



District of Columbia Early Learning Standards

For Infants
and Toddlers

Office of the State
Superintendent of Education



State Board of Education

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Introduction to District of Columbia (DC) Early Learning Standards

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

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

Goal A of this Five-year Strategic Plan seeks to ensure that ALL District of Columbia children will be prepared for school.

Objective 1 – Early Learning seeks to provide eligible children from birth through Kindergarten entrance in high-quality early learning programs.

Strategy 1.1 seeks to align early learning program standards and guidelines with Pre-Kindergarten standards and promote school preparedness.

OSSE has worked with key stakeholders and experts in the field of early childhood education to align infant and toddler standards with the Pre-Kindergarten learning standards. These standards are divided into two documents: (1) Early Learning Standards for Infants and Toddlers and (2) Early Learning Standards for Pre-Kindergarten. The standards that follow represent a coherent continuum of developmental and learning standards from Birth to Pre-Kindergarten.

Early learning standards gain power when they are connected to other essential ingredients of high-quality early childhood education. Effective teaching in early childhood education requires skillful combinations of explicit instruction, sensitive and warm interactions, responsive feedback, verbal engagement and stimulation, intentionally directed to ensure children's learning environment is not overly structured or regimented.

The debate is no longer whether children should be exposed to early education opportunities, but rather how to best leverage resources in ways that contribute to children's development. We believe that these DC Early Learning Standards puts us on a trajectory to accomplish significant improvements in our early childhood education arena.

The following table illustrates the continuum of development and learning experiences in the District of Columbia Public Schools.

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

* Indicates areas embedded in the Early Learning Standards

DC Early Learning Standards for Infants and Toddlers

Overview

Experiences in a child's early years lay the foundation for school success and lifelong learning. Over 30 years of research confirms the foundational importance of early learning for children's school and life successes, and emphasizes the importance of a standards-based approach to programs serving children in the age band of birth to three years of age. Infants are born with an incredible capacity and desire to learn.

The *DC Early Learning Standards for Infants and Toddlers* is intended to be used as a resource to support the development and learning of infants and toddlers being cared for in community-based early care programs, family child care, and federally funded programs, such as Early Head Start.

The Standards apply to all children, including English language learners, children with disabilities, and children who are developing typically; but children may meet the Standards at different times and in different ways.

The Standards are grounded in widely accepted theories of child development and current research. They are closely related to the *DC Early Learning Standards for Pre- Kindergarten*. Both tools reflect a commitment to developmentally, linguistically, and culturally appropriate practice and may be used to guide training and professional development opportunities for parents, educators, caregivers, and other individuals who directly or indirectly influence the growth and development of young children living in the District of Columbia.

The largest portion of brain development occurs between birth and three years with approximately 85% of the brain's core structure developed by the time a young child is three-years-old. Brain development requires numerous experiences to shape the way that the circuits connect to help infants and toddlers understand and manage in the world.

Guiding Principles

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

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

Purpose and Uses for DC Early Learning Standards for Infants and Toddlers

Purpose

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

Uses

The standards can be used to:

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

Standards are NOT designed to:

- Take the place of a curriculum
- Serve as a child assessment tool
- Exclude children from engaging in a range of appropriate experiences

Glossary of Terms for DC Early Learning Standards for Infants and Toddlers

Domain: identifies key learning areas of development that, together, represent the whole child. The DC Early Learning Standards for Infants and Toddlers is organized in four domains, or areas of development. These domains are at the heart of children’s success in school and life and are all important to children’s readiness for kindergarten. The domains develop simultaneously and are interrelated. The four domains for infants and toddlers are:

- Social and Emotional Development (SED)
- Physical Development (PD)
- Cognitive Development (CD)
- Language Development (LD)

Standard: specifies in broad terms the expectations for infants and toddlers’ development in each domain at particular ages and stages of development. Several Standards exist within each domain. For example, a standard in the language domain is “Understands verbal and nonverbal communication.”

Performance indicator: identifies what children are expected to know and do in relation to each standard and provides examples of knowledge and skills that show progress on a continuum from simple to complex. Performance indicators are presented for three age periods: birth–12 months, 12–24 months, and 24–36 months. The developmental changes described by the indicators offer a progressive “snapshot” of a child in the first, second, and third year of life. For example, a child moves from showing an interest in verbal and nonverbal communication in the first year to understanding more abstract and complex language by the end of the third year.

Examples of development – infants/toddlers will...: gives examples of changes in what children might do or say over the course of a year in relation to each performance indicator. This is not an all-inclusive list; there are many other ways individual infant/toddler’s mastery can be represented.

Guide to Organization of Standards

Domain: Shows key learning areas of development and appears across the top of the chart.

Standard: Specifies in broad terms the expectations for infants and toddlers' development in each domain and is listed under the domain.

Performance indicator: Identifies what children are expected to know and do in relation to each standard at various ages of development.

Examples of development – infants/toddlers will...: gives examples in each age category of what children might actually do or say.

DC Pre-K Standards: Shows the alignment of the infant and toddler standards with those for children ages 3-5 to illustrate the continuum of development within the domains.

Standards by Domain

Social and Emotional Domain (SED)

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

SED Standards

- Standard 1:** Trusts and interacts comfortably with familiar adults
- Standard 2:** Shows increasing ability to regulate own behavior
- Standard 3:** Exhibits an emerging sense of competence and confidence in growing abilities
- Standard 4:** Manages a range of emotions
- Standard 5:** Begins to engage with others by using more complex social exchanges, including turn-taking
- Standard 6:** Demonstrates an awareness of self in relationship to others in care, family, community, and cultural groups
- Standard 7:** Expresses needs and participates in self-care routines



Social and Emotional Domain (SED)

Standard 1: Trusts and interacts comfortably with familiar adults.

DC Pre-K Standards

Performance Indicator Birth – 12 Months (Birth – 1 year)	Performance Indicator 12 – 24 Months (Year 1–2)	Performance Indicator 24 – 36 Months (Year 2–3)	
<p>SED.1.1 Distinguishes familiar adult from a stranger and seeks to remain close to familiar adults.</p> <p>Infants will:</p> <ul style="list-style-type: none"> • Respond in the same ways to familiar and unfamiliar adults. • Show a preference for adults who are consistent caregivers. • Smile, babble, or coo to get their trusted adults' attention. • Reach out and attempt to move closer to their caregivers when approached by unfamiliar adults or in new situations. 	<p>SED.1.2 Seeks familiar adult as a secure base in new situations.</p> <p>Young toddlers will:</p> <ul style="list-style-type: none"> • Start to venture away when trusted caregivers are nearby. • Look for reassurance in the form of a smile, word, or gesture. • Stop playing and return to familiar adults when facing new situations. • Spend more time engaging with activities away from their trusted adults. 	<p>SED.1.3 Relies less on immediate connection with familiar adult and engages with a wider range of people and situations.</p> <p>Older toddlers will:</p> <ul style="list-style-type: none"> • Continue to spend more and more time away from their trusted adults. • Use glances, gestures, and simple language to stay connected with trusted adults. • Imitate trusted adults' language and behavior. 	<p>Social and Emotional Development</p> <p>SED.2.3 Children engage in positive interactions with others.</p> <p>SED.2.4 Children demonstrate resiliency skills.</p> <p>SED.2.4.1 Adjust to new situations.</p> <p>SED.2.4.3 Demonstrate appropriate trust in adults.</p>

Social and Emotional Domain (SED)

Standard 2: Shows increasing ability to regulate own behavior.

DC Pre-K Standards

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

Social and Emotional Domain (SED)

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

DC Pre-K Standards

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

Social and Emotional Domain (SED)

Standard 4: Manages a range of emotions.

DC Pre-K Standards

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

Social and Emotional Domain (SED)

Standard 5: Begins to engage with others by using more complex social exchanges.

DC Pre-K Standards

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

Social and Emotional Domain (SED)

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

DC Pre-K Standards

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

Social and Emotional Domain (SED)

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

DC Pre-K Standards

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

Physical Domain (PD)

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

PD Standards

Standard 8: Moves body with increasing purpose, focus, control, strength, coordination, balance, and skill.

Standard 9: Gains control of small muscles in hands.



Physical Domain (PD)

Standard 8: Moves body with increasing purpose, focus, control, strength, coordination, balance, and skill.

DC Pre-K Standards

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

Physical Domain (PD)

Standard 9: Gains control of small muscles in hands.

DC Pre-K Standards

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

Cognitive Domain (CD)

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

CD Standards

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

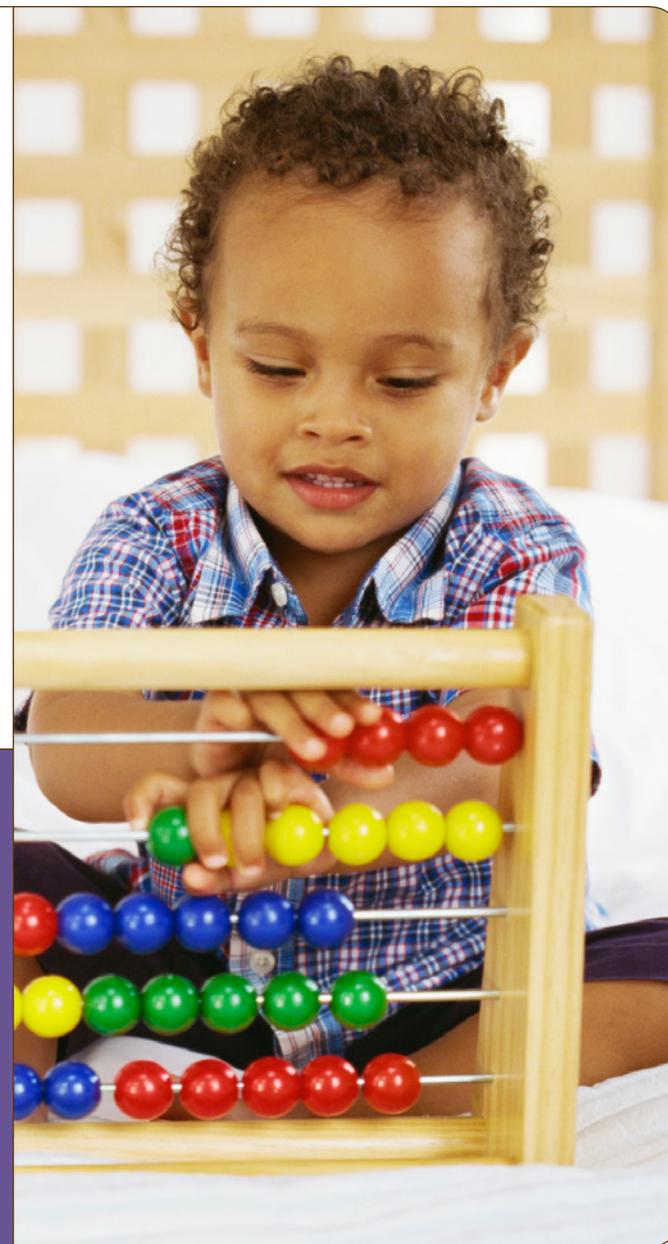
Standard 11: Makes things happen and begins to understand the cause of some events.

Standard 12: Begins to group objects that have similar characteristics.

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

Standard 14: Utilizes strategies for solving simple problems.

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



Cognitive Domain (CD)

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

DC Pre-K Standards

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

Cognitive Domain (CD)

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

DC Pre-K Standards

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

Cognitive Domain (CD)

Standard 12: Begins to group objects that have similar characteristics.

DC Pre-K Standards

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

Cognitive Domain (CD)

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

DC Pre-K Standards

Performance Indicator Birth – 12 Months (Birth – 1 year)	Performance Indicator 12 – 24 Months (Year 1–2)	Performance Indicator 24 – 36 Months (Year 2–3)	
<p>CD.13.1 Begins to learn properties of objects and spatial relations (e.g., near, far, big, little, etc.)</p> <p>Infants will:</p> <ul style="list-style-type: none"> • Become interested in watching objects move in space; they track their parents as they walk across the room and their hands as they move toward their mouths. • Within a few months, purposefully reach, grasp, and try to bring objects of different sizes and shapes close to them. • Watch as things, like balls, move away. • Point to distant objects in the hope that someone will bring them closer. • Attempt to fit simple materials together. They learn more about large and small when, for example, they try to fit themselves into doll cradles and discover that they are too big. 	<p>CD.13.2 Uses trail-and-error to discover how things fit and move in space.</p> <p>Young toddlers will:</p> <ul style="list-style-type: none"> • Experiment further with how objects fit in space. They explore materials by pushing, pulling, filling, and dumping them. • Through activities like pouring milk, learn how much will fit in a designated space. When stacking blocks, gain an understanding of height in relationship to width, for example, how many blocks can be stacked before falling. These experiences also give them information about making a larger whole with smaller parts. • Develop a better understanding of physical properties, such as size and shape, and how these properties relate to one another. Use trial and error to solve problems, like fitting puzzle pieces into the right spaces. 	<p>CD.13.3 Starts to predict and imagine how things fit and move in space.</p> <p>Older toddlers will:</p> <ul style="list-style-type: none"> • Use more complex approaches to exploring space through trial and error. • Become more interested in simple patterns, like putting the red cups and plates together followed by the blue ones. • Experiment with objects, such as lining up small cars on various surfaces to see which ones roll and which do not. They begin to notice that they can fit certain sizes of cars into the toy garage, and they stop trying to force those that are too big. • Become more purposeful about how they move objects in order to fit them together. For example, they can arrange cups and plates at snack time. Begin to use words such as on and under. 	<p>Mathematical Thinking</p> <p>MT.4.2 Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.</p> <p>MT.4.4 Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume.</p> <p>MT.4.5 Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they classify real objects by shape.</p>

Cognitive Domain (CD)

Standard 14: Utilizes strategies for solving simple problems.

DC Pre-K Standards

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

Cognitive Domain (CD)

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

DC Pre-K Standards

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

Language Domain (LD)

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



LD Standards

Standard 16: Understands verbal and nonverbal communication.

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

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

Standard 19: Shows an interest in drawing and writing.



Language Domain (LD)

Standard 16: Understands verbal and nonverbal communication.

DC Pre-K Standards

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

Language Domain (LD)

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

DC Pre-K Standards

Performance Indicator Birth – 12 Months (Birth – 1 year)	Performance Indicator 12 – 24 Months (Year 1–2)	Performance Indicator 24 – 36 Months (Year 2–3)	
<p>CD.17.1 Uses facial expressions, sounds, gestures, and body positions to communicate.</p> <p>Infants will:</p> <ul style="list-style-type: none"> • Make sounds, like crying, to communicate their needs. • Within the first few months, use different cries to express different needs, like hunger or pain. Coo and use facial expressions, such as smiles that convey recognition. • Babble sounds, like ma-ma-ma. Children often use these sounds with body movements, such as kicking, to get their caregivers' attention or to communicate their desire to play. • Use gestures, like pointing coupled with word like sounds such as baba • Have speaking vocabularies of 2–5 words, including mama and papa. They also begin to initiate speech-gesture games, like "Peek-a-Boo." 	<p>CD.17.2 Produces single and multiword phrases.</p> <p>Young toddlers will:</p> <ul style="list-style-type: none"> • Show more intention as they experiment with gestures, sounds, and different ways to express their wants and feelings. • Have speaking vocabularies with words that vary in meaning depending on the children's inflection. For example, they may announce, "Mama" when they see her or ask, "Mama?" when they do not. • Put two words together as a sentence. These words are usually a noun, like mama, and a verb, such as go. • Initiate conversations with one or two words and gestures. • Refer to themselves by name and identify a few body parts. • Experience a burst in their vocabulary development. • Enjoy trying to sing. 	<p>CD.17.3 Utilizes simple sentences and questions.</p> <p>Older toddlers will:</p> <ul style="list-style-type: none"> • Use more complex speech patterns. They can name many objects and pictures. • Use the pronouns me and mine. While many phrases involve three words, they do not include past or future tenses or plurals. • Use language to communicate concepts, like all gone, and comparative relationships, like big-little. • Display an increase in expressive vocabularies from 300 to over 1000 words. • Use longer sentences with three or more words. Ask simple questions. • Use plurals and prepositions and enjoy telling simple stories. • Begin to have conversations involving two or more turns. 	<p>Language and Literacy</p> <p>LL.3.I.3 Children ask questions for a variety of purposes and answer questions of peers and adults.</p> <p>LL.3.I.4 Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary).</p> <p>LL.3.I.5 Children participate in conversations.</p> <p>Creative Arts</p> <p>CA.7.4 Children express themselves through music and develop an appreciation for different forms of music.</p>

Language Domain (LD)

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

DC Pre-K Standards

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

Language Domain (LD)

Standard 19: Uses vocalizations, gestures, and eventually words for a variety of purposes.

DC Pre-K Standards

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

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Illinois Early Learning Standards

Kentucky's Early Childhood Standards

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New Jersey Preschool Teaching & Learning Expectations: Standards of Quality

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Wyoming Early Childhood Readiness Standards

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