



District of Columbia Common Core Early Learning Standards

2012





## District of Columbia Common Core Early Learning Standards 2012

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# Introduction to District of Columbia Early Learning Standards

This revised edition of the *District of Columbia Early Learning Standards* is a response to the evolution of the standards movement in early childhood education throughout the country. For the first time since 2007, the District of Columbia *Early Learning Standards* show the continuum of learning and development expected of all young children, from birth through grade three. They include alignment with the *Common Core State Standards for English Language Arts and Mathematics* (2010). They are also aligned with *The Head Start Child Development and Early Learning Framework* (2010), thus ensuring that all children will receive the same standards-based instruction regardless of program auspices. The curriculum alignment project was spearheaded by DC State Superintendent Hosanna Mahaley and DC State Early Learning Administrator, Maxine Maloney and builds on a substantial body of work produced by key local stakeholders and national experts.

The *Early Learning Standards* include indicators for infants, toddlers, two-year-olds, preschoolers (3s & 4s) and the exit expectations for children leaving pre-kindergarten and kindergarten. The standards provide parents and teachers with a sense of what children should know and be able to do at various ages and grade levels. The *Early Learning Standards* focus on the whole child and include a broad range of domains because young children's learning and development are interrelated and cross all domains of learning. The *Early Learning Standards* acknowledge the essential role of the teacher in intentionally guiding children's learning and development in a high-quality environment.

The *Early Learning Standards* recognize that early childhood professionals are key decision-makers in the process of helping young children develop and learn. The National Association for the Education of Young Children (NAEYC) (2009) provides five guidelines to address this decision-making process:

1. **Creating a caring community of learners**—Teachers focus on their relationships with the children they teach and children's relationships with one another. They learn about each other's strengths and needs and how to respect and acknowledge differences. In the caring community of the classroom, children learn self-regulation skills as they explore and experiment, share and collaborate, and construct new understandings and gain knowledge about the world around them.
2. **Teaching to enhance development and learning**—Teachers get to know each child and family members well in order to be better able to meet children's needs. They intentionally plan experiences that incorporate both child-initiated and teacher-directed learning opportunities that enable children to learn in all domains. They use a broad range of teaching strategies and learning formats that serve to encourage thinking and scaffold learning, making adjustments to meet the child's skill level. Because they recognize the importance of play experiences as a vehicle for developing executive function skills, they build opportunities for play into everyday experiences and help children to achieve higher levels of play as appropriate.

3. **Planning curriculum to achieve important goals**—Teachers understand and use a well-planned and implemented curriculum that allows for adaptation to meet the needs of individual children and addresses all domains of development.
4. **Assessing children's development and learning**—Teachers use ongoing assessment practices designed to help them in planning for children's further learning and communicating with family members. Teachers collect information during classroom experiences and use this information as part of a formative assessment process that improves both teaching and learning. If screening assessments are used to identify children who may have special needs, appropriate follow up and referral is part of the assessment process.
5. **Establishing reciprocal relationships with families**—Teachers function in a reciprocal relationship with family members recognizing the importance of creating a welcoming environment as well as developing procedures for ongoing communication.

## Purpose and Uses of Early Learning Standards

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 *Early Learning Standards* should be used as

- 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; and
- a framework for planning professional development opportunities.

The *Early Learning Standards* 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; and
- establish rewards or punishments for education staff.

## The Role of Curriculum

The *Early Learning Standards* are not intended to replace curriculum models currently being used by programs. However, they are intended to be used as a guide for 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* 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; and
- 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 cognitive, language/communication, physical, social/emotional, and sensory differences. These differences typically lead to adaptations to the program or school environment, materials, and teaching strategies. Because each child reveals his or her learning styles, skills, and preferences in unique ways, the kinds of adaptations needed are individually determined within each child's Individualized Family Service Plan (IFSP) or Individualized Education Program (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 strengths and needs, linking instruction to the curriculum and Standards, providing appropriate supports and modifications as indicated in the individual plans, 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. To achieve the positive learning outcomes for children defined in the *Early Learning Standards*, all stakeholders must be committed to their full implementation and receive training on the Standards.

## The Importance of Play as Part of Early Childhood Education

For young children, much important cognitive, social–emotional, language, and physical development occurs in the context of play. There is pretend play, rough-and-tumble play, games where children make up the rules, games with rules, and play that involves building and using materials. There is play with adults and play with other children. Different kinds of play promote the healthy development of the whole child.

While children need time for free play, knowledgeable teachers can help children to engage in constructive, purposeful play that supports memory development, impulse control, and cognitive flexibility as well as language and physical development. When children have opportunities to use materials in open-ended ways, investigate interesting topics, engage in hands-on explorations, and construct models and pictures, they are working hard at play. They learn essential skills and concepts at the same time.

Complex socio-dramatic play is particularly helpful in giving children opportunities to develop important skills. In this kind of play, children have to invent their roles, respond in character to others, be willing to make changes as the play unfolds, and learn and use the language associated with the role. Teachers support this kind of complex play by listening; providing language as necessary; extending learning by offering new language, ideas, and props; and encouraging problem solving and furthering the use of imagination.

## Organization of the Document

The *Early Learning Standards* are composed of nine areas of development and learning:

- Approaches to Learning/Logic and Reasoning
- Communication and Language
- Literacy
- Mathematics
- Scientific Inquiry
- Social Studies
- The Arts
- Social–Emotional Development
- Physical Development/Health and Safety

There are thirty-four standards:

### Approaches to Learning/Logic and Reasoning

1. Attends and engages with curiosity
2. Shows persistence
3. Approaches tasks flexibly
4. Uses symbols and takes on pretend roles

### Communication and Language

5. Demonstrates understanding of spoken language
6. Uses language to express self
7. Uses conventional grammar and syntax
8. Uses conventional conversational and other social communication skills

### Literacy

9. Demonstrates understanding of print concepts
10. Demonstrates comprehension of printed materials read aloud
11. Hears and discriminates the sounds of language
12. Writes letters and words
13. Understands the purpose of writing and drawing

### Mathematics

14. Matches, groups, and classifies objects
15. Demonstrates knowledge of number and counting
16. Demonstrates knowledge of volume, height, weight, and length
17. Identifies and labels shapes
18. Demonstrates understanding of positional words

### Scientific Inquiry

19. Observes and describes the characteristics of living things
20. Observes and describes the properties of physical objects
21. Observes and describes characteristics of Earth and space
22. Demonstrates scientific thinking

### Social Studies

23. Demonstrates understanding of people and how they live

### The Arts

24. Engages in music, movement, and drama activities
25. Explores the visual arts

### Social–Emotional Development

26. Expresses a variety of feelings and learns to manage them
27. Recognizes the feelings and rights of others, and responds appropriately
28. Manages own behavior
29. Develops positive relationships with adults
30. Engages and plays with peers
31. Resolves conflicts with others

### Physical Development/Health and Safety

32. Demonstrates strength and coordination of large muscles
33. Demonstrates strength and coordination of small muscles
34. Demonstrates behaviors that promote health and safety

Each of the thirty-four standards has six “indicators” for these age/grade levels:

- Infants
- Toddlers
- Twos
- Preschoolers
- Pre-K Exit Expectations
- K Exit Expectations

Communication & Language	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
5. Demonstrates understanding of spoken language	<p><b>5a.</b> Appears interested in others' speech <i>Example:</i> Looks at people who are talking.</p> <p><i>Supportive Practice:</i> Talk to children throughout the day, describing what they are doing and experiencing, e.g., “You’re picking up green peas with your fingers.”</p>	<p><b>5a.</b> Responds to others’ speech and gestures <i>Example:</i> Touches her shoe when she hears the word shoe.</p> <p><i>Supportive Practice:</i> Name objects and actions, introducing new words, e.g., “Here’s your dinosaur blanket with the soft ribbon fringe.”</p>	<p><b>5a.</b> Responds to simple statements, questions, and simple texts read aloud <i>Example:</i> Opens the flaps in the book, “Where’s Spot?” at the appropriate times.</p> <p><i>Supportive Practice:</i> Read and reread books to enhance understanding and vocabulary. Comment on the pictures and story.</p>	<p><b>5a.</b> Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas <i>Example:</i> Follows directions to wash and dry hands after working with paper-mâché.</p> <p><i>Supportive Practice:</i> Give directions with two or more steps.</p>	<p><b>Comprehension and Collaboration</b> <b>5a.</b> Asks and answers questions in order to seek and offer help, get and offer information, or clarify something that is not understood <i>Example:</i> Asks the teacher whether they are having chicken for lunch, what kind, and whether he may have three pieces.</p> <p><b>5b.</b> Demonstrates understanding of spoken language by responding appropriately. <i>Example:</i> Gets paper to make a sign after the teacher mentions that she might need to make one because children are running in the classroom.</p> <p><i>Supportive Practices</i> • Encourage children to think of questions they want to ask a police officer when she comes to visit. • To help children understand what you’re saying, clarify your message by demonstrating with concrete objects and movements, e.g., “Watch how I always keep this foot in front when I gallop.”</p>	<p><b>Comprehension and Collaboration</b> <b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>

Each indicator includes an “Example” of what the standard looks like at the age or grade level as well as a “Supportive Practice(s)” that suggests ways teachers can help children learn the skills involved. Most of the standards at the pre-K level include additional indicators, e.g., 5a, 5b, etc. to address the complexity of the standard at that level. The kindergarten standards are taken directly from the *Common Core State Standards for English Language Arts and Mathematics* (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010) and do not include examples or supportive practices in this document.

## Domains or Areas of Development and Learning

The following is a brief overview of each area or domain included in the *Early Learning Standards*.

**Approaches to Learning/Logic and Reasoning** is about how children learn to perceive and process information. Skills in this area of development are related to thinking: remembering, problem solving, and decision making. For children to be successful in school, they must be able to figure out what to do, how to do it, and coordinate the necessary skills required to accomplish the task. They need to learn to control impulses, multitask, follow directions, and focus. There is much concern today about the importance of these *executive function* skills and how to teach them. Young children develop these skills when teachers and family members help them. Teachers help children by organizing the environment in ways that support children’s learning to focus and make choices. They intentionally give children practice in following multi-step directions. They provide opportunities for children to explore and investigate topics that are interesting and meaningful so that children will engage and focus as they use previous knowledge to learn new things. They encourage children to talk about what they are learning and how they learned it. They also model self-talk that helps children understand how they decide what to do to accomplish a task.

**Communication and Language** involves learning to understand others and to use language to communicate. At the pre-K and kindergarten levels the standards are divided into subareas for further clarification: **Comprehension and Collaboration**, **Presentation of Knowledge and Ideas**, **Vocabulary Acquisition and Use**, and **Conventions of Standard English**.

The **Literacy** standards reflect the growing emphasis on exposing young children to both informational texts and literature from an early age. In addition to basic **Print Concepts**, children are expected to learn how to think about the **Key Ideas and Details** and the **Craft and Structure** in texts. They learn about the **Integration of Knowledge and Ideas** by talking and writing about what they read and listen to. They are expected to develop specific **Phonological Awareness/Phonics and Word Recognition** skills. The **Production and Distribution of Writing** area includes both the act of writing and understanding the purpose of writing and drawing. Finally, children learn about different **Text Types and Purposes** as they write about what they are learning and write stories.

The **Mathematics** standards include expectations for learning about **Classification** and **Patterns**, but the most important emphasis for young children is skills related to number:

- **Knows number names and the count sequence**
- **Counts to tell the number of objects**
- **Compares numbers**
- **Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from**

Measurement is included with this expectation: **Describes and compares measurable attributes**.

Geometry is included with these expectations: **Identifies and describes shapes and the relative position of objects**.

**Scientific Inquiry** standards are included for only the pre-K year. While teachers expose young children to scientific explorations, it is not appropriate to measure learning before this year. In the field of science, children should be learning concepts and knowledge related to **Life Science**, **Physical Science**, and **Earth Science**. They should also be developing **Inquiry and Design Practices** that are applicable to multiple science and engineering disciplines.

**Social Studies** standards are included for only the pre-K year. While teachers build social studies learning with young children about people and how they live, social studies standards are not applicable before this year. In the field of social studies, children should be developing **Knowledge of Human Characteristics**, **Knowledge of Life in a Community**, and about **Change Related to Familiar People and Places**.

The Arts standards are included for only the pre-K year. While teachers are expected to design many arts-related experiences for young children in the early years, particular standards are not described before this year. Arts experiences include **Music, Movement and Drama Concepts and Expression**, and **Concepts and Expression in the Visual Arts**.

Young children’s **Social–Emotional Development** is at the core of their learning because it affects all other areas of development. The self-regulation skills that are crucial to developing the executive function skills mentioned earlier under Approaches to Learning/Logic and Reasoning are part of what children are learning as they grow socially and emotionally. Children need to learn how to express **Emotions and Behaviors** in socially acceptable ways. As they recognize and label feelings and practice developing rules and following limits and expectations with the help of supportive adults, they gain invaluable practice that will help them in school and in life. **Positive Relationships** are essential to this development. That is why it is so important for teachers to develop positive relationships with each child. As part of these relationships, teachers guide children in ways to resolve social conflicts that are inevitable in the classroom. How to interact with and develop relationships with other children is a key learning experience for young children. When teachers plan meaningful and engaging play experiences that encourage children to work together, children learn to interact and make friends while they are learning important skills and concepts across the curriculum.

**Physical Development** includes **Large-Muscle Strength and Coordination** and **Small-Muscle Strength and Coordination**. As the focus in school becomes more and more academic, it is important to remember that competence in physical development and coordination is important to the development of the whole child. Children who feel good about themselves physically are often more successful in their work in school. **Health and Safety** includes learning about rules, self-help skills, and nutrition.



### Birth–Grade 3 Learning Standards Continuum

The following table illustrates the continuum of development and learning expectations aligned with the *Head Start Child Development and Early Learning Framework* (U.S. Department of Health and Human Services, 2010), the *District of Columbia Early Learning Standards*, and the *Common Core State Standards for English Language Arts and Mathematics* (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010).

	Infants	Toddlers	Twos	Preschool	Pre-K Exit	K – 3 Exit
<b>Approaches to Learning/ Logic and Reasoning</b>	X with some standards emerging*	X	X	X	X	
<b>Communication and Language</b>	X	X	X	X	X	Common Core State Standards
<b>Literacy</b>	X with some standards emerging*	X with some standards emerging	X	X	X	Common Core State Standards
<b>Mathematics</b>	X with some standards emerging*	X with some emerging	X with some emerging	X with some emerging	X	Common Core State Standards
<b>Scientific Inquiry</b>					X	
<b>Social Studies</b>					X	
<b>The Arts</b>					X	
<b>Social–Emotional Development</b>	X with one standard emerging*	X	X	X	X	
<b>Physical Development/ Health and Safety</b>	X	X	X	X	X	

\* Emerging is used to convey the idea that the child’s skills in this area are just beginning to develop.

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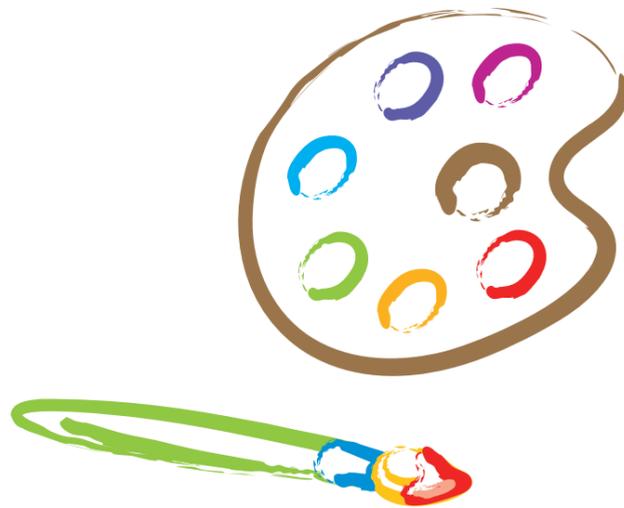
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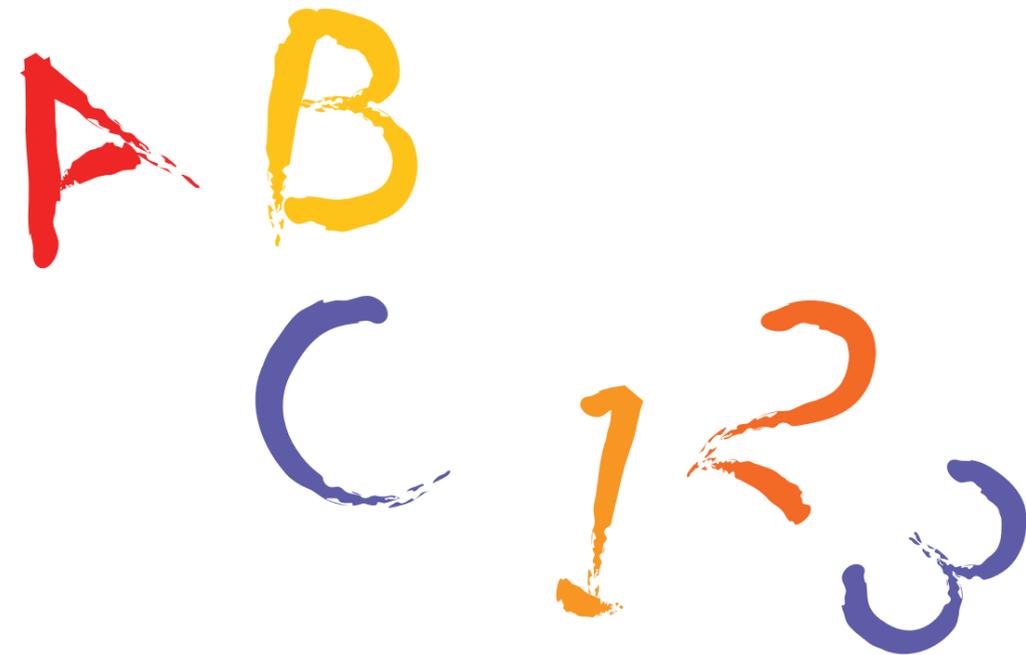
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**Review of Approaches to Learning and Social/Emotional Standards**  
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## Review of Language & Literacy Standards

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## Review of Mathematics Standards

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## General Review

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Approaches to Learning/ Logic and Reasoning	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
1. Attends and engages with curiosity	<p><b>1a.</b> Uses all senses to explore <i>Example:</i> Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it.</p> <p><i>Supportive Practice:</i> Provide safe spaces and materials for infants to explore.</p>	<p><b>1a.</b> Manipulates objects; observes and explores surroundings by using all senses <i>Example:</i> Takes all the dolls out of the cradle and attempts to climb in.</p> <p><i>Supportive Practice:</i> Encourage toddlers to notice what can be done with objects, "I wonder what will happen when I put the cup in the water?"</p>	<p><b>1a.</b> Explores new places and materials; chooses a variety of tasks, especially those with adult support <i>Example:</i> Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it.</p> <p><i>Supportive Practice:</i> Provide a variety of familiar and unfamiliar experiences and objects for children to explore.</p>	<p><b>1a.</b> Chooses tasks of interest; responds to adult encouragement <i>Example:</i> Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, "You turned it, and now it fits."</p> <p><i>Supportive Practice:</i> Rotate materials in the classroom. For example, in the discovery area, add magnets and a scale for children to weigh magnetic items.</p>	<p><b>Approaches to Learning</b> <b>1a.</b> Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks <i>Example:</i> Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books.</p> <p><i>Supportive Practice:</i> Encourage children's interests by following children's leads as you choose study topics</p>	
2. Shows persistence	<p><b>2a.</b> Attends to sights and sounds <i>Example:</i> Bangs a plastic bowl and spoon again and again.</p> <p><i>Supportive Practice:</i> Arrange the environment and the daily schedule to encourage infants to explore objects and interact with people for as long as they are interested.</p>	<p><b>2a.</b> Repeats actions with the goal of achieving a result <i>Example:</i> Puts small blocks in a bucket and dumps them out again and again.</p> <p><i>Supportive Practice:</i> Provide materials that encourage children to practice new skills.</p>	<p><b>2a.</b> Continues to work on a self-selected task, especially with adult support <i>Example:</i> Works with an adult to stack large cardboard blocks over and over until he can get them to stand as tall as he is.</p> <p><i>Supportive Practice:</i> Provide challenging but achievable activities and tasks that help children build on existing skills.</p>	<p><b>2a.</b> Continues an activity even when there are challenges; may stop and later return to a self-selected activity <i>Example:</i> Stops painting when the colors run together. Resumes painting after the teacher suggests waiting until parts of the painting are dry.</p> <p><i>Supportive Practice:</i> Support children's attempts to complete tasks and activities that they might not be able to do alone by suggesting they ask a classmate for help.</p>	<p><b>2a.</b> Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions <i>Example:</i> Builds an elaborate structure out of a variety of materials, working on it for several days.</p> <p><i>Supportive Practice:</i> Provide opportunities for children to engage in activities for extended periods of time and to return to their projects over the course of several days.</p>	
3. Approaches tasks flexibly	<p><b>3a.</b> Emerging</p>	<p><b>3a.</b> Notices how others approach a task and imitates their attempts <i>Example:</i> Watches the teacher play peek-a-boo with an infant and joins the game.</p> <p><i>Supportive Practice:</i> Play different types of music and model a range of ways to move to the beat.</p>	<p><b>3a.</b> Uses trial-and-error approaches; asks for help <i>Example:</i> Stands on a stool to reach a toy and asks for help when he still cannot reach it.</p> <p><i>Supportive Practice:</i> Talk about alternative solutions for new challenges. For example, suggest, "We don't have any more dolls. Why don't you take care of the baby bunny?"</p>	<p><b>3a.</b> Finds solutions without having to try every possibility; may change approach <i>Example:</i> Gets a wagon when he cannot carry three balls in his arms.</p> <p><i>Supportive Practice:</i> Model problem solving. For example, when too many children want to be in the playhouse, put a sheet over a table and ask, "Who wants to play in the tent?"</p>	<p><b>3a.</b> Uses multiple strategies to solve problems and complete tasks <i>Example:</i> Works with a group of classmates to build a model car from cardboard boxes.</p> <p><b>3b.</b> Initiates cooperative activities with peers <i>Example:</i> Says to two other children, "Let's make a car out of this box."</p> <p><i>Supportive Practice:</i></p> <ul style="list-style-type: none"> <li>• Discuss the pros and cons of potential solutions, encouraging children to experiment with possibilities until they solve the problem.</li> <li>• Provide sufficient time for cooperative activities and encourage turn taking and sharing as part of cooperative interactions.</li> </ul>	
4. Uses symbols and takes on pretend roles	<p><b>4a.</b> Emerging</p>	<p><b>4a.</b> Observes other people's use of objects; imitates simple actions; uses realistic objects in pretend play <i>Example:</i> Pretends to fit toy keys into a cabinet door lock.</p> <p><i>Supportive Practice:</i> Model a new use for a material, like moving a block across the floor and announcing, "Beep-beep! Here comes a car!"</p>	<p><b>4a.</b> Uses props and imitates actions to re-enact familiar events <i>Example:</i> Pats a doll in the dramatic play area, tells it that it's time for "nigh, nigh" and puts it in the toy bed.</p> <p><i>Supportive Practice:</i> Encourage children to talk about familiar things, like families, as they explore materials. For example, talk about the different sizes of plastic cows. Ask, "Which cow is the mother? How about the baby? Which is the biggest cow?"</p>	<p><b>4a.</b> Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based <i>Example:</i> Tells two children, "I'm a dinosaur. You'd better run. I'm going to eat you!"</p> <p><i>Supportive Practice:</i> Provide children with a range of open-ended materials for dramatic play. For example, they might make a sign that means "Doctor's Office" for the dramatic play area.</p>	<p><b>Symbolic Thinking</b> <b>4a.</b> Uses objects, materials, actions, and images to represent other objects <i>Example:</i> Uses blocks and animal figurines to create a model zoo.</p> <p><b>4b.</b> Plays with a few other children for periods of as long as 10 minutes, agreeing on scenarios and roles <i>Example:</i> Pretends to be a veterinarian, playing with stuffed animals, office props, and children who are "pet owners."</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Provide materials for children to document their observations as they investigate pine cones during a study of trees.</li> <li>• Encourage children to explore various roles by offering props such as hard hats and child-sized shovels outside.</li> </ul>	

Communication & Language	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
5. Demonstrates understanding of spoken language	<p><b>5a.</b> Appears interested in others' speech <i>Example:</i> Looks at people who are talking.</p> <p><i>Supportive Practice:</i> Talk to children throughout the day, describing what they are doing and experiencing, e.g., "You're picking up green peas with your fingers."</p>	<p><b>5a.</b> Responds to others' speech and gestures <i>Example:</i> Touches her shoe when she hears the word shoe.</p> <p><i>Supportive Practice:</i> Name objects and actions, introducing new words, e.g., "Here's your dinosaur blanket with the soft ribbon fringe."</p>	<p><b>5a.</b> Responds to simple statements, questions, and simple texts read aloud <i>Example:</i> Opens the flaps in the book <i>Where's Spot?</i> at the appropriate times.</p> <p><i>Supportive Practice:</i> Read and reread books to enhance understanding and vocabulary. Comment on the pictures and story.</p>	<p><b>5a.</b> Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas <i>Example:</i> Follows directions to wash and dry hands after working with papier-mâché.</p> <p><i>Supportive Practice:</i> Give directions with two or more steps.</p>	<p><b>Comprehension and Collaboration</b> <b>5a.</b> Asks and answers questions in order to seek and offer help, get and offer information, or clarify something that is not understood <i>Example:</i> Asks the teacher whether they are having chicken for lunch, what kind, and whether he may have three pieces.</p> <p><b>5b.</b> Demonstrates understanding of spoken language by responding appropriately. <i>Example:</i> Gets paper to make a sign after the teacher mentions that she might need to make one because children are running in the classroom.</p> <p><i>Supportive Practices</i></p> <ul style="list-style-type: none"> <li>Encourage children to think of questions they want to ask a police officer when she comes to visit.</li> <li>To help children understand what you're saying, clarify your message by demonstrating with concrete objects and movements, e.g., "Watch how I always keep this foot in front when I gallop."</li> </ul>	<p><b>Comprehension and Collaboration</b> <b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
6. Uses language to express self	<p><b>6a.</b> Vocalizes and gestures in an effort to communicate <i>Example:</i> Squeals and leans toward trusted adult when he wants to be picked up.</p> <p><i>Supportive Practice:</i> Respond to infants' babbling by talking to them.</p>	<p><b>6a.</b> Uses language to express needs and refer to familiar people and objects <i>Example:</i> Says, "Baba me" when she sees her bottle.</p> <p><i>Supportive Practice:</i> Ask simple questions and provide the answer if the toddler doesn't answer, e.g., "Is that a cat? Yes, that is a cat."</p>	<p><b>6a.</b> Uses language to describe objects and people and to ask for help <i>Example:</i> Responds to an airplane flying overhead by saying, "Grandma go bye-bye."</p> <p><i>Supportive Practice:</i> Build upon children's language, adding and reordering words as necessary to model complete sentences.</p>	<p><b>6a.</b> Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships <i>Example:</i> Says, "A caterpillar is in the cocoon."</p> <p><i>Supportive Practice:</i> Encourage children to tell stories about everyday routines such as walking to school.</p>	<p><b>Presentation of Knowledge and Ideas</b> <b>6a.</b> Describes familiar people, places, things, and events and, with prompting and support, provides additional detail <i>Example:</i> Tells about a trip to the grocery store, mentioning some items and, when asked, says that they came from the freezer.</p> <p><b>6b.</b> Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood <i>Example:</i> During small- group time, clearly repeats the directions given for an activity because a classmate said she did not understand what to do.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>While children are arriving in the morning, have them tell how they got to school. Ask questions to encourage them to give details about their journey (e.g., "Did you pass any stores? Did you see any stop signs? Did you go when the light turned green?")</li> <li>Encourage children to think of another way to ask their questions if you cannot understand what they are asking.</li> </ul> <p><b>Vocabulary Acquisition and Use</b> <b>6c.</b> With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad) <i>Example:</i> Explains that his friend is taller because he is "bigger than me."</p> <p><b>6d.</b> Applies words learned in classroom activities to real-life situations <i>Example:</i> While looking at a book about dinosaurs, says, "That's a carnivore. He's a meat eater."</p> <p><b>6e.</b> Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children, and other activities <i>Example:</i> While playing outside, looks at a flag and tries to sing the national anthem.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>Play word games, encouraging children to think of words that have the same meaning, e.g., "cooperate" and "work together."</li> <li>Use new and interesting words that have meaning to children, e.g., the word <i>fair</i> when a child is being a good game leader.</li> <li>Talk with children about interesting articles you read in the newspaper, e.g., about a new park that is opening close to the school.</li> </ul>	<p><b>Presentation of Knowledge and Ideas</b> <b>SL.K.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>Vocabulary Acquisition and Use</b> <b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"> <li>Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</li> <li>Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</li> </ul> <p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</li> </ul> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

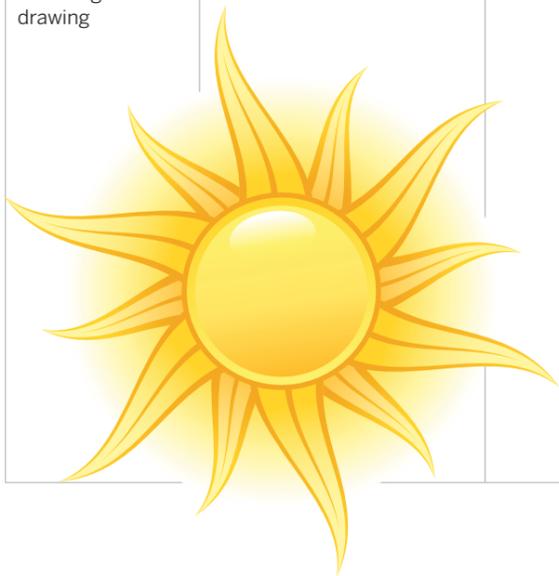


Communication & Language	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
7. Uses conventional grammar and syntax	<p><b>7a.</b> Babbles and experiments with tone and pitch <i>Example:</i> Vocalizes, “Ba, ba, ba. BA, BA, BA.”</p> <p><i>Supportive Practice:</i> Sing descriptions of what you are doing, e.g., sing, “I’m going to change your diaper now.”</p>	<p><b>7a.</b> Uses one- and two-word sentences <i>Example:</i> Asks, “Mommy go?” when looking for her mother.</p> <p><i>Supportive Practice:</i> Extend what a toddler says, modeling complete sentences, e.g., after child says, “doggy,” say, “I hear the dog, too.”</p>	<p><b>7a.</b> Uses two- to four-word sentences with some word omissions and errors <i>Example:</i> Says, “More apple here,” and points to his plate.</p> <p><i>Supportive Practice:</i> When reading, emphasize grammatical concepts that children are figuring out, such as the formation of plurals (e.g., “This is a story about three bears. If it were only one, it would be about a bear.”)</p>	<p><b>7a.</b> Uses longer sentences with plurals, adjectives, adverbs, and negatives, but not always with correct grammar <i>Example:</i> While playing outside, says, “I’m first. You wait until I go’d!”</p> <p><i>Supportive Practice:</i> Converse in complete, grammatically correct sentences, rather than correct a child’s language directly. For examples, if a child says, “I teached her how,” respond, “Oh, you taught her to pedal.”</p>	<p><b>Conventions of Standard English</b> <b>7a.</b> Speaks in complete sentences of 4–6 words, using past, present, and future tenses appropriately for frequently occurring verbs <i>Example:</i> Tells the class, “We went to the playground today.”</p> <p><i>Supportive Practices:</i> Model expanded language by adding a few words to children’s short utterances. Ask questions to encourage children to express themselves more fully.</p>	<p><b>Conventions of Standard English</b> <b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul> <p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
8. Uses conventional conversational and other social communication skills	<p><b>8a.</b> Vocalizes or gestures in back and forth exchanges with others <i>Example:</i> Squeals each time an adult says, “Peek-a-boo,” and covers the child’s eyes.</p> <p><i>Supportive Practice:</i> Talk with children during routines, e.g., explain, “I’m mashing this banana for you to eat.”</p>	<p><b>8a.</b> Exchanges single words, simple gestures, and facial expressions with others <i>Example:</i> Looks out the window and asks, “Out?” Teacher responds by saying, “No, it’s raining.” Child repeats, “No.”</p> <p><i>Supportive Practice:</i> Narrate what you are doing as you change a child’s shirt, for example, “Put your left arm in. Where is your other arm?”</p>	<p><b>8a.</b> Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues <i>Example:</i> Child says, “Os,” and holds up two pieces of cereal. After the teacher observes, “You picked up two pieces,” the child says, “Two.”</p> <p><i>Supportive Practice:</i> Use complete sentences when talking with children.</p>	<p><b>8a.</b> Initiates and engages in conversations of as many as three exchanges <i>Example:</i> Extends a conversation by adding ideas to what another child said about going to a store, saying, “I’ve been there,” and later in the conversation saying, “I bought pants.”</p> <p><i>Supportive Practice:</i> Encourage children to converse with you, prompting them as necessary with related questions, e.g., “What is your favorite animal? Why is it your favorite? Have you seen a real one?”</p>	<p><b>Comprehension and Collaboration</b> <b>8a.</b> Initiates and engages in conversations of at least three exchanges <i>Example:</i> Answers, “Red” when a classmate asks what his favorite color is and then asks, “What’s yours?” When the classmate says, “Blue,” responds, “I like blue, too. My mom’s favorite is purple.”</p> <p><i>Supportive Practice:</i> Encourage children to talk with others, prompting them as necessary by asking questions such as these: What would you say? Do you like to do that? How would you do it?</p>	<p><b>Comprehension and Collaboration</b> <b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>Continue a conversation through multiple exchanges.</li> </ul>
<b>Literacy</b>	<b>Infants</b>	<b>Toddlers</b>	<b>Twos</b>	<b>Preschool</b>	<b>Pre-K Exit Expectations</b>	<b>K Exit Expectations</b>
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
9. Demonstrates understanding of print concepts	<p><b>9a.</b> Shows an interest in print materials <i>Example:</i> Reaches for a magazine while sitting with an adult who is reading one.</p> <p><i>Supportive Practice:</i> Provide a variety of sturdy cardboard and cloth books for infants to explore.</p>	<p><b>9a.</b> Notices pictures of familiar objects in print materials <i>Example:</i> Points to a picture of a dog and says, “Dog.”</p> <p><i>Supportive Practice:</i> Encourage frequent lap-reading, showing and talking about illustrations and by reading simple texts aloud.</p>	<p><b>9a.</b> Recognizes familiar books and looks at pictures <i>Example:</i> Repeats the word “bus,” as she looks on a shelf for her favorite book, <i>The Wheels on the Bus</i>.</p> <p><i>Supportive Practice:</i> Talk about the signs, like “STOP” and the name of the grocery store, during a walk around the neighborhood.</p>	<p><b>9a.</b> Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages <i>Example:</i> Looks at the pictures on each page while telling parts of the story of <i>The Big Bad Wolf</i>.</p> <p><i>Supportive Practice:</i> Display children’s drawings and writing with dictated captions that explain their meaning.</p>	<p><b>Print Concepts</b> <b>9a.</b> With guidance and support, demonstrates a basic understanding of the organization and features of print <i>Example:</i> Asks his teacher to write his name with “big” and “little” letters, or in upper- and lowercase, like the label on his cubicle.</p> <p><b>9b.</b> Recognizes that spoken language can be written and read, and that written language can be read and spoken <i>Example:</i> Works with the teacher to write directions for making play dough.</p> <p><b>9c.</b> Recognizes and names 10 or more letters of the alphabet <i>Example:</i> Plays “I Spy” with classmates to find letters in different areas of the classroom.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>Talk about where to begin reading and how to track text as it is read.</li> <li>Explain how to listen to a recorded story while looking at the book.</li> <li>Offer children opportunities to play games with letters, e.g., “fishing” for letters and matching the ones they “catch” with letters on an alphabet chart.</li> </ul>	<p><b>Print Concepts</b> <b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p><b>Fluency</b> <b>RF.K.4.</b> Read emergent-reader texts with purpose and understanding.</p>





Literacy	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p><b>11.</b> Hears and discriminates the sounds of language</p>	<p><b>11a.</b> Shows awareness of speech sounds and imitates them <i>Example:</i> Responds to hearing an adult say, "Mama," by smiling, kicking his feet, and repeating "Mamama."  <i>Supportive Practice:</i> Play with language sounds, like changing <i>mamama</i> to <i>papapa</i> and then <i>lalalala</i>.</p>	<p><b>11a.</b> Repeats words; joins in singing random words of simple songs <i>Example:</i> Says, "Horse," when her teachers points to a picture and prompts, "I see a horse."  <i>Supportive Practice:</i> Sing songs and read books with simple rhymes and refrains.</p>	<p><b>11a.</b> Joins in songs, rhymes, refrains, and word games with repeating language sounds <i>Example:</i> Says, "Baby bee," as the teacher sings, "I'm bringing home a baby bumble bee..."  <i>Supportive Practice:</i> Read books with predictable rhymes.</p>	<p><b>11a.</b> Plays with language, experimenting with beginning and ending sounds <i>Example:</i> While playing a memory game, laughs when she turns over a card with a pig and says, "Wig! No, pig!"  <i>Supportive Practice:</i> Sing songs and recite rhymes with repeating initial and ending sounds, e.g., "Hickory, Dickory, Dock" and "Peter, Peter, Pumpkin Eater."</p>	<p><b>Phonological Awareness/Phonics and Word Recognition</b> <b>11a.</b> Shows awareness of separate words in a sentence <i>Example:</i> During a musical game, stands when the word <i>stand</i> is sung and sits when the word <i>sit</i> is sung.  <b>11b.</b> Decides whether two words rhyme <i>Example:</i> Plays a game with a classmate, saying rhyming words prompted by pictures on cards.  <b>11c.</b> Identifies the initial sound of a spoken word and, with guidance and support, thinks of several other words that have the same initial sound <i>Example:</i> Looks through a book that has words with the same initial sound and says them out loud as the teacher did during a read-aloud session, e.g., "Brown Bear, Brown Bear."  <b>11d.</b> Shows awareness of separate syllables in a word <i>Example:</i> Claps the syllables while saying his name.  <i>Supportive Practices:</i>  <ul style="list-style-type: none"> <li>Call attention to particular words in your morning message by highlighting them.</li> <li>Read a short poem and ask the children whether they hear any rhyming words in it, like <i>night</i> and <i>light</i>.</li> <li>Talk with children about how words can be broken into smaller parts. Use their names as examples, e.g., Sha-kir-a.</li> </ul> </p>	<p><b>Phonological Awareness</b> <b>RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p><b>Phonics and Word Recognition</b> <b>RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <ul style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound of many of the most frequent sounds for each consonant.</li> <li>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> </p></p>
<p><b>12.</b> Writes letters and words</p>	<p><b>12a.</b> Emerging</p>	<p><b>12a.</b> Makes marks or scribbles <i>Example:</i> Makes simple marks, often repeating arm movements (up and down, or around and around).  <i>Supportive Practice:</i> Provide many opportunities for children to explore writing by making crayons and paper available regularly.</p>	<p><b>12a.</b> Makes controlled linear scribbles <i>Example:</i> Repeats chalk marks on a large piece of paper.  <i>Supportive Practice:</i> Informally model writing and drawing throughout the day.</p>	<p><b>12a.</b> Uses letter-like forms, letter strings, some letter combinations that are words <i>Example:</i> Makes a "shopping list" by writing some letter-like forms  <i>Supportive Practice:</i> Make sure that writing materials are available throughout the classroom.</p>	<p><b>Production and Distribution of Writing</b> <b>12a.</b> With prompting and support, begins to invent spelling while writing to convey a message <i>Example:</i> Asks the teacher to help him write a letter to his grandma.  <i>Supportive Practice:</i> Ask children to make signs for the classroom that will help parents coming for "Back-to-School Night" understand what they do at school.</p>	<p><b>Production and Distribution of Writing</b> <b>W.K.4.</b> (Begins in grade 3)  <b>W.K.5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  <b>W.K.6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><b>13.</b> Understands the purpose of writing and drawing</p>	<p><b>13a.</b> Emerging</p>	<p><b>13a.</b> Emerging</p>	<p><b>13a.</b> Makes marks and talks about them <i>Example:</i> Talks about his painting, e.g., saying, "I like cereal" as he makes a series of brown marks.  <i>Supportive Practice:</i> Point to words in the environment, e.g., <i>EXIT</i>. Read the word aloud and explain what it means, e.g., "<i>Exit</i> means a way out."</p>	<p><b>13a.</b> Dictates and draws to share or record information and tell stories <i>Example:</i> Repeats what a friend is saying about dry leaves while making simple marks on a pad of paper in the Discovery Area.  <i>Supportive Practice:</i> Encourage children to dictate captions for drawings they contribute to a class book about leaves.</p>	<p><b>Text Types and Purposes</b> <b>13a.</b> Dictates words or draws to express a preference or opinion about a topic <i>Example:</i> Asks a classroom volunteer to help her write a story about why her dad is the best dad.  <b>13b.</b> Uses a combination of dictating and drawing to tell some information about a topic <i>Example:</i> Creates a book with words and pictures about a family celebration.  <b>13c.</b> Uses a combination of dictation and drawing to tell a real or imagined story <i>Example:</i> Helps to tell the story of the class trip to the zoo as the teacher writes on chart paper.  <i>Supportive Practices:</i>  <ul style="list-style-type: none"> <li>Encourage children to make posters for the classroom about things that are important to them, e.g., having peaches more often at snack time and why dogs and cats are good pets.</li> <li>Engage children in pretending to be news reporters as they write about a recent storm.</li> <li>As a small-group activity, have children write and illustrate books about their families.</li> </ul> </p>	<p><b>Text Types and Purposes</b> <b>W.K.1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).  <b>W.K.2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  <b>W.K.3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  <b>Research to Build and Present Knowledge</b> <b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  <b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

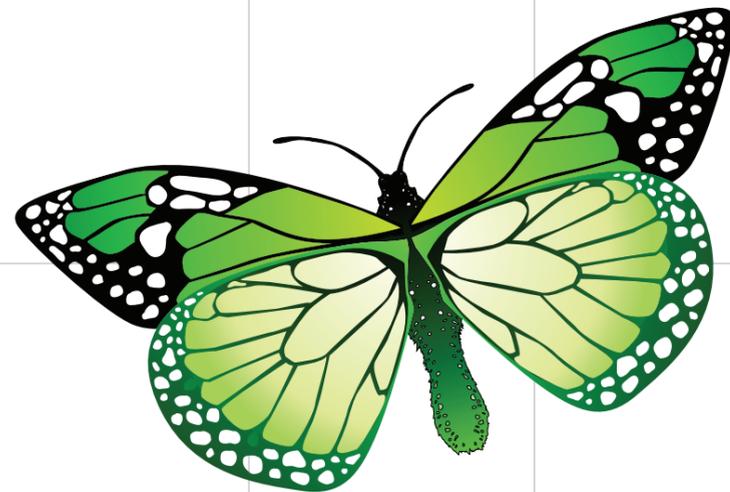


Mathematics	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p><b>14.</b> Matches, groups, and classifies objects</p>	<p><b>14a.</b> Emerging</p> <p><b>Patterns</b> <b>14b.</b> Emerging</p>	<p><b>14a.</b> Begins to match one object with a similar object <i>Example:</i> Puts his shoe next to another child's shoe.</p> <p><i>Supportive Practice:</i> Describe objects by characteristics such as size and shape (e.g., "It's a blue scarf" or "Here comes the round ball").</p> <p><b>Patterns</b> <b>14b.</b> Emerging</p>	<p><b>14a.</b> Matches one object with a group of similar objects <i>Example:</i> Places all of the toy cars in a basket.</p> <p><i>Supportive Practice:</i> Talk about leaves that have the same shape and different shapes.</p> <p><b>Patterns</b> <b>14b.</b> Emerging</p>	<p><b>14a.</b> Groups objects on the basis of a single characteristic, e.g. color, size, or shape <i>Example:</i> Groups all of the red beads together, then the blue, yellow, and the green beads in separate piles.</p> <p><i>Supportive Practice:</i> Encourage children to talk about the characteristics of toys and materials, such as rectangular and round items.</p> <p><b>Patterns</b> <b>14b.</b> Copies simple patterns <i>Example:</i> Strings beads in a yellow, pink; yellow, pink; etc. pattern after looking at another child's necklace.</p> <p><i>Supportive Practice:</i> Provide patterning materials and call attention to patterns in the environment.</p>	<p><b>Classification</b> <b>14a.</b> Groups objects according to a common characteristic, regroups them according to a different characteristic, and explains the grouping rules <i>Example:</i> Helps the teacher sort and organize materials in an interest area so that items that are used together are stored together.</p> <p><i>Supportive Practice:</i> Engage children in sorting collections by using different rules that you make up together (e.g., "Put only red bears in this basket and blue bears in the other.")</p> <p><b>Patterns</b> <b>14b.</b> Creates and extends simple repeating patterns <i>Example:</i> Identifies the pattern (e.g., car, truck; car, truck; etc.) that a classmate is making with materials in the block area.</p> <p><i>Supportive Practice:</i> Make a simple repeating pattern with leaves that children find on a walk, stopping to ask "Which comes next: a maple leaf or an oak leaf?"</p> 	<p><b>Classify objects and count the number of objects in each category.</b> <b>K.MD.3.</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
<p><b>15.</b> Demonstrates knowledge of number and counting</p>	<p><b>15a.</b> Emerging</p>	<p><b>15a.</b> Shows awareness of the concepts of <i>one</i>, <i>two</i>, and <i>more</i>; recites numbers in random order <i>Example:</i> After the teacher says, "Take two crackers" she takes two, looks at the teacher, and asks, "More?"</p> <p><i>Supportive Practice:</i> Use number words during routine interactions, for example, "Would you like one more cracker so you will have two crackers?"</p>	<p><b>15a.</b> Begins to rote count to 10 but may not be accurate consistently <i>Example:</i> Lines up plates and quickly counts, "One, two, three, four, six," while pointing at them randomly.</p> <p><i>Supportive Practice:</i> Make counting interesting. For example, ask whether there are enough apples for everyone. With the children, count the apples, count the children, and compare the quantities.</p>	<p><b>15a.</b> Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity <i>Example:</i> Tells five children that they may each have one doll, counts five dolls, and then gives one to each child.</p> <p><i>Supportive Practice:</i> Encourage children to count as a way to get information to solve problems. For example, ask a child how many cups she should put on the table if there are five children and each child needs one cup.</p>	<p><b>Knows number names and the count sequence</b> <b>15a.</b> Counts to 20 by ones <i>Example:</i> Asks to sing "A Lot of Monkeys Jumping on the Bed." When the teacher asks, "How many is a lot?" the child says, "Twenty," and starts to count.</p> <p><b>15b.</b> Tells what number comes next in the counting sequence when given a number between 1 and 9 <i>Example:</i> Answers, "Four," when given the clue "the next number after three" during the game "I'm Thinking of a Number."</p> <p><b>15c.</b> Recognizes and names the written numerals 1–10 <i>Example:</i> Uses paper and pencil in the dramatic play area to create a menu with a picture and price for each item.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to count throughout the day. For example, ask how many steps are on the ladder to the slide.</li> <li>• Give children the opportunity to say the next number when counting things like plates.</li> <li>• Create a display that shows groups of 1–10 items. Label each quantity (group) with a corresponding numeral card.</li> </ul> <p><b>Counts to tell the number of objects</b> <b>15d.</b> Counts 10–20 objects accurately, using one number name for each object <i>Example:</i> Counts the children who want to plant seeds and takes that many cups from a box.</p> <p><b>15e.</b> Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted <i>Example:</i> Plays a "magic game" where she rearranges cups in the dramatic play area, covers them with a scarf, uncovers them, and recounts them.</p> <p><b>15f.</b> Counts to answer "How many?" questions about 10–20 objects <i>Example:</i> Asks the teacher how many Canada geese are flying overhead but starts to count the birds before she answers</p> <p><b>15g.</b> Correctly associates a numeral with a group of as many as 10 counted objects <i>Example:</i> Matches numeral cards with cards on which different quantities of animals are pictured.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Model counting whenever possible, reminding children that they should assign one number to each item that they are counting. For example, count the number of jackets hanging in cubbies, touching each one as they count.</li> <li>• Play games with children where they count and recount the same set of people who change position each time they are to be counted again (e.g., they sit, stand, and change places with each other).</li> <li>• Ask children "How many?" questions throughout the day. For example, at snack, ask them to count the napkins on the table, etc.</li> <li>• Play "I Spy," using numbers, e.g., "In the corner of the room, I spy three..."</li> </ul>	<p><b>Know number names and the count sequence.</b> <b>K.CC.1.</b> Count to 100 by ones and by tens.</p> <p><b>K.CC.2.</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p><b>K.CC.3.</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>Count to tell the number of objects.</b> <b>K.CC.4.</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> <li>• When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</li> <li>• Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</li> <li>• Understand that each successive number name refers to a quantity that is one larger.</li> </ul> <p><b>K.CC.5.</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p><b>Work with numbers 11-19 to gain foundations for place value.</b> <b>K.NBT.1.</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>

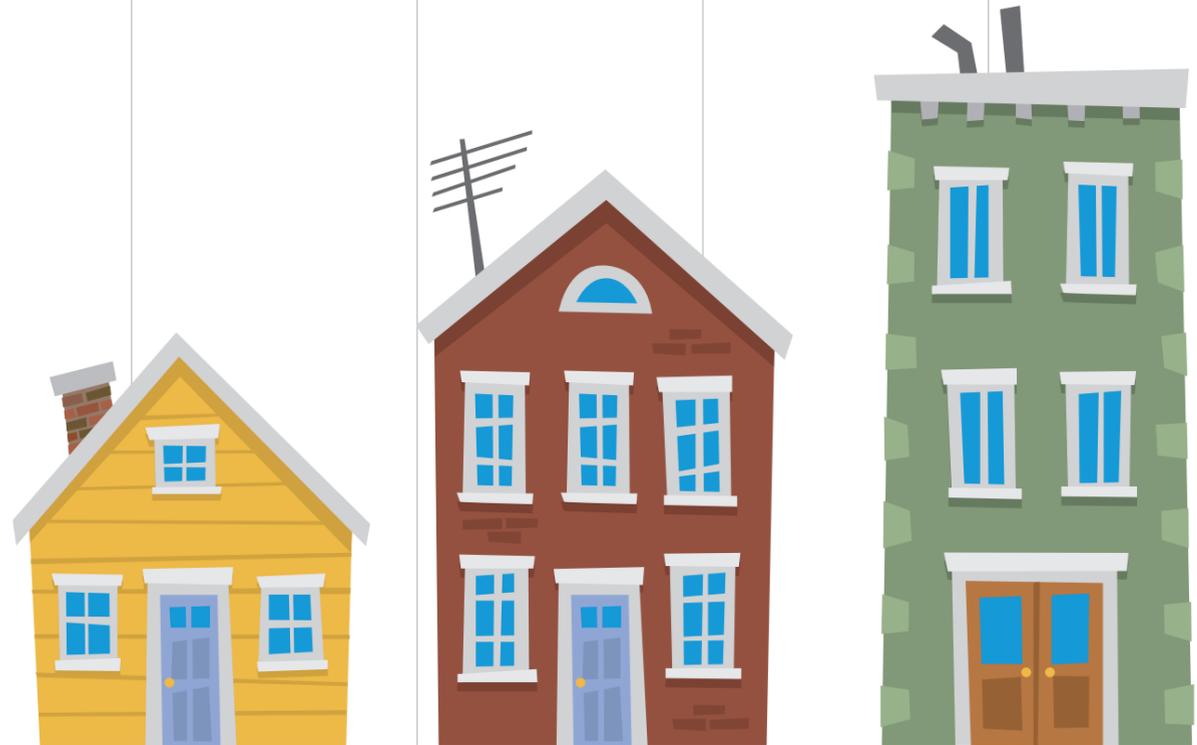
Mathematics	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p><i>continued</i></p> <p><b>15.</b> Demonstrates knowledge of number and counting</p>					<p><b>Compares numbers</b></p> <p><b>15h.</b> Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than, or equal to the number of objects in another group (as many as 10 objects)</p> <p><i>Example:</i> Serves two dolls the same number of play dough “raisins.”</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>Encourage children to compare quantities of objects throughout the day. For example, ask which basket has more toys, which box has fewer crayons, etc.</li> </ul> <p><b>Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from</b></p> <p><b>15i.</b> Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects</p> <p><i>Example:</i> Gives her friend two more puzzle pieces so they will have the same number in their stacks</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>Offer games with materials, like pebbles, during which children make groups that are the same, smaller, and larger. Talk about what happens when they add an item or take one away.</li> </ul>	<p><b>Compare numbers.</b></p> <p><b>K.CC.6.</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup></p> <p><b>K.CC.7.</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b></p> <p><b>K.OA.1.</b> Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p><b>K.OA.2.</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.3.</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.4.</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p><b>K.OA.5.</b> Fluently add and subtract within 5.</p>
<p><b>16.</b> Demonstrates knowledge of volume, height, weight, and length</p>	<p><b>16a.</b> Emerging</p>	<p><b>16a.</b> Explores objects of different shapes and sizes</p> <p><i>Example:</i> Pours water from a large pitcher into a small cup at the water table, watching the water overflow.</p> <p><i>Supportive Practice:</i></p> <p>Provide a wide range of opportunities for toddlers to explore different three-dimensional objects, like nesting boxes.</p>	<p><b>16a.</b> Makes simple comparisons, noticing similarities and differences between objects</p> <p><i>Example:</i> Puts three plastic cows in order from biggest to smallest, saying “Daddy, mommy, baby,” as he does so.</p> <p><i>Supportive Practice:</i></p> <p>Encourage children to focus on physical attributes of objects. For example, point out how tall things are, how wide, how long, etc.</p>	<p><b>16a.</b> Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length</p> <p><i>Example:</i> Gets a block and begins to count the number of times it fits end-to-end across a table. When she gets to the end she says, “It’s eight blocks!”</p> <p><i>Supportive Practice:</i></p> <p>Provide children with tools for determining length and weight, such as rulers, measuring tapes, bathroom scales, etc.</p>	<p><b>Describes and compares measurable attributes</b></p> <p><b>16a.</b> Describes everyday objects in terms of measurable attributes, such as length, height, weight, or volume (capacity), using appropriate basic vocabulary (e.g., <i>short, long, tall, heavy, light, big, small, wide, narrow</i>)</p> <p><i>Example:</i> Describes shells in terms of <i>big/little, light/dark, long/short</i>, etc.</p> <p><b>16b.</b> Knows and correctly uses a few ordinal numbers</p> <p><i>Example:</i> Challenges a classmate to race to a tree, shouting, “I’ll be first!”</p> <p><b>16c.</b> Knows the usual sequence of basic daily events</p> <p><i>Example:</i> Tells the substitute teacher that it isn’t time to go to the library because they haven’t had their snack yet.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>Engage children in discussions about materials in and out of the classroom. Use measurement terms (e.g., heavy/light, long/short, etc.).</li> <li>Use ordinal terms, such as <i>first, second, and third</i>, when appropriate. Explain the order that each term identifies. For example, explain, “You were the third person to sit down for circle.” “One, two, three. First, second, third.”</li> <li>Talk about the daily schedule throughout the day, reviewing what has already happened and what will happen next. Use a picture and a word chart.</li> </ul>	<p><b>Describe and compare measurable attributes.</b></p> <p><b>K.MD.1.</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.2.</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>
<p><b>17.</b> Identifies and labels shapes</p>	<p><b>17a.</b> Emerging</p>	<p><b>17a.</b> Explores objects of different shapes</p> <p><i>Example:</i> Attempts to put pieces into a shape sorter.</p> <p><i>Supportive Practice:</i></p> <p>Provide shape sorters and building toys.</p>	<p><b>17a.</b> Matches one shape with the same shape</p> <p><i>Example:</i> Cuts out play dough disks and says, “My cookies.”</p> <p><i>Supportive Practice:</i></p> <p>Provide shape cutters for play dough.</p>	<p><b>17a.</b> Names a few basic two-dimensional shapes</p> <p><i>Example:</i> Rolls a ball along a shelf, singing “The Wheels on the Bus are a circle!”</p> <p><i>Supportive Practice:</i></p> <p>Play games with shapes. For example, while on the playground, ask children to find as many round objects, like balls, as they can.</p>	<p><b>Identifies and describes shapes and the relative position of objects</b></p> <p><b>17a.</b> Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size</p> <p><i>Example:</i> Looks around the classroom and points out that there are a lot of circles and squares because of the tabletops.</p> <p><b>17b.</b> Describes basic two- and three-dimensional shapes</p> <p><i>Example:</i> Explains, “It has three sides and three points. It’s a triangle.”</p> <p><b>17c.</b> Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay, and so on</p> <p><i>Example:</i> Makes balls with play dough and calls them marbles.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>Name shapes as you play shape-matching games, such as matching a triangle with a triangle.</li> <li>Have children name the shape you draw in the air with your finger, giving hints like “Round and round...”</li> <li>Provide sufficient materials for children to create different shapes by placing three-dimensional models in the art area.</li> </ul>	<p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres).</b></p> <p><b>K.G.1.</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</p> <p><b>K.G.2.</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.3.</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b>Analyze, compare, create, and compose shapes.</b></p> <p><b>K.G.4.</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p><b>K.G.5.</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G.6.</b> Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>

<p><b>18.</b> Demonstrates understanding of positional words</p>	<p><b>18a.</b> Emerging</p>	<p><b>18a.</b> Follows directions that include gestures to place objects <i>in, on, under, up, or down</i>  <i>Example:</i> Moves body up and down while the teacher sings, "The children on the bus go up and down."  <i>Supportive Practice:</i> Engage children in movement activities that involve words like <i>up</i> and <i>down, in</i> and <i>out.</i></p>	<p><b>18a.</b> Follows verbal directions to place or find objects <i>in, on, under, up, or down</i>  <i>Example:</i> Looks under the couch when the teacher tells him the ball rolled under it.  <i>Supportive Practice:</i> Introduce simple games with materials like a toy garage, where children place small cars <i>in, on, up, or under</i> parts of the garage.</p>	<p><b>18a.</b> Follows directions to place objects or body <i>beside, between, or next to</i>  <i>Example:</i> When asked, sits next to a particular classmate during circle time.  <i>Supportive Practice:</i> Plan activities that require children to follow simple directions, e.g., "Give the ball to the person next to you."</p>	<p><b>18a.</b> Identifies the relative position of objects, using appropriate terms such as <i>above, below, in front of, behind, over, under</i>  <i>Example:</i> While playing with a toy garage, puts the cars in different places and says things like, "Park this one is next to that one. Move it over."  <i>Supportive Practice:</i> Play "Simon Says." Give directions (e.g., "Put your hand on your head") so that children hear and use terms that indicate relative positions.</p>	<p><b>K.G.1.</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i></p>
<p><b>Scientific Inquiry</b></p>	<p><b>Infants</b></p>	<p><b>Toddlers</b></p>	<p><b>Twos</b></p>	<p><b>Preschool</b></p>	<p><b>Pre-K Exit Expectations</b></p>	<p><b>K Exit Expectations</b></p>
<p>STANDARDS</p>	<p>Indicators</p>	<p>Indicators</p>	<p>Indicators</p>	<p>Indicators</p>	<p>Indicators</p>	<p>Common Core State Standards</p>
<p><b>19.</b> Observes and describes the characteristics of living things</p>					<p><b>Life Science</b>  <b>19a.</b> Demonstrates knowledge of the characteristics of living things  <i>Example:</i> Comments upon basic needs and simple life cycles of living things, e.g., "Our fish got bigger because we fed it."  <b>19b.</b> Demonstrates understanding that living things change  <i>Example:</i> Says, "When I was a baby I couldn't even walk. Now I can run."  <i>Supportive Practices:</i>  <ul style="list-style-type: none"> <li>• Read stories about living things and their needs. Have children help care for living things in the classroom.</li> <li>• Plant seeds, care for the plants, and discuss changes in the plants over time. Talk about how children's bodies and skills change over time.</li> </ul> </p>	
<p><b>20.</b> Observes and describes the properties of physical objects</p>						<p><b>Physical Science</b>  <b>20a.</b> Identifies the physical properties of objects  <i>Example:</i> Watches a wooden block floating in the water table and makes it sink by putting other items on top of it.  <b>20b.</b> Explores motion  <i>Example:</i> Watches a ball rolling across the linoleum floor and notices that it slows down as it rolls across the carpet.  <b>20c.</b> Explores physical change of materials  <i>Example:</i> Fills a bucket with snow and asks whether she may bring it inside to see how fast it melts.  <i>Supportive Practices:</i>  <ul style="list-style-type: none"> <li>• Engage children in experiments with common materials such as sand and water.</li> <li>• Plan a study of balls that involves a range of items that roll and that do not roll.</li> <li>• Prompt children to explore physical change, e.g., to observe how leaves get brittle over time.</li> </ul> </p>

Scientific Inquiry	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p><b>21.</b> Observes and describes characteristics of Earth and space</p>					<p><b>Earth Science</b></p> <p><b>21a.</b> Identifies and describes basic landforms <i>Example:</i> Says, "We looked for fossils at the bottom of the cliff!"</p> <p><b>21b.</b> Describes basic weather phenomena <i>Example:</i> Says, "It's going to rain. The clouds are dark."</p> <p><b>21c.</b> Identifies the sun, moon, and stars <i>Example:</i> Points at the sky and exclaims, "I see the moon! The sun's out, but I still see it!"</p> <p><b>21d.</b> Distinguishes various types of surface materials (soil, sand, and rocks) <i>Example:</i> Explains, "We take the rocks out of our garden before we plant tomatoes."</p> <p><b>21e.</b> Explores the relationships between people and their environments <i>Example:</i> Looks at a book about Alaska and says that the people there wear coats, hats, and gloves because it's cold.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Take children on field trips where they can see rivers, hills, and streams and to museums where they can see models of landforms.</li> <li>• Guide children's attempts to identify, describe, and record changes in the weather.</li> <li>• Read simple books that explain Earth's rotation, day, and night.</li> <li>• Provide materials for children to explore properties of Earth found in their immediate environment, e.g., encourage children to handle soil and sand when they are wet and dry.</li> <li>• Read books about people who live in different areas of the country. Talk about how climate affects the way people dress and how natural resources affect jobs, transportation, and recreation.</li> </ul>	
<p><b>22.</b> Demonstrates scientific thinking</p>					<p><b>Inquiry and Design Practices</b></p> <p><b>22a.</b> Observes, explores, and manipulates materials and objects <i>Example:</i> Uses a yard stick to measure the length of a block roadway for toy cars.</p> <p><b>22b.</b> Makes predictions and tests ideas <i>Example:</i> Says, "Three," when asked, "How many cups of and will you need to fill that bucket?" Then counts the cups as she dumps them in the bucket.</p> <p><b>22c.</b> Communicates with others about discoveries <i>Example:</i> Points out a squirrel nest in a tree near the classroom window.</p> <p><b>22d.</b> Represents scientific thinking and knowledge by drawing, dramatizing, and making models <i>Example:</i> Acts out what scientists were doing with equipment in the panda bear exhibit at the zoo.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Encourage children to record observations, e.g., by drawing a caterpillar seen in the class garden.</li> <li>• Provide opportunities for children to make predictions throughout the day. For example, as they are arriving in the morning and moving their names to the "At School" column, ask how many children are at school and how many more will come. Then count the names together after everyone has arrived for the day.</li> <li>• Engage children in recording daily discoveries, e.g., how many children wore boots and how many wore shoes to school.</li> <li>• Provide a variety of materials and encourage children to create models of things that interest them, such as bugs that fly and bugs that crawl.</li> </ul>	



Social Studies	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p><b>23.</b> Demonstrates understanding of people and how they live</p>					<p><b>Knowledge of Human Characteristics</b>  <b>23a.</b> Demonstrates understanding that he or she is part of a family  <i>Example:</i> Brings a small photo album from home and talks about pictures of family members, including siblings, parents, aunts, uncles, grandparents, and cousins.</p> <p><b>23b.</b> Identifies some similarities and differences in physical and personal characteristics  <i>Example:</i> Draws a family portrait and comments that her dad is taller than her mom.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Help children understand the relationships among different family members.</li> <li>• Provide opportunities for children to share information about family members, highlighting characteristics such as male/female, old/young, people who work inside the home/outside the home, etc.</li> </ul> <p><b>Knowledge of Life in a Community</b>  <b>23c.</b> Demonstrates understanding that people have different kinds of jobs  <i>Example:</i> Identifies some types of jobs and the tools people use to perform them. For example, explains that a dentist uses tools to clean and repair teeth and that a mechanic uses other tools to fix cars.</p> <p><b>23d.</b> Identifies various means of transportation  <i>Example:</i> Talks about different buses in his neighborhood, explaining that anyone may ride a city bus but only school children may ride the school bus.</p> <p><b>23e.</b> Participates in the creation of a classroom community  <i>Example:</i> Checks the classroom job board to see whether it is his turn to set the table for lunch.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Make a poster about people in the community and the jobs they perform.</li> <li>• Create a graph of different types of transportation children have used, e.g., car, bus, subway, train, boat, plane.</li> <li>• Ask children about favorite foods and talk about why particular foods are good for their bodies.</li> <li>• Work with children to create a set of classroom rules that will help them work together.</li> </ul> <p><b>Change Related to Familiar People and Places</b>  <b>23f.</b> Demonstrates understanding that people and places change over time  <i>Example:</i> After a trip to the Museum of American History, contributes a drawing for a class book about horses and buggies, model-T cars, and modern cars.</p> <p><b>23g.</b> Use words to describe time  <i>Example:</i> Explains that her grandmother was a child "a long time ago."</p> <p><b>23h.</b> Describes the basic features and relative locations of familiar places in the community  <i>Example:</i> Says that he lives near the school playground but that he and his mom have to go far to get to the supermarket.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Discuss books that have photographs of city neighborhoods long ago and now. Ask the children questions about what remains the same and what is different.</li> <li>• Encourage children to tell stories about different times in their lives, such as when they were babies. As you talk with children, use the terms <i>then</i> and <i>now</i>.</li> <li>• Support children's interest in making maps of the school.</li> </ul>	



The Arts	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p><b>24.</b> Engages in music, movement, and drama activities</p>					<p><b>Music, Movement, and Drama Concepts and Expression</b></p> <p><b>24a.</b> Participates in music, movement, and drama activities, responding to different forms of music, movement, and imaginary characters and scenarios <i>Example:</i> Makes up a silly rhyme and dances while singing it repeatedly.</p> <p><b>24b.</b> Uses instruments and voice to accompany or create music and drama <i>Example:</i> Sings and acts out a tooth brushing song while waiting for a turn at the sink.</p> <p><b>24c.</b> Expresses ideas, feelings, and experiences through music, movement, and drama <i>Example:</i> Asks the teacher to watch a play about birthdays that she and her classmates made up.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Offer opportunities for children to listen to a various types of music as a group and independently.</li> <li>• Provide purchased and homemade instruments for use each day.</li> <li>• Take children to see different types of dance, music, and theatrical performances in the community.</li> </ul>	
<p><b>25</b> Explores the visual arts</p>					<p><b>Concepts and Expression in the Visual Arts</b></p> <p><b>25a.</b> Participates in art activities, responding to different visual art forms <i>Example:</i> Makes a large three-dimensional sculpture after visiting an art gallery.</p> <p><b>25b.</b> Uses a variety of materials to create products <i>Example:</i> Adds glitter to a paper and felt collage.</p> <p><b>25c.</b> Expresses experiences, ideas, and feelings through visual arts <i>Example:</i> Works with a small group to paint a mural about happy experiences.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Encourage children to look at book illustrations, watch video clips on the computer, and use photos to inspire their art work.</li> <li>• Rotate materials in the art area so children will have a variety of items to explore.</li> <li>• Invite children to create paintings, drawings, and sculptures related to study investigations.</li> </ul>	



Social-Emotional Development	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p><b>26.</b> Expresses a variety of feelings and learns to manage them</p>	<p><b>26a.</b> Expresses feelings through facial expressions, body movements, crying, and vocalizing, often depending on adults for emotional comfort <i>Example:</i> Begins to cry when a visitor picks her up but stops when she hears her mother's voice.</p> <p><i>Supportive Practice:</i> Label feelings, e.g., by commenting, "You're waving your arms. You must be glad to see me!"</p>	<p><b>26a.</b> Expresses a range of feelings; uses other people's expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies <i>Example:</i> Starts to cry after taking another child's toy because she sees her caregiver frown.</p> <p><i>Supportive Practice:</i> Suggest that children get their personal comfort items at nap time.</p>	<p><b>26a.</b> Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self <i>Example:</i> Claps when the teachers says, "You did it!" after the child used the toilet successfully.</p> <p><i>Supportive Practice:</i> Use words to describe your own feelings and actions, for example, "I'm frustrated, too, but we still need to clean up the toys that you threw."</p>	<p><b>26a.</b> Uses strategies learned from adults to manage feelings; begins to label feelings <i>Example:</i> Calms himself by walking away from the sand and water area after being told that the area is full. Later returns and explains, "I was mad because it was my turn."</p> <p><i>Supportive Practice:</i> Talk with children about what to do when they want to enter a group or play with a toy being used by another child.</p>	<p><b>Emotions and Behaviors</b></p> <p><b>26a.</b> Uses socially acceptable ways of expressing thoughts and emotions <i>Example:</i> Says, "I'm using that shovel. Please get another one."</p> <p><b>26b.</b> Demonstrates confidence in meeting own needs <i>Example:</i> Gets a paper towel to clean up spilled milk.</p> <p><i>Supportive Practice:</i> Guide group discussions about problem solving and conflict management.</p>	
<p><b>27.</b> Recognizes the feelings and rights of others, and responds appropriately</p>	<p><b>27a.</b> Reacts to others' expressions of feelings <i>Example:</i> Looks at her caregiver and laughs when the caregiver sings a silly song while waving a fresh diaper in the air.</p> <p><i>Supportive Practice:</i> Label the child's emotions, e.g., "Your smile tells me that you're happy."</p>	<p><b>27a.</b> Acts in response to others' demonstration of feelings, often with support of trusted adult <i>Example:</i> Pats another child when the teacher says, "Look how sad she is. Give her a hug."</p> <p><i>Supportive Practice:</i> Call attention to children's demonstration of feelings and ways to respond.</p>	<p><b>27a.</b> Reacts constructively in response to other's demonstration of feelings <i>Example:</i> Gets another child his favorite car when he looks unhappy after his father leaves.</p> <p><i>Supportive Practice:</i> Model empathy, e.g., explain, "I'm sorry his juice spilled. I'm going to get him some more so he will have some."</p>	<p><b>27a.</b> Responds positively to others' demonstration of feelings <i>Example:</i> Helps a frustrated child open his milk carton and tells the child, "I can do it. You'll learn how, too."</p> <p><i>Supportive Practice:</i> Read books about challenging situations, like <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>; talk about the characters' feelings.</p>	<p><b>27a.</b> Recognizes and labels the basic feelings of others <i>Example:</i> Says that a classmate is sad when the classmate begins to cry.</p> <p><i>Supportive Practice:</i> Discusses a variety of feelings and how people express them; read stories about feelings and how people respond to each other.</p>	
<p><b>28.</b> Manages own behavior</p>	<p><b>28a.</b> Responds to changes in the immediate environment or adults' voices and actions <i>Example:</i> Cries when an adult she doesn't know holds her but stops crying when he puts her down.</p> <p><i>Supportive Practice:</i> Respond immediately to infants when they cry.</p>	<p><b>28a.</b> Seeks out special person or object to help manage behavior; wants to do things for self <i>Example:</i> Gets his blanket from his cubby when his mother leaves.</p> <p><i>Supportive Practice:</i> Allow time for toddlers to transition between activities, such as from hand washing to eating, to limit their feeling rushed.</p>	<p><b>28a.</b> Follows routines with consistent support from adults; accepts redirection; tries to meet own needs <i>Example:</i> Sits for snack time but then begins to walk around with her food until the teacher reminds her to sit until she is finished eating.</p> <p><i>Supportive Practice:</i> Provide a warning before changing activities, such as telling children that they will go inside after they ride the bikes around the track one more time.</p>	<p><b>28a.</b> Follows classroom rules and routines (including new ones) with occasional reminders <i>Example:</i> Waits at the top of the slide for another child to finish before sliding himself.</p> <p><i>Supportive Practice:</i> Create a simple set of classroom rules with the children. Discuss and apply them consistently.</p>	<p><b>28a.</b> Follows limits and expectations <i>Example:</i> With a reminder, waits for instructions before beginning an activity.</p> <p><i>Supportive Practice:</i> Talk with children about daily plans, including changes in routines (e.g., not going outside when it is raining hard).</p>	



Social-Emotional Development	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<b>29.</b> Develops positive relationships with adults	<p><b>29a.</b> Recognizes, reacts positively to, and seeks to remain with familiar adults <i>Example:</i> Squeals and crawls to her father when he arrives.</p> <p><i>Supportive Practice:</i> Hold infants, talk with them, and acknowledge their individual responses.</p>	<p><b>29a.</b> Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base <i>Example:</i> Plays calmly when his primary care teacher is in the classroom but stops, begins to cry, and goes to the door when she leaves the room</p> <p><i>Supportive Practice:</i> Respond to toddlers' need for attention by smiling, laughing and talking with them.</p>	<p><b>29a.</b> Is comfortable in a range of settings; relies on familiar adults for assurance when necessary <i>Example:</i> Relaxes on her cot at nap time when teacher says, "Daddy will be here after your nap."</p> <p><i>Supportive Practice:</i> Encourage family members to establish positive good-bye routines with their children (e.g., have the child wave good-bye from the window each day).</p>	<p><b>29a.</b> Engages with trusted adults for information and socializing; manages separations <i>Example:</i> Tells his teacher that he got new shoes and, when asked why he likes them, explains, "They light up!"</p> <p><i>Supportive Practice:</i> Engage in conversations with children throughout the day.</p>	<p><b>Positive Relationships</b> <b>29a.</b> Engages in positive interactions with adults to share ideas and plan activities <i>Example:</i> Asks the teacher whether she rides to school as he does.</p> <p><i>Supportive Practice:</i> Have conversations with children about their everyday lives.</p>	
<b>30.</b> Engages and plays with peers	<p><b>30a.</b> Watches and attempts to engage other children socially <i>Example:</i> Rolls over, moving closer to his sister, and squeals until she looks at him and laughs.</p> <p><i>Supportive Practice:</i> Place infants near one another so they can watch and interact with one another as you talk to them.</p>	<p><b>30a.</b> Plays near another child, briefly engaging socially <i>Example:</i> Leans over, pats a stuffed cat that a child is holding, and then returns to playing with her truck.</p> <p><i>Supportive Practice:</i> Provide duplicates of books and toys.</p>	<p><b>30a.</b> Interacts with children who are engaged with similar materials and activities <i>Example:</i> Scoops sand into a bucket that another child is filling.</p> <p><i>Supportive Practice:</i> Suggest that pairs or small groups of children use a material, like play dough, together.</p>	<p><b>30a.</b> Uses successful strategies to initiate or join an activity with several children <i>Example:</i> Asks three children, "Want to run with me?"</p> <p><i>Supportive Practice:</i> Help children who do not have the experience or language for joining other children's play by suggesting appropriate strategies or language.</p>	<p><b>30a.</b> Sustains play with a few other children <i>Example:</i> Assigns different roles to children in the dramatic play area, saying, "You're the mother, you're the father, and you're the sister."</p> <p><i>Supportive Practice:</i> Encourage children to build a block city together.</p>	
<b>31.</b> Resolves conflicts with others	<p><b>31a.</b> Emerging</p>	<p><b>31a.</b> Reacts by expressing feelings about situations where there is conflict <i>Example:</i> Yells loudly and throws a toy when told that he needs to stop playing because it is nap time.</p> <p><i>Supportive Practice:</i> Label the child's feelings and reassure him that he may play again after his nap.</p>	<p><b>31a.</b> Seeks adults' help to solve social problems <i>Example:</i> Cries out, "Teacher, he took my apple!" and waits for her to get it back.</p> <p><i>Supportive Practice:</i> Offer your support, e.g., "I see you want the doll. Let's get another one so each of you has a doll."</p>	<p><b>31a.</b> Asks adults for help and sometimes suggests ways to solve social problems <i>Example:</i> Tells another child to wait for her turn on the slide.</p> <p><i>Supportive Practice:</i> Refer to classroom rules to help children resolve their problems. For example, review the rule "Walk in the classroom" when a child bumps another child while running inside.</p>	<p><b>31a.</b> Suggests ways to resolve social conflicts <i>Example:</i> Tells an angry classmate to "use words" instead of hitting when she wants something.</p> <p><i>Supportive Practice:</i> Teach the steps of social problem solving before conflicts arise and help children follow the steps when one does arise.</p>	

Physical Development/ Health and Safety	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p><b>32.</b> Demonstrates strength and coordination of large muscles</p>	<p><b>32a.</b> Uses arms, legs, and whole body to move <i>Example:</i> Rolls, sits, crawls, cruises, and then takes steps</p> <p><i>Supportive Practice:</i> Give infants time to explore a safe environment in which they can roll, pull up, and learn to walk.</p>	<p><b>32a.</b> Moves in a variety of ways and directions <i>Example:</i> Toddles without support; attempts to jump; carries a large ball while walking</p> <p><i>Supportive Practice:</i> Play music that encourages toddlers to move their bodies in a variety of ways.</p>	<p><b>32a.</b> Attempts new large-muscle activities that require coordination and balance <i>Example:</i> Runs, marches, throws, catches, and kicks balls with little control of the direction or speed of the balls</p> <p><i>Supportive Practice:</i> Take children outside or to a large indoor space that encourages safe, active play.</p>	<p><b>32a.</b> Engages in complex large-muscle activities that involve flexibility, control, and a full range of motion. <i>Example:</i> Rides a tricycle; attempts to gallop; walks up and down steps with alternating feet; kicks and throws ball toward a person or place</p> <p><i>Supportive Practice:</i> Use a variety of equipment that promotes children's coordination of upper and lower body movements.</p>	<p><b>Large-Muscle Strength and Coordination</b></p> <p><b>32a.</b> Demonstrates locomotor skills by running smoothly <i>Example:</i> Races back and forth between two playground cones.</p> <p><b>32b.</b> Demonstrates balancing skills by hopping and jumping in place <i>Example:</i> Jumps up and down in place when the teacher asks, "Who would like to set the table?"</p> <p><b>32c.</b> Demonstrates ball-handling skills, using a full range of motion <i>Example:</i> Tosses balls into a large storage tub, using both over- and underhand movements.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Play games that involve running, e.g., "Duck, Duck, Goose."</li> <li>• Ask children to think of ways to move from one place to another, e.g., hopping like a bunny or lumbering like an elephant.</li> <li>• Offer children a range of opportunities to practice throwing, for example, as a part of a beanbag game in the classroom and a ball game outside.</li> </ul>	
<p><b>33.</b> Demonstrates strength and coordination of small muscles</p>	<p><b>33a.</b> Uses whole hand and fingers (all together, raking, and then using thumb and index finger) to touch, hold, and pick up objects <i>Example:</i> Holds a bottle with two hands; picks up cereal; empties objects from a container.</p> <p><i>Supportive Practice:</i> Put safe objects within infants' reach and encourage them to grasp them.</p>	<p><b>33a.</b> Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects <i>Example:</i> Scribbles with large crayons; turns pages of book (often more than one at a time); begins to use a spoon and fork</p> <p><i>Supportive Practice:</i> Encourage children to pick up objects, such as differently sized balls, and put them into a basket.</p>	<p><b>33a.</b> Engages in activities that require eye-hand coordination; uses wrist and finger movements to manipulate objects <i>Example:</i> Pours liquids from pitcher to cup; works simple puzzles; strings large beads</p> <p><i>Supportive Practice:</i> Provide materials to stack, e.g., blocks of different sizes and shapes.</p>	<p><b>33a.</b> Uses finger and hand movements to work with small objects and accomplish tasks <i>Example:</i> Copies shapes; cuts with scissors; fastens large buttons; writes some letter- or numeral-like forms; uses a stapler and tape</p> <p><i>Supportive Practice:</i> Offer a range of art materials that promote precise movements, such as thin markers with narrow tops.</p>	<p><b>Small-Muscle Strength and Coordination</b></p> <p><b>33a.</b> Uses precise hand, finger, and wrist movements to grasp, release, and manipulate small objects <i>Example:</i> Plays with dramatic play furniture and props, using a range of fine-motor movements to open the latch on a cabinet, button a doll's shirt, and place small dishes on a table.</p> <p><b>33b.</b> Uses writing and drawing tools to perform particular tasks <i>Example:</i> Uses a variety of materials, such as colored pencils, pens, and thin markers, to make a thank-you card.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Encourage children to use cooking tools, serving utensils, and personal utensils during cooking activities, snacks, and meals.</li> <li>• Place writing materials in all interest areas and encourage children to use them throughout the day.</li> </ul>	
<p><b>34.</b> Demonstrates behaviors that promote health and safety</p>	<p><b>34a.</b> Emerging</p> <p><b>34b.</b> Begins to participate in meeting own needs <i>Example:</i> Opens mouth when food is offered.</p> <p><b>34c.</b> Emerging</p> <p><i>Supportive Practice:</i> Talk about what you are doing as you provide consistent routines.</p>	<p><b>34a.</b> Emerging</p> <p><b>34b.</b> Attempts basic feeding, dressing, and hygiene tasks <i>Example:</i> Picks up cereal to feed self; pulls off socks.</p> <p><b>34c.</b> Emerging</p> <p><i>Supportive Practice:</i> Talk about what you see children doing to feed and dress themselves.</p>	<p><b>34a.</b> Emerging</p> <p><b>34b.</b> Performs some simple feeding, dressing, and hygiene tasks <i>Example:</i> Puts hands under running water for washing.</p> <p><b>34c.</b> Emerging</p> <p><i>Supportive Practice:</i> Acknowledge when children try to do things for themselves and provide helpful suggestions.</p>	<p><b>34a.</b> Follows familiar health and safety rules with occasional reminders <i>Example:</i> Sneezes into elbow after seeing the teacher do so.</p> <p><b>34b.</b> Performs basic self-help tasks with assistance <i>Example:</i> Pulls pants up and down for toileting; may need help with fasteners.</p> <p><b>34c.</b> Emerging</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Model healthy practices, such as using a tissue to blow nose.</li> <li>• Teach techniques to make dressing easier, e.g., the upside down and over-the-head method of putting on jackets.</li> </ul>	<p><b>Health and Safety</b></p> <p><b>34a.</b> Describes basic health and safety rules and follows them <i>Example:</i> Explains that you have to go one way when you ride the trike so you don't bump into other children.</p> <p><b>34b.</b> Performs self-help tasks with minimal assistance <i>Example:</i> Flushes toilet and washes hands after toileting.</p> <p><b>34c.</b> Begins to understand that foods have different nutritional values <i>Example:</i> Says, "Fruit is good for you. It makes you strong. It gives you energy."</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> <li>• Involve children in discussions about the reasons for health and safety rules.</li> <li>• Make picture and word charts that show sequence of handwashing steps.</li> <li>• Talk about different kinds of foods and why they are nutritious.</li> </ul>	