



District of Columbia Early Learning Standards

For Pre-Kindergarten

Office of the State
Superintendent of Education



State Board of Education

The Early Learning Standards were approved by the
District of Columbia State Board of Education on December 17, 2008.

| | |
|------------------------------|--------------------------|
| Robert Bobb | President |
| Mary Lord..... | District 1 (Wards 1 & 2) |
| Sekou Biddle..... | District 2 (Wards 3 & 4) |
| Lisa Raymond..... | District 3 (Wards 5 & 6) |
| William Lockridge..... | District 4 (Wards 7 & 8) |
| Laura McGiffert Slover | Appointed |
| Ted Trabue..... | Appointed |
| Christine Johnson..... | Student Representative |
| Loren A. Stevens..... | Student Representative |

Table of Contents

| | |
|--|-----------|
| Introduction to District of Columbia Early Learning Standards | 1 |
| DC Early Learning Standards for Pre-Kindergarten | 4 |
| Overview..... | 4 |
| Guiding Principles..... | 4 |
| Purpose and Uses..... | 6 |
| Organization of Early Learning Standards for Pre-Kindergarten..... | 11 |
| Standards by Domain..... | 12 |
| Approaches to Learning (AL)..... | 12 |
| Social and Emotional Development (SED) | 15 |
| Language and Literacy (LL)..... | 18 |
| Mathematics Thinking (MT)..... | 25 |
| Scientific Learning (SI)..... | 29 |
| Social Studies (SS)..... | 32 |
| Creative Arts (CA)..... | 37 |
| Physical Development, Health, and Safety (PHS)..... | 40 |
| References and Resources..... | 43 |
| Acknowledgements..... | 46 |

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 Learning Early Learning Standards puts us on a trajectory to accomplish significant improvements in our early childhood education arena.

The *District of Columbia (DC) Early Learning Standards for Infant and Toddler and Pre-Kindergarten* are intended to be used as resources to support the development and learning of infants, toddlers and preschool aged children being cared for in community-based early care programs, family child care, and federally funded programs, such as Early Head Start. **They apply for all children, including English language learners, children with disabilities, and children who are developing typically; but children may meet the Standards at different times and in different ways.**

The *Standards* are grounded in widely accepted theories of child development and current research. They are closely related to the *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 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 Pre-Kindergarten

Overview

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

Guiding Principles

The principles that guided our work in developing the District of Columbia's Early Learning Standards for Pre-Kindergarten include the following:

- **All young children are capable of learning.** All children are capable of positive developmental outcomes. Teachers should hold high expectations for all young children.
- **Children show individual differences in development.** Although children develop skills and competencies through a generally predictable sequence of milestones, they do not develop them in exactly the same way or at exactly the same time. Every child is unique with an individual temperament, personality, learning style, interests, and cultural and linguistic background that must be considered in designing teaching practices. Some children may have a developmental delay or disability that requires individualized expectations, experiences, and materials.

- **Knowledge of child growth and development is essential for program development and implementation.** Decisions about appropriate curriculum should be based on knowledge of child development and on careful observation of children at play.
- **Children’s language skills are the best predictor of academic success.** Development of children’s language skills should be a major goal of the preschool curriculum. Early childhood is a critical time in the development of vocabulary and other language skills. These skills provide the foundation for learning to read and write and for later academic achievement.
- **Developmental domains are highly interrelated.** Development in one domain influences the development in other domains. Social and emotional competence is the foundation for all development and learning. For example, children’s mathematical learning may occur on the playground, in dramatic play, and while using sensory materials.
- **Young children learn by doing.** Teachers should provide opportunities for children to explore materials, to engage in physical activities, and to interact with peers and adults. A balance of child-initiated and teacher-selected activities will maximize children’s learning. Learning is a continuous process that takes place in and outside of formal learning settings.
- **Families are the primary caregivers and educators of their young children.** Program staff must give families the information they may need to support their children’s learning and development.

Purpose and Uses of Early Learning Standards

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

The primary purpose of the Early Learning Standards for Pre-Kindergarten is to ensure that children in the District of Columbia have the kinds of rich and robust early experiences that prepare them for success in school and for lifelong learning.

To achieve this goal, the Standards should be used as:

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

The *DC Early Learning Standards for Pre-Kindergarten* should **not** be used to:

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

The Role of Curriculum

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

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

The Role of Assessment

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

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

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

Special Educational Needs

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

Diversity and Multiculturalism

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

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

Professional Development and Training

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

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

Organization of the Early Learning Standards for Pre-Kindergarten

The *DC Early Learning Standards for Pre-Kindergarten* addresses the following eight domains or areas of development:

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Mathematical Thinking
- Scientific Inquiry
- Social Studies
- Creative Arts
- Physical Development, Health, and Safety.

These domains were chosen because they closely match the ones included in the Head Start Child Outcome Framework, and they are commonly recognized in early childhood literature and research as areas of development that are important for children’s success. Following a brief description of each domain, there is a chart with three columns:

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

An ever-increasing body of research shows that quality early childhood experiences can make a profound difference in children’s readiness for school, and the children who benefit the most are our most vulnerable.

Eager to Learn: Educating Our Preschoolers (National Research Council, 2001) points to “the accumulation of convincing evidence from research that young children are more capable learners than current practices take account of, and that good educational experiences in the preschool years can have a positive impact on school learning.” The *DC Early Learning Standards for Pre-Kindergarten* is an important step toward increasing the quality of early care and education throughout the District and ensuring that ALL children enter school ready to learn.

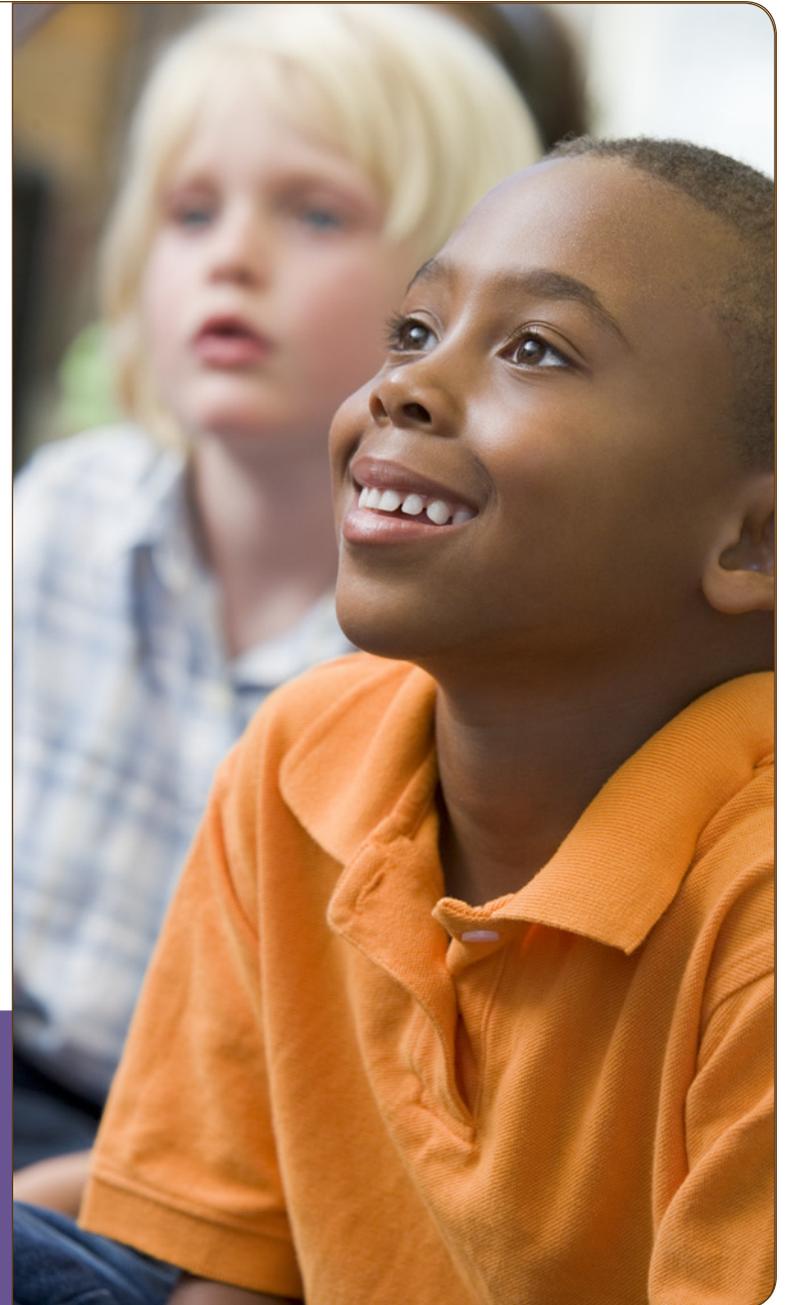
Standards by Domain

Domain 1: Approaches to Learning (AL)

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

AL Standard

Standard 1.0: Children exhibit curiosity, the ability to engage in and complete task, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.



Domain 1: Approaches to Learning (AL)

Standard 1.0: Children exhibit curiosity, the ability to engage in and complete task, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|---|---|
| <p>AL.1.1 Children demonstrate curiosity and a willingness to learn.</p> <p>SI.5.1 Children develop inquiry and process skills.</p> | <p>AL.1.1.1 Explore the variety of rich objects and materials provided to discover how things work, what things do, and why things happen.</p> <p>AL.1.1.2 Use adults as resources to answer questions, clarify information, demonstrate tasks.</p> | <ul style="list-style-type: none"> • Tests a collection of objects set out by the teacher to find out which ones the magnet will pick up. • Exclaims with excitement, “Look! There are worms under this rock. How did they get there?” • Looks through a book on trucks provided by the teacher to find one like his Dad drives. • Says to a parent volunteer, “Can you show me how to write my name?” |
| <p>AL.1.2 Children engage in and complete tasks.</p> | <p>AL.1.2.1 Follow through on a plan made by self or others.</p> <p>AL.1.2.2 Participate in group activities for increasing periods of time.</p> <p>AL.1.2.3 Persist in and complete increasingly challenging tasks, seeking help when needed.</p> | <ul style="list-style-type: none"> • Selects glue, scissors, paper, and the collage box, takes them to the table, and works on a collage. • Offers to help another child carry hollow blocks outdoors to build a fort, then joins in the play. • Shares what he did over the weekend during the morning meeting, then joins in a finger play before selecting an interest area for choice time. • Manipulates the pieces of a new puzzle, working until they all fit into the frame. • Agrees to continue to work on a computer program when the teacher offers help with a problem. |
| <p>AL.1.3 Children demonstrate problem-solving skills.</p> | <p>AL.1.3.1 Recognize and solve problems by trying one or more strategies</p> <p>AL.1.3.2 Apply knowledge and past experience to new situations or tasks.</p> | <ul style="list-style-type: none"> • Asks, “What would happen if we put in more flour?” when the dough becomes too sticky. • Uses tape when glue does not hold two pieces of wood together. • Says to the teacher while helping to clean up, “At my house, my auntie has me match the spoons together when she is finished washing them.” • Says, “Firefighters put water on the fire when they come to your house.” |

Domain 1: Approaches to Learning (AL)

Standard 1.0: Children exhibit curiosity, the ability to engage in and complete task, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.

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

Domain 2: Social and Emotional Development (SED)

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

SED Standard

Standard 2.0: Children become confident and competent with a sense of self and can take responsibility for self and others.



Domain 2: Social and Emotional Development (SED)

Standard 1.0: Children become confident and competent with a sense of self and can take responsibility for self and others.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|---|--|
| <p>SED.2.1 Children demonstrate a strong, positive self-concept.</p> <p>SI.5.1 Children develop inquiry and process skills.</p> | <p>SED.2.1.1 Identify and value characteristics of self, family, and community.</p> <p>SED.2.1.2 Recognize abilities and accomplishments of self and others; talk about how people can be helpful/hurtful to one another.</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> | <ul style="list-style-type: none"> • Says, “I have dark brown skin like my Mommy.” • Tells teacher, “My Daddy is in El Salvador and I miss him.” • Announces, “I can do it myself!” Then zips jacket. • Says, “Why don’t you ask Maria. She knows how to make the printer work.” • Says to children trying to exclude another classmate from the Dramatic Play Area, “She can too play with us.” • Explains to the teachers, “But I had it first!” |
| <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> <p>SED.2.2.2 Demonstrate ability to cope with frustration and disappointment; talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.</p> <p>SED.2.2.3 Understand and follow classroom routines and rules, and know what to do during transitions.</p> <p>SED.2.2.4 Respect and care for classroom environment and materials.</p> | <ul style="list-style-type: none"> • Responds to another child, “I don’t like it when you call me names.” • At mealtime, says, “Pass the peaches, because I love peaches!” • Stops from hitting a child who grabbed the tricycle and goes to the teacher for help. • Agrees to teacher’s suggestion to try painting at the easel when told there is no more room at the clay table. • Selects a book to look at when finished cleaning up. • Reminds peer to wash hands before setting tables for lunch. • Puts blocks on shelf according to size and shape at clean-up time. • Notices guinea pig needs more water and tells the teacher. |

Domain 2: Social and Emotional Development (SED)

Standard 1.0: Children become confident and competent with a sense of self and can take responsibility for self and others.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|---|---|
| <p>SED.2.3 Children engage in positive interactions with others.</p> | <p>SED.2.3.1 Recognize the feelings and rights of others and respond appropriately.</p> <p>SED.2.3.2 Play cooperatively with other children.</p> <p>SED.2.3.3 Use negotiation to resolve conflicts</p> <p>SED.2.3.4 Observe and use appropriate ways of interacting in a group: Take turns in talking, listening to peers, waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways.</p> <p>SED.2.3.5 Participate in group activities.</p> | <ul style="list-style-type: none"> • Notices another child's sad expression and asks, "What's wrong?" • Helps another child having trouble opening milk carton at lunch. • Says, "I'll hold the cup while you pour the juice." • Accepts another child's idea for building a sand castle. • Offers to trade one toy for another. • Suggests they need two doctors when both children want to play that role. • Suggests sharing the large ball by bouncing it to each other. • Gets the sand timer so they will know when it is the next person's turn for the tricycle. • Sings along with the group at circle time. • Plays a matching game with three other children. |
| <p>SED.2.4 Children demonstrate resiliency skills.</p> | <p>SED.2.4.1 Display a sense of humor at appropriate times.</p> <p>SED.2.4.2 Adjust to new situations.</p> <p>SED.2.4.3 Demonstrate appropriate trust in adults; discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.</p> <p>SED.2.4.4 Is persistent and displays problem solving skills.</p> <p>SED.2.4.5 Have a strong belief in self and can talk about self in the future.</p> | <ul style="list-style-type: none"> • Makes up silly words with a friend and laughs. • Laughs when she looks in the mirror and sees paint on her nose. • Demonstrates eagerness and enthusiasm when teacher introduces a new activity. • Follows rules established for a field trip. • Reports, "I'm glad the ambulance man came to help my uncle and take him to the hospital." • Shows teacher that she spilled her milk and asks for a sponge. • When constructing a block tower, continues to build after structure falls down. • Is willing to ask for adult assistance in planning a complex task. • Responds, when asked, "I'm going to be a doctor and a magician when I grow up." • Dictates an autobiography that has a past, present and future |

Domain 3: Language and Literacy (LL)

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

LL Standard

Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I – Listening and Speaking, II – Reading, and III – Writing.



Domain 3: Language and Literacy (LL)

Standard 1.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I – Listening and Speaking, II – Reading, and III – Writing.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|--|---|
| <p>I. LISTENING AND SPEAKING</p> <p>LL.3.1.1 Children comprehend oral directions and explanations.</p> | <p>LL.3.1.1.1 Follow directions of two or more steps.</p> <p>LL.3.1.1.2 Demonstrate understanding of explanations.</p> | <ul style="list-style-type: none"> • Hangs up coat and sits on rug after teacher says, “When you get inside, please hang up your coat and sit on the rug.” • Follows directions to wash paint brushes, dry them, and place them in can on art shelf. • Talks about how the sun melts a snowman after a class experiment with snow and water. • Takes blocks down one at a time from tower after teacher reminds children of safety rules. |
| <p>LL.3.1.2 Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.</p> | <p>LL.3.1.2.1 Hear syllables in words.</p> <p>LL.3.1.2.2 Identify words that rhyme in songs, nursery rhymes, poems, and stories.</p> <p>LL.3.1.2.3 Produce (make up) rhymes.</p> <p>LL.3.1.2.4 Discriminate sounds as being the same or different.</p> | <ul style="list-style-type: none"> • Claps hands three times for syllables in Susannah. • Stomps feet rhythmically singing, “jam-bo, jam-bo.” (“hello” in Swahili) • Says “Two and shoe” when teacher asks “Which words rhyme?” in the second verse of This Old Man. • Tells friend that Mach and black rhyme while clapping and singing Miss Mary Mack. • Supplies a rhyming word for the sentence, There’s a cat on the ____ (mat). • Replaces familiar rhymes with silly ones, such as Humpty Dumpty; Gumpty, Numpty. • Says, “Mat, sit, and pet all sound the same at the end.” • Explains, “We have three kids whose names start like mine: Nicholas, Naomi, and Nouri.” |
| <p>LL.3.1.3 Children ask questions for a variety of purposes and answer questions of peers and adults.</p> | <p>LL.3.1.3.1 Ask questions to get information, ask for help, clarify something that is not understood.</p> <p>LL.3.1.3.2 Answer questions with increasing detail.</p> | <ul style="list-style-type: none"> • Asks, “Why is the man wearing a uniform?” • Looking at a friend’s drawing, asks, “How come her hair is green?” • Responds, “In my backpack,” when asked, • “Where’s your book?” • Says, “I’d use rocks so the wolf can’t blow it down,” when teacher asks what kind of house he would build. |

Domain 3: Language and Literacy (LL)

Standard 1.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I – Listening and Speaking, II – Reading, and III – Writing.

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

Domain 3: Language and Literacy (LL)

Standard 1.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I – Listening and Speaking, II – Reading, and III – Writing.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|--|---|---|
| <p>II. READING</p> <p>LL.3.II.1 Children understand and value books and other print materials.</p> | <p>LL.3.II.1.1 Listen to a wide variety of age appropriate literature read aloud.</p> <p>LL.3.II.1.2 Initiate reading behaviors.</p> <p>LL.3.II.1.3 Answer questions about stories and other print materials.</p> <p>LL.3.II.1.4 Use books and other print materials to find information.</p> | <ul style="list-style-type: none"> • Asks questions related to the story's subject: "Where did Ms. Flossy get all those hats?" • Laughs at funny parts of a story. • Selects a book and talks about the pictures on each page. • Looks through a book about trucks with a friend • Responds, "I think he was afraid he would miss his mommy," when asked why Ira took his teddy bear when he went to sleep at this friend's house. • Says, "We'll have snack when we come inside," in response to another child's question about the written schedule. • Says, "That bus with the "A" on it goes to my grandma's house." • Says, "You have to put the pattern blocks here, because the sign says so," when another child asks, "Where do these go?" |
| <p>LL.3.II.2 Children demonstrate knowledge of and appreciation for books.</p> | <p>LL.3.II.2.1 Treat books with care.</p> <p>LL.3.II.2.2 Hold books right side up and knows that books are read from front to back, top to bottom.</p> <p>LL.3.II.2.3 Understand the concept of title, author, and illustrator.</p> | <ul style="list-style-type: none"> • Carefully turns the pages of a book and then returns it to the shelf with cover facing out. • Tells teacher that a page in the book is ripped and needs fixing. • Looks at the left page and then right page when looking through a book. • Turns book right side up when handed it upside down. • Points to the words Max Found Two Sticks and says, "That's the name of this book." • Says, "The illustrator is the person who makes the pictures." |

Domain 3: Language and Literacy (LL)

Standard 1.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I – Listening and Speaking, II – Reading, and III – Writing.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|--|---|
| LL.3.II.3 Children demonstrate understanding of print concepts. | <p>LL.3.II.3.1 Know that spoken words can be written and read, and written words can be spoken aloud.</p> <p>LL.3.II.3.2 Know that print is read from left to right in English and many other languages.</p> | <ul style="list-style-type: none"> • Asks the teacher to write “I love you” on a card for his daddy. • Looks at menu and says, “Which word says pancakes?” • Runs finger over text, from left to right and top to bottom, as she pretends to read. • Points to beginning of sentence when teacher asks, “Where should I start reading the first line of this poem?” |
| LL.3.II.4 Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms. | <p>LL.3.II.4.1 Identify 10 or more letters.</p> <p>LL.3.II.4.2 Name letters in own name and in familiar words.</p> <p>LL.3.II.4.3 Find specific letters in words in the environment.</p> | <ul style="list-style-type: none"> • Sees a stop sign and says, “That’s STOP.” • Uses the alphabet stamps and names the letters. • Identifies own name and mom and dad in print, and names letters. • Points to an M and says, “This is for Mommy.” • Knows that the sign that says Metro begins with a “big” letter M. • Points to a cereal box and says, “That’s C, like in my name.” |
| LL.3.II.5 Children use emerging reading skills to make meaning from print. | <p>LL.3.II.5.1 Use pictures as clues to the text.</p> <p>LL.3.II.5.2 Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print.</p> | <ul style="list-style-type: none"> • Says, “I think this book is going to be about a princess, because there’s a castle picture.” • Looking at a picture and says, “He’s going to put carrots on the table.” • Anticipates what comes next as she reads. • Says, “That word says food. It’s for the fish,” when picking up the can next to the aquarium. |

Domain 3: Language and Literacy (LL)

Standard 1.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I – Listening and Speaking, II – Reading, and III – Writing.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|--|--|
| LL.3.II.6 Children comprehend stories and other texts. | <p>LL.3.II.6.1 Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.</p> <p>LL.3.II.6.2 Retell story events in sequence.</p> <p>LL.3.II.6.3 Relate themes and information in books to personal experiences.</p> | <ul style="list-style-type: none"> • Asks “Why can’t old people remember things?” while listening to Wilfrid Gordon McDonald Partridge read aloud. • After the teacher asks, “Which book do you like better – The Cat In The Hat or The Cat in The Hat Comes Back – and why? Says, “The Cat In The Hat Comes Back ‘cause the little cats are silly!” • Uses flannel board pieces to retell the story of The Runaway Rice Cake in her own words. • Uses props on a shelf in the Library Area to act out and retell The River That Gave Gifts in his own words after hearing the teacher tell the story using props. • Compares his own feelings about a new baby in his house to Peter’s Cooks a book about dogs and says, “I have a dog just like this one. His name is Max.” |
| <p>II. WRITING</p> <p>LL.3.III.1 Children understand the purposes of writing.</p> | <p>LL.3.III.1.1 Dictate ideas and stories.</p> <p>LL.3.III.1.2 Write to convey meaning.</p> | <ul style="list-style-type: none"> • Tells story to teacher, who writes it in journal. • Tells teacher to write, “This is my family,” on his drawing. • Draws a birthday card picture and asks, “How do I write Happy Birthday?” • Scribbles on a paper, writing mock letters and some conventional letters, and says, “Here’s my mommy’s shopping list so she can buy me food. |

Domain 3: Language and Literacy (LL)

Standard 1.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I – Listening and Speaking, II – Reading, and III – Writing.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|---|---|
| <p>LL.3.III.2 Children use emergent writing skills to make letters and words in many settings and for many purposes.</p> | <p>LL.3.III.2.1 Print own name.</p> <p>LL.3.III.2.2 Make clear attempts to convey a message in writing.</p> <p>LL.3.III.2.3 Begin to make letter-sound connections.</p> <p>LL.3.III.2.4 Use letter(s) to represent an entire work; use letter strings to represent phrases and sentences.</p> | <ul style="list-style-type: none"> • Writes his name under picture he has painted. • Signs in on the attendance sheet. • Asks, “How do I write Dear Papi?” • Makes a sign for the block area saying, “Do not touch.” • Figures out which word says banana because she knows it starts with B. • Points to the letter T on the wall and says, “That’s for my Tio (uncle in Spanish) Cesar. • Writes MM, to represent I love my mom. • Writes a phone message in the Dramatic Play area and writes, Na for Nana called. |

Domain 4: Mathematical Thinking (MT)

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

MT Standard

Standard 4.0: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.



Domain 4: Mathematical Thinking (MT)

Standard 4.o: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.

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

Domain 4: Mathematical Thinking (MT)

Standard 4.o: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|--|---|--|
| | MT.4.1.9 Use ordinal numbers and positional words in everyday activities. | <ul style="list-style-type: none"> • Counts six blocks to match the numeral 6. Plays a game of dominos with a friend, lining up sides with the same number of dots to each other. • While playing “Bears in a Cave,” says, “I see two bears, so one must be hiding.” • Looks at picture schedule and describes what comes first, second, and third. • Arranges objects in order (seriate) from small to large. |
| <p>PATTERNS, FUNCTIONS, AND ALGEBRA</p> <p>MT.4.2 Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.</p> | <p>MT.4.2.1 Sort and classify objects by more than one attribute (color, shape, size, number, etc.)</p> <p>MT.4.2.2 Recognize, describe, and copy simple patterns.</p> | <ul style="list-style-type: none"> • Sorts play dough cookies by size, color, or shape. • Sorts a collection of buttons into those with 1-4 holes. • Joins the teacher in a clapping pattern, slap the knees, slap the knees, clap hands; slap the knees, slap the knees, clap hands. • Uses a stamp to repeat a pattern. |
| <p>MEASUREMENT</p> <p>MT.4.3 Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume.</p> | <p>MT.4.3.1 Use non-standard and standard units to measure length, weight, and amount of content in familiar objects and to obtain information.</p> <p>MT.4.3.2 Identify appropriate tools of measurement.</p> <p>MT.4.3.3 Show awareness of time concepts and sequence.</p> | <ul style="list-style-type: none"> • Uses footsteps to measure the length of the hopscotch grid on the playground. • Looks at the clock and asks, “Is it time to go outside?” • Picks up a measuring cup and says, “We need to add two cups of water to the cake mix, “in dramatic play. • Experiments using a balance scale to see how many wooden cubes make one side go all the way down. • Says, “After lunch we have read aloud time.” • Says, “We go home at 3 o’clock.” |

Domain 4: Mathematical Thinking (MT)

Standard 4.0: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|---|--|
| <p>GEOMETRY AND SPATIAL SENSE</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.4.4.1 Recognize, name, and describe simple two- and three- dimensional shapes.</p> <p>MT.4.4.2 Match, sort, and classify shapes.</p> <p>MT.4.4.3 Put together and take apart shapes to make new shapes.</p> <p>MT.4.4.4 Create shapes using concrete materials, e.g., straws.</p> <p>MT.4.4.5 Describe, name, and interpret distance and position in space; understand and use positional words.</p> | <ul style="list-style-type: none"> ● Says, “This is a triangle. See, it has three sides.” ● Says, “You need balls of clay to make a snowman.” ● Says, “These all go together because they have three sides.” ● When cleaning up blocks, orders the different shapes on the shelf by matching them to the outlines on the shelf. ● Makes a picture using a variety of pattern block shapes. ● Puts a straw across a square and says, “Now I have triangles.” ● Uses toothpicks to make rectangles of different sizes. ● Puts a ball on top of a triangular block and says, “I’m eating an ice cream cone.” ● Turns Lotto game board so player sitting opposite can see it right side up. ● Frustrated, says, “I can’t reach the ball. It’s too high.” |
| <p>DATA ANALYSIS AND PROBABILITY</p> <p>MT.4.5 Children question, collect, organize, represent, interpret, and analyze data to answer questions.</p> | <p>MT.4.5.1 Graph real objects or pictures of objects (no more than three) as a way to organize information.</p> <p>MT.4.5.2 Describe and analyze information from graphs.</p> | <ul style="list-style-type: none"> ● Says, “More kids like oranges than bananas, “after looking at the tally marks next to the pictures of an orange and a banana. ● Says, “There are more boys than girls her today” after looking at the attendance graph. |

Domain 5: Scientific Inquiry (SI)

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

SI Standard

Standard 5.0: Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.



Domain 5: Scientific Inquiry (SI)

Standard 5.0: Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|--|---|
| <p>SCIENTIFIC INQUIRY</p> <p>SI.5.1 Children develop inquiry and process skills.</p> | <p>SI.5.1.1 Ask questions, make predictions, and test their predictions.</p> <p>SI.5.1.2 Observe and describe cause and effect.</p> <p>SI.5.1.3 Identify and use tools appropriately to explore and investigate.</p> <p>SI.5.1.4 Collect, organize, and record information.</p> <p>SI.5.1.5 Discuss and draw conclusions and form generalizations.</p> <p>SI.5.1.6 Communicate observations and findings through a variety of methods.</p> | <ul style="list-style-type: none"> • Asks, “Where does the sun go at night?” • Puts snow in a bucket and says, “If we take it inside, it’s going to melt.” • Adds blocks to tower, to see how high it can be before it falls. • Places pennies, one by one in floating boat after predicting how many pennies it will take to sink. • Uses binoculars to watch a bird building a nest. • Uses string to measure the growth of a plant. • Draws a picture of worms found outside. • Sorts leaves found on the playground and lines them up by shape. • Notices that mixing yellow and blue paint always makes green. • Says, “I can do things now that I couldn’t do when I was a baby, because I’m big now.” • Explains to a friend how he turned dirt into mud. • Draws a picture of a carrot, showing the root in the soil and the leaves above the soil. |
| <p>PHYSICAL SCIENCE</p> <p>SI.5.2 Children develop an understanding of the physical properties and uses of materials and objects.</p> | <p>SI.5.2.1 Observe and describe the physical properties of objects and materials.</p> <p>SI.5.2.2 Observe, describe, compare, and categorize objects on the basis of qualities such as weight, shape, size, color, and temperature.</p> <p>SI.5.2.3 Investigate, observe and describe or demonstrate various ways that objects can move and change.</p> | <ul style="list-style-type: none"> • Uses a magnifying glass to examine sand. • Picks up metal objects using a magnet. • Uses a balance to compare the weights of rocks in a collection. • Uses sorting trays to arrange a collection of bottle caps. • Creates different inclines with blocks, to explore the velocity of toy cars. • Shakes cream in plastic jar until it becomes butter. |

Domain 5: Scientific Inquiry (SI)

Standard 5.0: Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|--|--|
| <p>LIFE SCIENCE</p> <p>SI.5.3 Children will develop an understanding of living things (plants and animals) and what they need to survive.</p> | <p>SI.5.3.1 Observe and describe changes in plants, animals and insects as they go through predictable life cycles, and habitats.</p> <p>SI.5.3.2 Observe, describe, compare, and categorize plants and animals.</p> <p>SI.5.3.3 Observe and identify the characteristics and needs of living things: humans, animals and plants.</p> | <ul style="list-style-type: none"> • Cares for classroom pet by providing food and water as needed and by helping to clean the cage. • On a nature walk, says, “Look, that squirrel is putting something in his mouth.” • Notes, “Birds can fly, but cats can’t.” • Says, “Some of our plants are tall, and some are short.” • Says, “All animals need air to breathe.” • After hearing Anne Morris’ Bread, Bread, Bread read aloud, says, “Everyone eats bread, but there are different kinds.” |
| <p>EARTH SCIENCE</p> <p>SI.5.4 Children develop an understanding of the Earth and the natural environment.</p> | <p>SI.5.4.1 Observe and describe the natural world around them.</p> | <ul style="list-style-type: none"> • Looks at dark clouds and says, “It’s going to rain.” • Says, “I think it’s spring because I saw some flowers in our garden.” • Uses the recycle bins in the classroom after teacher explains the importance of recycling. • Says, “Look how the dirt gets darker when I put water on it.” |

Domain 6: Social Studies (SS)

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

SS Standard

Standard 6.o: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.



Domain 6: Social Studies (SS)

Standard 6.o: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|--|--|
| <p>SS.6.1 Children demonstrate a sense of self within the context of family.</p> | <p>SS.6.1.1 Demonstrate knowledge of personal information (e.g., name, birth date, gender, phone number).</p> <p>SS.6.1.2 Identify family members and recognize that families vary.</p> <p>SS.6.1.3 Recognize the roles within the home.</p> | <ul style="list-style-type: none"> • Points to cubby and says, “There’s my name...Derrick.” • Enters block area and says, “I’m a girl, but I can play here too.” • Points to drawing of family and says, “That’s my mommy, that’s my daddy, that’s my baby sister, and that’s me.” • Looks at photos of families and says, “You have lots of people in your family, but there’s just me and my mommy in mine.” • Draws a picture of grandmother preparing dinner. • While putting away blocks, says: “I have to put away my toys at home before we eat supper.” |
| <p>SS.6.2 Children demonstrate an understanding of self within the context of community.</p> | <p>SS.6.2.1 Begin to demonstrate respect for others, cooperation, and fairness.</p> <p>SS.6.2.2 Describe or represent their home and other homes in their neighborhood.</p> <p>SS.6.2.3 Participate in group goals and planning.</p> <p>SS.6.2.4 Describe how people affect their environment in negative (e.g., litter, pollution) and positive ways (recycling, planting trees).</p> | <ul style="list-style-type: none"> • Listens to others during class discussions. • Helps classmate sponge the tables after lunch. • Says, “Lots of people live in my apartment building.” • Comments, “The houses on my street are big with bricks on the outside.” • Participates in morning meeting, setting activities for the day. • Makes plans with other children, about what they will do when they go outside. • Says, “That paper on our playground makes it yucky. I’ll pick it up.” • Asks, “Can we plant some flowers out her so it can be pretty?” |

Domain 6: Social Studies (SS)

Standard 6.o: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|--|--|---|
| SS.6.3 Children begin to notice and acknowledge diversity. | <p>SS.6.3.1 Begin to identify similarities and differences among people (e.g., gender, race, culture, language, abilities)</p> <p>SS.6.3.2 Demonstrate an emerging respect for culture and ethnicity.</p> <p>SS.6.3.3 Demonstrate emerging awareness and respect for abilities.</p> | <ul style="list-style-type: none"> • Remarks, “My hair is brown like yours, but yours is curly and mine is straight.” • Asks, “Do your glasses help you see better?” • Will learn some words of another language. • Tastes a snack that a classmate from another culture brings to school. • Listens to a story about a child with a disability. • Includes children with disabilities in play. |
| SS.6.4 Children develop a basic understanding of economic concepts. | <p>SS.6.4.1 Discuss or dramatize different jobs of people in their community and demonstrate awareness of their responsibilities.</p> <p>SS.6.4.2 Demonstrate understanding of beginning concepts of buying, selling, and trading.</p> <p>SS.6.4.3 Demonstrate understanding of how people, things, and ideas move from one place to another.</p> | <ul style="list-style-type: none"> • Comments about picture of firefighter in book, “A fireman came because there was smoke in the kitchen.” • Pretends to be a doctor and says, “Your baby is sick. I need to give her a shot.” • Uses play money to buy groceries in dramatic play area. • Sets up toy store and asks teacher how to write SALE sign. • Comments, “I rode the Metro to school today.” • Shares, “The mailman brought me a present from my Grandma. She lives, far, far away.” |

Domain 6: Social Studies (SS)

Standard 6.o: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|--|---|
| <p>SS.6.5 Children begin to understand how people and things change over time.</p> | <p>SS.6.5.1 Demonstrate understanding that time and the passage of time can be measured.</p> <p>SS.6.5.2 Distinguish the difference between past, present and future events.</p> <p>SS.6.5.3 Demonstrate awareness of changes over time.</p> <p>SS.6.5.4 Know and follow the established routines of the day.</p> <p>SS.6.5.5 Track and talk about changes that take place in their families.</p> | <ul style="list-style-type: none"> • Looks at the sand timer and says, “Hurry, hurry. Clean-up time is almost over.” • Points to clock in dramatic play area and says, “Time to wake up and go to school!” • Recalls that yesterday a fire truck came to the school. • States, “Tomorrow is my birthday.” • Says, “My grandma used to walk with a cane, now she’s in a wheelchair.” • Says, “My mama had to buy me new shoes ‘cause my feet keep getting bigger and bigger.” • Turns over the hourglass with sand, to see if he can clean up before the sand empties into the next chamber. • Makes statements like “This afternoon we’re all going for a walk to the library.” • Tells the class about the new baby in the family. • Says: “I was once a baby, but now I’m a big girl and I go to school.” |
| <p>SS.6.6 Children begin to demonstrate an understanding of basic geographic concepts.</p> | <p>SS.6.6.1 Identify geographic features of their immediate surroundings (e.g., river, hills, wetland, and stream).</p> <p>SS.6.6.2 Begin to learn personal geographic information (e.g., your street address, your neighborhood, your city, your country).</p> <p>SS.6.6.3 Demonstrates understanding that maps are tools to help us find where we are and where we are going.</p> | <ul style="list-style-type: none"> • Creates a river using sand and water and says, “This river is just like the one we go to near my house.” • Says, “I get tired running up this hill.” • Comments, “I live in DC.” • Scribbles a map and uses it on the playground to find a buried treasure. • Plays with maps and refers to one. |

Domain 6: Social Studies (SS)

Standard 6.0: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|---|--|
| <p>SS.6.7 Children begin to learn the basic civic and democratic principles.</p> | <p>SS.6.7.1 Demonstrate appropriate social interactions that include sharing, compromise and respect for others.</p> <p>SS.6.7.2 Make choices and decisions.</p> <p>SS.6.7.3 Demonstrate an understanding of rules and the purposes they serve.</p> <p>SS.6.7.4 Identify symbols and practices identified with the United States.</p> | <ul style="list-style-type: none"> • Participates in group activities. • Shares toys with classmates. • Chooses which center he will work in. • Participates in creating classroom rules. • Cautions others on the slide, "Go down feet first or you'll get hurt." • Says, "I put my name on the sign-up sheet to get a turn at the computer." • Recognizes the American flag. • Says, "I saw the President on TV, visiting a school in DC." |

Domain 7: Creative Arts (CA)

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

CA Standard

Standard 7.0: Children demonstrate imagination, creativity and invention through the study of the arts in ways that reflect their unique learning styles and views of the world.



Domain 7: Creative Arts (CA)

Standard 7.0: Children demonstrate imagination, creativity and invention through the study of the arts in ways that reflect their unique learning styles and views of the world.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|--|--|
| <p>MOVEMENT</p> <p>CA.7.1 Children move their bodies with increasing skill to express emotions and rhythms.</p> | <p>CA.7.1.1 Move their bodies spontaneously to different musical tempos and styles.</p> <p>CA.7.1.2 Participate in guided movement activities.</p> | <ul style="list-style-type: none"> • Stamps feet in time with a marching song. • Moves scarf slowly and then quickly through the air, in time with the music. • Joins in the “Little Sally Walker,” watching the teacher to repeat actions. • Walks slowly and swings arms to show how an elephant walks; then tiptoes quickly to imitate a bird. |
| <p>DRAMATIC PLAY</p> <p>CA.7.2 Children use imaginative play as a vehicle to express life experiences and familiar stories.</p> | <p>CA.7.2.1 Use dramatic play, costumes, and props to pretend to be someone else; create characters through physical movement, gestures, sound, speech, and facial expressions.</p> <p>CA.7.2.2 Create scenarios, props and settings for original dramatizations and dramatic play.</p> | <ul style="list-style-type: none"> • Pretends to be a daddy, puts on construction hat, takes lunch box and says, “I’m going to work now. Bye. See you later.” • Takes on one of Grace’s roles while reenacting Amazing Grace (by Mary Hoffman). • Says, “Let’s pretend baby is sick. I’ll be the doctor and give the baby some medicine.” • Uses puppets with a friend to put on a show about The Little Red Hen. |
| <p>ART</p> <p>CA.7.3 Children explore and gain increasing control over a variety of art media, using them to express their ideas.</p> | <p>CA.7.3.1 Gain ability to use a variety of media (paint, play dough, clay, etc.)</p> <p>CA.7.3.2 Progress in abilities to create drawings, paintings, and models that are more detailed, organized, controlled, and/or realistic.</p> <p>CA.7.3.3 Begin to notice and express opinions about artistic products and different techniques; choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it.</p> | <ul style="list-style-type: none"> • Swirls paint on paper with paint brush and says, “Look at my rocket ship.” • Rolls clay into long strips saying, “I’m making snakes.” • Draws picture of a fire truck after a trip to a fire station. • Creates a collage of shapes in a repeated pattern. • Points out that illustrations in a book are made from torn paper. • Says to another child, “That’s a good train you made.” |

Domain 7: Creative Arts (CA)

Standard 7.0: Children demonstrate imagination, creativity and invention through the study of the arts in ways that reflect their unique learning styles and views of the world.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|--|---|---|
| <p>MUSIC</p> <p>CA.7.4 Children express themselves through music and develop an appreciation for different forms of music.</p> | <p>CA.7.4.1 Listen to and enjoy a variety of music.</p> <p>CA.7.4.2 Sing a variety of songs within children's vocal range, independently and with others.</p> <p>CA.7.4.3 Use a variety of instruments to create musical sounds.</p> | <ul style="list-style-type: none"> • Asks the teacher to play a marching song. • Selects a favorite tape, puts it in the tape player, and listens using headphones. • Listens to, imitates and improvises sounds, patterns or songs. • Sings songs with clear, easy melodies, using loud and soft voices, appropriately. • Bangs cymbals together at regular intervals in a song. • Experiments with drumsticks, hands, and fist to produce different sounds on a drum. |

Domain 8: Physical Development, Health, and Safety (PHS)

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

PHS Standard

Standard 8.o: Children develop gross motor coordination, fine motor control and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs.



Domain 8: Physical Development, Health, and Safety (PHS)

Standard 8.o: Children develop gross motor coordination, fine motor control and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|--|--|
| <p>GROSS MOTOR</p> <p>PHS.8.1 Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination.</p> | <p>PHS.8.1.1 Demonstrate balance and coordination in large-muscle movement: running, hopping, jumping, and galloping.</p> <p>PHS.8.1.2 Perform activities that combine large-muscle movements with equipment: kicking, throwing, catching, riding a tricycle, climbing a ladder.</p> <p>PHS.8.1.3 Combine and coordinate large muscle movements</p> | <ul style="list-style-type: none"> • Runs with speed, balance, and control. • Gallops back and forth across the playground. • Throws object with smooth motion. • Rides a tricycle with speed and control. • Moves toward ball and kicks it toward an intended direction. • Climbs up ladder and slides down slide in a sitting position. |
| <p>FINE MOTOR</p> <p>PHS.8.2 Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.</p> | <p>PHS.8.2.1 Perform fine motor tasks that require small-muscle strength and control.</p> <p>PHS.8.2.2 Use eye-hand coordination to perform fine motor tasks.</p> <p>PHS.8.2.3 Use a pincer grip to grasp and manipulate writing, drawing, and painting tools.</p> | <ul style="list-style-type: none"> • Cuts with scissors along straight and curved lines, turning corners. • Pours liquids from one container to another without spilling. • Completes 12 to 16 piece puzzles. • Makes a necklace using small beads. • Writes recognizable letters, numerals, and shapes. • Uses small brush for watercolor painting. |
| <p>SENSORIMOTOR</p> <p>PHS.8.3 Children use sensory information to guide motion.</p> | <p>PHS.8.3.1 Use what they know about objects' attributes to manipulate them.</p> <p>PHS.8.3.2 Use their senses to plan and carry out movements.</p> | <ul style="list-style-type: none"> • Handles table toys and sorts them by texture, shape, or size. • Identifies objects in a feely bag. • Plays movement and "freeze" games. • Pulls a friend in a wagon. |

Domain 8: Physical Development, Health, and Safety (PHS)

Standard 8.o: Children develop gross motor coordination, fine motor control and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs.

| Standards | Performance Indicators <i>Children will...</i> | Examples <i>A child...</i> |
|---|---|--|
| <p>HEALTH AND SAFETY</p> <p>PHS.8.4 Children practice behaviors that promote their health and safety.</p> | <p>PHS.8.4.1 Perform basic hygiene and self-help tasks with increasing skill.</p> <p>PHS.8.4.2 Be aware of and follow health and safety rules.</p> <p>PHS.8.4.3 Be aware of and follow emergency procedures.</p> <p>PHS.8.4.4 Begin to understand that foods have different nutritional values.</p> | <ul style="list-style-type: none"> • Dresses self with little or no assistance, zipping, buttoning, and putting on shoes. • Puts toothpaste on toothbrush and brushes teeth • Flushes toilet and washes hands after toileting. • Puts on helmet before riding tricycle. • Stops activity on fire drill signal, listens for directions, and walks down stairs. • Smells smoke and tells the teacher. • Indicates that he needs fruits and vegetables to be healthy. • Says, "I have strong teeth because I drink milk." |

References and Resources

I. Publications

Bowman, B. T., Donovan, M.S., & Burns, M.S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press.

Bredekamp, S. & Coople, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: NAEYC.

Bredekamp, S. & Rosegrant, T. (Eds.). (1992); 1995). *Reaching potentials. (Vol. 1. Appropriate curriculum and assessment for young children. Vol. 2. Transforming early childhood curriculum and assessment)*. Washington, DC: NAEYC.

Burns, M. S., Griffin, P., & Snow, C. (Eds.). (1999). *Starting out right: A guide to promoting children's success*. Washington, DC: National Academy Press.

Clements, D. H., Sarama, J. & DiBiase, A.M. (Eds.). (2004). *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, NJ: Lawrence Erlbaum Associates.

Derman - Sparks, L & the A.B.C. Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children*. Washington, DC: NAEYC.

National Association for the Education of Young Children and the National Association of Early childhood Specialist in state Departments of Education. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective accountable system in programs for children birth through age 8*. Washington, DC: NAEYC.

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: Author, National Institutes of Health.

National Research Council. (1996). *National science education standards*. Washington, DC: National Academy Press.

National Research Council & Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff & Deborah A. Phillips, Eds. Board on Children, Youth and Families. Commission on Behavioral and Social Sciences and Education. Washington, DC: National academy Press.

Neuman, S. B., Copple, C., & Bredekamp, S. (1997). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: NAEYC.

Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S.L., et al. (1999). *The children of the cost, quality and outcomes study to school: Technical report*. Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center.

Schickedanz, J. A. (1999). *Much more than the ABCs: The early states of reading and writing*. Washington, DC: NAEYC.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

II. Assessment Tools

Dodge, D. T., Colker, L. J., & Heroman, C. (2001). *The Creative Curriculum*® developmental continuum for ages 3 – 5. Washington, DC: Teaching Strategies, Inc.

High/Scope Press. (2003). *Preschool Child Observation Record (COR)*. (2nd ed.). Ypsilanti, MI: Author.

Marsden, D. B., Meisels, S. J., Jablon, J. R., & Dichtelmiller, M. L. (1994, 2000). *Preschool – 3 development guidelines and Preschool – 4 development guidelines*. (3rd ed.). (*The Work Sampling System*®.) Ann Arbor, MI: Rebus, Inc.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

III. State Early Learning Standards Consulted

Connecticut Framework: Preschool Curricular Goals and Benchmarks.

California Desired Results

Delaware Early Learning Foundations for School Success, March 2003

District of Columbia Public Schools, Standards for Teaching and Learning, Grade Pre-Kindergarten

Georgia Early Learning Standards: Birth Through Age 3, 2004

Hawaii Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds

Illinois Early Learning Standards

Kentucky's Early Childhood Standards

Nebraska Early Learning Guidelines for Birth to 3, January 2005

New Jersey Preschool Teaching & Learning Expectations: Standards of Quality

Pennsylvania Learning Standards for Early Childhood, 2007

Rhode Island Early Learning Standards 2003

Wyoming Early Childhood Readiness Standards

Acknowledgements

The District of Columbia State Board of Education (SBOE) and the Office of the State Superintendent of Education (OSSE) extend sincere appreciation to those who contributed expertise and time to the development and review of the Early Learning Standards for Infants and Toddlers and the Pre-Kindergarten Standards.

The *DC Early Learning Standards for Pre-Kindergarten* is the result of a year-long process that involved the input of a broad cross-section of individuals in the District of Columbia.

This collaborative effort was undertaken under the auspices of the federal Early Learning Opportunities Act Grant, Initiated and supported by the Department of Human Services, Early Care and Education Administration under the leadership of its Administrator, Barbara Ferguson Kamara, and convened by the Early Childhood Leadership Institute at the University of the District of Columbia through its Executive Director, Maurice Sykes. The Standards setting process was led by Diane Trister Dodge, President of Teaching Strategies, Inc. and a member of the Mayor's Advisory Committee on Early Childhood Development.

The following individuals served as members of the domain teams in the Standards setting process. They served in this capacity as early childhood practitioners, child and family advocates, and concerned citizens dedicated to enhancing the quality of early childhood programs in the District of Columbia. Their views do not represent their organizational affiliation or endorsement of their organizations:

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

Social and Emotional Development: Lindsey Allard, SPARK DC, National Black Child Development Institute, Marsha Boveja, El Centro Rosemount; Diane Trister Dodge, Teaching Strategies, Inc.; Andrea Young, SPARK DC, National Black Child Development Institute Teaching Strategies, Inc.

Language and Literacy: Jan Greenberg, Teaching Strategies, Inc.; Csilla Lockett, Early Childhood Leadership Institute; Kevin McGowan, District of Columbia Public Schools Head Start; Sherrie Rudick, Teaching Strategies, Inc.; Nancy Snyder, Community Academy Public Charter School; Diana Zurer, Early Childhood Leadership Institute

Mathematical Thinking: Toni Bickart, Teaching Strategies, Inc.; Barbara Hailes-Payne, Early Childhood Leadership Institute; Mary Wade, District of Columbia Public Schools, Gibbs ES; Selma White, District of Columbia Public Schools, Watkins ES

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

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

Creative Arts: Brenda Clark, Community Academy Public Charter School; Sarah Kaufman, District of Columbia Public Schools, Watkins ES; Eileen Wasow, CentroNía

Physical Development, Health, and Safety: Jeffrey Keels, United Planning Organization Center #1; Peter Pizzolong, National Association for the Education of Young Children; Eulalia Ross, United Planning Organization

The following individuals also participated in the Early Learning Standards development process:

Tracee Billingsley, Arnold & Porter Children's Center

Marsha Boveja, EL Centro Rosemont

Bruce Boyden, ECLI/UDC

Lisa Bryant, Commerce Kids

Chanetta Denise DePugh, District of Columbia
Department of Parks and Recreation

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

Shirley Fields, Center for Applied Research and Urban
Planning, University of the District of Columbia

Ida Fleming, Roots Activity Learning Center

Sara Fritel, Washington Child Development Council

Mary Gill, DCPS, Office of Citywide Early Childhood
Initiatives

Cynthia Goldberg, CentroNía

Debbie Hall, Big Mama's Children's Center

Linda Harrison, Early Childhood Leadership Institute

Tashima Hawkins, District of Columbia Public Schools,
Murch ES

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

Lauren Jackson, DCPS/Head Start

Patricia Joyner, Early Childhood Leadership Institute

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

Shirley Nesbit, United Planning Organization Center
#8

Gwendolyn Payton, District of Columbia Public
Schools, Emery ES

Peter Pizzolongo, National Association for Education
of Young Children

Tawana Ross-Culbreath, Springfield Child
Development Center

Perri Silversmith, Temple Sinai Nursery School

Nancy Snyder, Community Academy Public Charter
School

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

Ivora Tyler, District of Columbia Public Schools,
Seaton ES

Mary Wade, DC Public Schools

Niyeka Wilson, Community Academy Public Charter
School

Finally, we would like to thank the following national experts who reviewed our document and provided constructive feedback that has been incorporated into this final version:

Review of Approaches to Learning and Social/Emotional Standards

Barbara Bowman, Chief Officer, Office of Early Childhood Education
Chicago Public Schools

Professor Emeritus, Erikson Institute
Past President, National Association for the Education of Young Children

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

Review of Language & Literacy Standards

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

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

Review of Mathematics Standards

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

General Review

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

Linda M. Espinosa, Associate Professor

College of Education, Department of Learning, Teaching, and Curriculum
University of Missouri-Columbia

Edward Greene, EM Greene Associates

Marilyn Hamilton, UDC

Alice Honig, Syracuse University

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

Peter Mangione, WestEd

Tammy Mann, Zero to Three

Sharon Ramey, Georgetown University

Craig Ramey, Georgetown University

Rachel Shumacher, CLASP

Office of the State Superintendent of Education (OSSE)

Kimberly A. Statham, Ph.D., Deputy State Superintendent of Education

Carla D. Thompson, Assistant Superintendent, Early Childhood Education

Shanika L. Hope, Ph.D., Assistant Superintendent, Elementary and Secondary Education

Gloria L. Benjamin, Director of Curriculum