling. • Says, "Look how the dirt gets darker when I put water on it."

Domain 6: Social Studies

Social Studies in Pre-K is the study of the people, jobs, landmarks and cultures of the surrounding community. Children also learn how to contribute to the successful functioning of the classroom. They become aware of the similarities and differences among people and how each person is an important member of the community. Young children begin to learn social studies by forming relationships, learning to communicate, and exploring the world around them. As they do these things. They are forming understandings that relate to geography, civics, economics, and history.

Domain 6: Social Studies (SS)		
Standard 6.0: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.		
Standards	Performance Indicators <i>Children will....</i>	Examples <i>A child.....</i>
SS.6.1 Children demonstrate a sense of self within the context of family.	SS.6.1.1 Demonstrate knowledge of personal information (e.g., name, birthdate, gender, phone number). SS.6.1.2 Identify family members and recognize that families vary. SS.6.1.3 Recognize the roles within the home.	<ul style="list-style-type: none"> • Points to cubby and says, "There's my name...Derrick." • Enters block area and says, "I'm a girl, but I can play here too." • Points to drawing of family and says, "That's my mommy, that's my daddy, that's my baby sister, and that's me." • Looks at photos of families and says, "You have lots of people in your family, but there's just me and my mommy in mine." • Draws a picture of grandmother preparing dinner. • While putting away blocks, says: "I have to put away my toys at home before we eat supper."
SS.6.2 Children demonstrate an understanding of self within the context of community.	SS.6.2.1 Begin to demonstrate respect for others, cooperation, and fairness. SS.6.2.2 Describe or represent their home and other homes in their neighborhood. SS.6.2.3 Participate in group goals and planning.	<ul style="list-style-type: none"> • Listens to others during class discussions. • Helps classmate sponge the tables after lunch. • Says, "Lots of people live in my apartment building." • Comments, "The houses on my street are big with bricks on the outside." • Participates in morning meeting, setting activities for the day. • Makes plans with other children, about what they will do when they go outside.

Domain 6: Social Studies (SS)		
Standard 6.0: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.		
Standards	Performance Indicators <i>Children will....</i>	Examples <i>A child.....</i>
	SS.6.2.4 Describe how people affect their environment in negative (e.g., litter, pollution) and positive ways (recycling, planting trees).	<ul style="list-style-type: none"> • Says, "That paper on our playground makes it yucky. I'll pick it up." • Asks, "Can we plant some flowers out her so it can be pretty?"
SS.6.3 Children begin to notice an acknowledge diversity.	SS.6.3.1 Begin to identify similarities and differences among people (e.g., gender, race, culture, language, abilities) SS.6.3.2 Demonstrate an emerging respect for culture and ethnicity. SS.6.3.3 Demonstrate emerging awareness and respect for abilities.	<ul style="list-style-type: none"> • Remarks, "My hair is brown like yours, but yours is curly and mine is straight." • Asks, "Do your glasses help you see better?" • Will learn some words of another language. • Tastes a snack that a classmate from another culture brings to school. • Listens to a story about a child with a disability. • Includes children with disabilities in play.
SS.6.4 Children develop a basic understanding of economic concepts.	SS.6.4.1 Discuss or dramatize different jobs of people in their community and demonstrate awareness of their responsibilities. SS.6.4.2 Demonstrate understanding of beginning concepts of buying, selling, and trading. SS.6.4.3 Demonstrate understanding of how people, things, and ideas move from one place to another.	<ul style="list-style-type: none"> • Comments about picture of firefighter in book, "A fireman came cause there was smoke in the kitchen next door." • Pretends to be a doctor and says, "Your baby is sick. I need to five her a shot." • Uses play money to buy groceries in dramatic play area. • Sets up toy store and asks teacher how to write SALE sign. • Comments, "I rode the Metro to school today." • Shares, "The mailman brought me a present from my Grandma. She lives, far, far away."
SS.6.5 Children begin to understand how people and things change over time.	SS.6.5.1 Demonstrate understanding that time and the passage of time can be measured. SS.6.5.2 Distinguish the difference between past, present and future events.	<ul style="list-style-type: none"> • Looks at the sand timer and says, "Hurry, hurry. Clean-up time is almost over." • Points to clock in dramatic play area and says, "Time to wake up and go to school!" • Recalls that yesterday a fire truck came to the school. • States, "Tomorrow is my birthday."

Domain 6: Social Studies (SS)		
Standard 6.0: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.		
Standards	Performance Indicators <i>Children will....</i>	Examples <i>A child.....</i>
	SS.6.5.3 Demonstrate awareness of changes over time SS.6.5.4 Know and follow the established routines of the day. SS.6.5.5 Track and talk about changes that take place in their families.	<ul style="list-style-type: none"> • Says, "My grandma used to walk with a cane, now she's in a wheelchair." • Says, "My mama had to buy me new shoes 'cause my feet keep getting bigger and bigger." • Turns over the hourglass with sand, to see if he can clean up before the sand empties into the next chamber. • Makes statements like "This afternoon we're all going for a walk to the library." • Tells the class about the new baby in the family. • Says: "I was once a baby, but now I'm a big girl and I go to school."
SS.6.6 Children begin to demonstrate an understanding of basic geographic concepts.	SS.6.6.1 Identify geographic features of their immediate surroundings (e.g., river, hills, wetland, and stream). SS.6.6.2 Begin to learn personal geographic information (e.g., your street address, your neighborhood, your city, your country). SS.6.6.3 Demonstrates understanding that maps are tools to help us find where we are and where we are going.	<ul style="list-style-type: none"> • Creates a river using sand and water and says, "This river is just like the one we go over near my house." • Says, "I get tired running up this hill." • Dials toy phone and says, "Quick doctor, come to 2331 – 45th Place, NE. My baby is sick." • Comments, "I live in DC." • Scribbles a map and uses it on the playground to find a buried treasure. • Plays with maps and refers to one
SS.6.7 Children begin to learn the basic civic and democratic principles.	SS.6.7.1 Demonstrate appropriate social interactions that include sharing, compromise and respect for others. SS.6.7.2 Make choices and decisions. SS.6.7.3 Demonstrate an understanding of rules and the purposes they serve. SS.6.7.4 Identify symbols and practices identified with the United States.	<ul style="list-style-type: none"> • Participates in group activities. • Shares toys with classmates. • Chooses which center he will work in. • Participates in creating classroom rules. • Cautions others on the slide, "Go down feet first or you'll get hurt." • Says, "I put my name on the sign-up sheet to get a turn at the computer." • Recognizes the American flag. • Says, "I saw the President on TV, visiting a school in DC."

Domain 7: Creative Arts

Art is designing, creating and exploring. Children mix paints; pound and shape clay; build structures with blocks; dance; dramatize stories; clap rhythms; and sing chants and songs. Children like to get their hands into materials and move their bodies. Investigating and appreciating the arts provide children a way to express ideas and feelings and communicate in ways that reflect their unique learning styles and views of the world.

Domain 7: Creative Arts (CA)		
Standard 7.0: Children demonstrate imagination, creativity and invention through the study of the arts in ways that reflect their unique learning styles and views of the world.		
Standards	Performance Indicators <i>Children will...</i>	Examples <i>A child...</i>
<p>Movement CA.7.1 Children move their bodies with increasing skill to express emotions and rhythms.</p>	<p>CA.7.1.1 Move their bodies spontaneously to different musical tempos and styles.</p> <p>CA.7.1.2 Participate in guided movement activities.</p>	<ul style="list-style-type: none"> • Stamps feet in time with a marching song. • Moves scarf slowly and then quickly through the air, in time with the music. • Joins in the "Little Sally Walker," watching the teacher to repeat actions. • Walks slowly and swings arms to show how an elephant walks; then tiptoes quickly to imitate a bird.
<p>Dramatic Play CA.7.2 Children use imaginative play as a vehicle to express life experiences and familiar stories.</p>	<p>CA.7.2.1 Use dramatic play, costumes, and props to pretend to be someone else; create characters through physical movement, gestures, sound, speech, and facial expressions.</p> <p>CA.7.2.2 Create scenarios, props and settings for original dramatizations and dramatic play.</p>	<ul style="list-style-type: none"> • Pretends to be a daddy, puts on construction hat, takes lunch box and says, "I'm going to work now. Bye. See you later." • Takes on one of Grace's roles while reenacting Amazing Grace (by Mary Hoffman). • Says, "Let's pretend baby is sick. I'll be the doctor and give the baby some medicine." • Uses puppets with a friend to put on a show about The Little Red Hen.
<p>Art CA.7.3 Children explore and gain increasing control over a variety of art media, using them to express their ideas.</p>	<p>CA.7.3.1 Gain ability to use a variety of media (paint, play dough, clay, etc.)</p> <p>CA.7.3.2 Progress in abilities to create drawings, paintings, and models that are more detailed, organized, controlled, and/or realistic.</p>	<ul style="list-style-type: none"> • Swirls paint on paper with paint brush and says, "Look at my rocket ship." • Rolls clay into long strips saying, "I'm making snakes." • Draws picture of a fire truck after a trip to a fire station. • Creates a collage of shapes in a repeated pattern.

Domain 7: Creative Arts (CA)		
Standard 7.0: Children demonstrate imagination, creativity and invention through the study of the arts in ways that reflect their unique learning styles and views of the world.		
Standards	Performance Indicators <i>Children will...</i>	Examples <i>A child...</i>
	CA.7.3.3 Begin to notice and express opinions about artistic products and different techniques; choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it.	<ul style="list-style-type: none"> • Points out that illustrations in a book are made from torn paper. • Says to another child, "That's a good train you made."
Music CA.7.4 Children express themselves through music and develop an appreciation for different forms of music.	CA.7.4.1 Listen to and enjoy a variety of music. CA.7.4.2 Sing a variety of songs within children's vocal range, independently and with others. CA.7.4.3 Use a variety of instruments to create musical sounds.	<ul style="list-style-type: none"> • Asks the teacher to play a marching song. • Selects a favorite tape, puts it in the tape player, and listens using headphones. • Listens to, imitates and improvises sounds, patterns or songs. • Sings songs with clear, easy melodies, using loud and soft voices, appropriately. • Bangs cymbals together at regular intervals in a song. • Experiments with drumsticks, hands, and fist to produce different sounds on a drum.

Domain 8: Physical Development, Health, and Safety

Physical development includes children's gross (large muscle) and fine (small muscle) motor skills. As children advance in physical development, they master increasingly sophisticated tasks and gain personal responsibility for their own physical needs, such as dressing themselves. Physical development also promotes social development in many ways, as children learn what their bodies can do and gain self-confidence. The more children can do, the more willing they are to try new and challenging tasks, and these gains have implications not only for physical development but also for learning behaviors that can keep them healthy and safe.

Domain 8: Physical Development, Health, and Safety (PHS)		
Standard 8.0: Children develop gross motor coordination, fine motor control and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs.		
Standards	Performance Indicators <i>Children will...</i>	Examples <i>A child....</i>
<p>Gross Motor PHS.8.1 Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination.</p>	<p>PHS.8.1.1 Demonstrate balance and coordination in large-muscle movement: running, hopping, jumping, galloping.</p> <p>PHS.8.1.2 Perform activities that combine large-muscle movements with equipment: kicking, throwing, catching, riding a tricycle, climbing a ladder.</p> <p>PHS.8.1.3 Combine and coordinate large muscle movements</p>	<ul style="list-style-type: none"> • Runs with speed, balance, and control. • Gallops back and forth across the playground. • Throws object with smooth motion. • Rides a tricycle with speed and control. • Moves toward ball and kicks it toward an intended direction. • Climbs up ladder and slides down slide in a sitting position.
<p>Fine Motor PHS.8.2 Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.</p>	<p>PHS.8.2.1 Perform fine motor tasks that require small-muscle strength and control.</p> <p>PHS.8.2.2 Use eye-hand coordination to perform fine motor tasks.</p> <p>PHS.8.2.3 Use a pincer grip to grasp and manipulate writing, drawing, and painting tools.</p>	<ul style="list-style-type: none"> • Cuts with scissors along straight and curved lines, turning corners. • Pours liquids from one container to another without spilling. • Completes 12 to 16 piece puzzles. • Makes a necklace using small beads. • Writes recognizable letters, numerals, and shapes. • Uses small brush for watercolor painting.

Domain 8: Physical Development, Health, and Safety (PHS)		
Standard 8.0: Children develop gross motor coordination, fine motor control and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs.		
Standards	Performance Indicators <i>Children will...</i>	Examples <i>A child....</i>
<p>Sensorimotor PHS.8.3 Children use sensory information to guide motion.</p>	<p>PHS.8.3.1 Use what they know about objects' attributes to manipulate them.</p> <p>PHS.8.3.2 Use their senses to plan and carry out movements.</p>	<ul style="list-style-type: none"> • Handles table toys and sorts them by texture, shape, or size. • Identifies objects in a feely bag. • Plays movement and "freeze" games. • Pulls a friend in a wagon.
<p>Health and Safety PHS.8.4 Children practice behaviors that promote their health and safety.</p>	<p>PHS.8.4.1 Perform basic hygiene and self-help tasks with increasing skill.</p> <p>PHS.8.4.2 Be aware of and follow health and safety rules.</p> <p>PHS.8.4.3 Be aware of and follow emergency procedures.</p> <p>PHS.8.4.4 Begin to understand that foods have different nutritional values.</p>	<ul style="list-style-type: none"> • Dresses self with little or no assistance, zipping, buttoning, and putting on shoes. • Puts toothpaste on toothbrush and brushes teeth • Flushes toilet and washes hands after toileting. • Puts on helmet before riding tricycle. • Stops activity on fire drill signal, listens for directions, and walks down stairs. • Smells smoke and tells the teacher. • Indicates that he needs fruits and vegetables to be healthy. • Says, "I have strong teeth because I drink milk."

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Nebraska Early Learning Guidelines for Birth to 3, January 2005
New Jersey Preschool Teaching & Learning Expectations: Standards of Quality
Pennsylvania Learning Standards for Early Childhood, 2007
Rhode Island Early Learning Standards 2003
Wyoming Early Childhood Readiness Standards

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Approaches to Learning: Bruce Boyden, Early Childhood Leadership Institute; Diane Trister Dodge, Teaching Strategies, Inc.; Nefertiri Smarr, SPARK DC, National Black Child Development Institute

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Scientific Inquiry: Lisa Bryant, Commerce Kids; Lauren Jackson, District of Columbia Public Schools Head Start; Kathleen McKeon, Early Childhood Leadership Institute; Jennifer Park-Jadotte, Teaching Strategies, Inc.

Social Studies: Michelle Fobbs, District of Columbia Public Schools, Thurgood Marshall ES; Cate Heroman, Teaching Strategies, Inc.

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Sally D'Italia, Arnold & Porter Children's Center

Shirley Fields, Center for Applied Research and
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Columbia

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Sara Fritel, Washington Child Development Council

Mary Gill, DCPS, Office of Citywide Early Childhood
Initiatives

Cynthia Goldberg, CentroNía

Debbie Hall, Big Mama's Children's Center

Linda Harrison, Early Childhood Leadership Institute

Tashima Hawkins, District of Columbia Public
Schools, Murch ES

Beverly Jackson, DHS/ECEA, Head Start State
Collaboration Office

Lauren Jackson, DCPS/Head Start

Patricia Joyner, Early Childhood Leadership
Institute

D. Renee Lewis, District of Columbia Public
Schools Head Start

Shirley Nesbit, United Planning Organization
Center #8

Gwendolyn Payton, District of Columbia Public
Schools, Emery ES

Peter Pizzolongo, National Association for
Education of Young Children

Tawana Ross-Culbreath, Springfield Child
Development Center

Perri Silversmith, Temple Sinai Nursery School

Nancy Snyder, Community Academy Public
Charter School

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Joyce A. Rascoe Tillman, District of Columbia Public
Schools Head Start

Ivora Tyler, District of Columbia Public Schools,
Seaton ES

Mary Wade, DC Public Schools

Niyeka Wilson, Community Academy Public Charter
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Review of Approaches to Learning and Social/Emotional Standards

Barbara Bowman, Chief Officer, *Office of Early Childhood Education*
Chicago Public Schools
Professor Emeritus, *Erikson Institute*
Past President, *National Association for the Education of Young Children*

Marilou Yson, *Director of Professional Development*
National Association for the Education of Young Children

Review of Language & Literacy Standards

David Dickinson, *Professor*
Teacher Education
Lynch School of Education
Boston College

Dorothy Strickland, *Samuel Dewitt Proctor Chair in Education*
Senior Research Fellow, National Institute for Early Education Research
Graduate School of Education
Rutgers University

Review of Mathematics Standards

Doug Clements, *Professor, and Julie Sarama, Associate Professor*
Department of Learning and Instruction
Graduate School of Education
The State University of New York at Buffalo

General Review

Cecelia Alvarado, Early Childhood, Equity Initiative, Teaching for Change

*Linda M. Espinosa, Associate Professor
College of Education, Department of Learning, Teaching, and Curriculum
University of Missouri-Columbia*

Edward Greene, EM Greene Associates

Marilyn Hamilton, UDC

Alice Honig, Syracuse University

*Sharon Lynn Kagan, Professor of Early Childhood and Family Policy; Associate
Dean for Policy; and Director, Office of Policy and Research
Graduate School of Education, Department of Learning and Teaching
Columbia University, Teachers College
Past President, National Association for the Education of Young Children*

Peter Mangione, WestEd

Tammy Mann, Zero to Three

Sharon Ramey, Georgetown University

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Rachel Shumacher, CLASP

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Office of the State Superintendent of Education (OSSE)

Kimberly A. Statham, Ph.D.

Carla D. Thompson

Shanika L. Hope, Ph.D.

Gloria L. Benjamin

Deputy State Superintendent of Education

Assistant Superintendent, Early Childhood Education

Assistant Superintendent, Elementary and Secondary Education

Director of Curriculum and Instruction