

District of Columbia Standards Alignment

District of Columbia Early Learning Standards available online at

https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/521_Early_Learning_Standards.pdf

Each set of early learning standards or guidelines listed below include statements that detail particular benchmarks or indicators that educators and caregivers use to identify a child's growth and mastery in each domain. These benchmarks or indicators are used when observing and documenting a child's actions in order to develop appropriate goals.

District of Columbia Birth to 5 years	Early Learning Success Alignment Birth to age 12	Head Start Nationally Recognized Standards
<p>Domain: Physical <u>Standards for Infants and Toddlers:</u></p> <ul style="list-style-type: none"> • Moves body with increasing purpose, focus, control, strength, coordination, balance and skill • Gains control of small muscles in hands <p>Domain: Physical Development, Health, and Safety <u>Standards for Pre-K</u></p> <ul style="list-style-type: none"> • Gross Motor – Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination • Fine Motor – Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control • Sensorimotor – Children use sensory information to guide motion • Health and Safety – Children practice behaviors that promote their health and safety 	<p>Domain: Physical and Motor Development <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Gross Motor – the development of large motor muscles; this includes muscle control and coordination, the development of body strength, balance, flexibility, and stamina; and the use of equipment for physical development • Fine Motor – the development of small motor muscles; this includes control and coordination, eye-hand coordination to perform a variety of tasks; exploring and experimenting with a variety of tools • Healthy Living Practices – understanding practices that are necessary for a healthy lifestyle including eating, physical fitness, hygiene and avoiding at-risk behaviors; these healthy living practices promote a healthy self-image 	<p>Domain: Physical Development and Health <u>Components:</u></p> <ul style="list-style-type: none"> • Physical Health Status • Health Knowledge and Practice • Gross Motor Skills • Fine Motor Skills

Early Learning Success
Curriculum



Standards Alignment
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<p>General Cognition Domains Domain: Cognitive <u>Standards for Infants and Toddlers:</u></p> <ul style="list-style-type: none"> • Remains focused on an object, person, or task • Makes things happen and begins to understand the cause of some events • Begins to group objects that have similar characteristics • Gains a basic understanding of how things move and fit in space • Utilizes strategies for solving simple problems • Engages in imitation and various types of social play behavior <p>Domain: Mathematical thinking <u>Standards for Pre-K</u></p> <ul style="list-style-type: none"> • Number Concepts – Children demonstrate a beginning understanding of number and operations and how they relate to one another • Patterns, Functions, and Algebra – Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns • Measurement – Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume • Geometry and Spatial Sense – Children begin to demonstrate an understanding of shape, size, position, direction, and movement and they describe and classify real objects by shape 	<p>Domain: General Cognition <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Mathematical Knowledge and Reasoning – knowledge of number concepts and operations; patterns and relationships; spatial relationships; measurement; and mathematical reasoning • Scientific Observation and Problem Solving – knowledge of scientific observation, inquiry, and investigation; life science; physical, earth, and space science • Social Systems Understanding – knowledge of family and human relationships; understanding the world in which we live including our community and world; directional and map skills 	<p>General Cognition Domains Mathematics Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Number Concepts and Quantities • Number Relationships and Operations • Geometry and Spatial Sense • Patterns • Measurement and Comparison <p>Science Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Scientific Skills and Method • Conceptual Knowledge of the Natural and Physical World <p>Logic and Reasoning <u>Components</u></p> <ul style="list-style-type: none"> • Reasoning and Problem Solving • Symbolic Representation <p>Social Studies Knowledge and Skills</p>
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<ul style="list-style-type: none"> • Data Analysis and Probability – Children question, collect, organize, represent, interpret, and analyze data to answer questions <p>Domain: Scientific Inquiry <u>Standards for Pre-K</u></p> <ul style="list-style-type: none"> • Scientific Inquiry • Physical Science • Life Science • Earth Science <p>Domain: Social Studies <u>Standards for Pre-K</u></p> <ul style="list-style-type: none"> • Children demonstrate a sense of self within the context of family • Children demonstrate an understanding of self with the context of community • Children begin to notice and acknowledge diversity • Children develop a basic understanding of economic concepts • Children begin to understand how people and things change over time • Children begin to demonstrate an understanding of basic geographic concepts • Children begin to learn the basic civic and democratic principles 		<p><u>Components</u></p> <ul style="list-style-type: none"> • Family and Community • History and Events • People and the Environment
<p>Domain: Social and Emotional <u>Standards for Infants and Toddlers:</u></p> <ul style="list-style-type: none"> • Trusts and interacts comfortable with familiar adults 	<p>Domain: Social and Emotional <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Self-Concept Development – the development of positive self-confidence, self-esteem, and understanding of themselves 	<p>Domain: Social and Emotional <u>Components:</u></p> <ul style="list-style-type: none"> • Social Relationships



<ul style="list-style-type: none"> • Shows increasing ability to regulate own behavior • Exhibits and emerging sense of competence and confidence in growing abilities • Manages a range of emotions • Begins to engage with others by using more complex social exchanges, including turn-taking • Demonstrates an awareness of self in relationship to others in care, family, community, and cultural groups • Expresses needs and participates in self-care routines <p><u>Standards for Pre-K</u></p> <ul style="list-style-type: none"> • Children demonstrate a strong, positive self-concept • Children develop increasing capacity for self-control • Children engage in positive interactions with others • Children demonstrate resiliency skills 	<ul style="list-style-type: none"> • Emotional Development – the understanding of emotions of self and others, and developing strategies for self-regulation • Social Competence and Relationship Development – the ability to establish relationships with peers and adults, and the understanding of positive social behavior 	<ul style="list-style-type: none"> • Self-Concept and Self-Efficacy • Self-Regulation • Emotional and Behavioral Health
<p>Domain: Approaches to Learning <u>Standards for Infants and Toddlers:</u></p> <ul style="list-style-type: none"> • Not addressed <p><u>Standards for Pre-K</u></p> <ul style="list-style-type: none"> • Children demonstrate curiosity and a willingness to learn • Children engage in and complete tasks • Children demonstrate problem-solving skills • Children engage in purposeful play 	<p>Domain: Approaches to Learning <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Interest in Learning – including curiosity and risk taking; how children approach new learning • Learning Strategies – such as imagination, invention, and persistence; how children apply new learning • Reflective Learning Practices – such as reflection and interpretation; how children 	<p>Domain: Approaches to Learning <u>Components:</u></p> <ul style="list-style-type: none"> • Initiative and Curiosity • Persistence and Attentiveness • Cooperation



<ul style="list-style-type: none"> • Children demonstrate self-directions and independence • Children will follow directions and demonstrate interdependence 	<p>assimilate new learning into already acquired learning</p>	
<p>Domain: Language <u>Standards for Infants and Toddlers:</u></p> <ul style="list-style-type: none"> • Understands verbal and nonverbal communication • Uses vocalizations, gestures, and eventually words for a variety of purposes • Exhibits an interest in pictures, storytelling, and book reading • Shows an interest in drawing and writing <p>Domain: Language and Literacy <u>Standards for Pre-K</u></p> <ul style="list-style-type: none"> • Listening and speaking <ul style="list-style-type: none"> - Children comprehend oral directions and explanations - Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness - Children ask questions for a variety of purposes and answer questions of peers and adults - Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary) - Children participate in conversations • Reading 	<p>Domain: Language and Literacy <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Reading – understands the concepts of print materials including comprehension, print/book orientation, vocabulary development and phonetics, as well as enjoyment of having books read to them or reading themselves • Writing – demonstrates the mechanics of writing including fine motor skill development, and understands that writing is a way of communication including vocabulary and idea development • Speaking – (expressive language) the ability to verbally express ideas, wants and thoughts, and development and use of vocabulary to communicate with others; for some this includes being able to speak English as well as their home language • Listening – (receptive language) the ability to understand verbal and non-verbal cues, follow verbal direction, and increased vocabulary development for comprehending stories and conversation 	<p>Domain: Language Development <u>Components:</u></p> <ul style="list-style-type: none"> • Receptive Language • Expressive Language <p>Domain: Literacy Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Book Appreciation • Phonological Awareness • Alphabet Knowledge • Print Concepts and Conventions • Early Writing <p>Domain: English Language Dev for children who are ESL learners <u>Components:</u></p> <ul style="list-style-type: none"> • Receptive English Language Skills • Expressive English Language Skills • Engagement in English Literacy Activities



<ul style="list-style-type: none"> - Children understand and value books and other print materials - Children demonstrate knowledge of and appreciation for books - Children demonstrate understanding of print concepts - Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms - Children use emerging reading skills to make meaning from print - Children comprehend stories and other texts • Writing <ul style="list-style-type: none"> - Children understand the purposes of writing - Children use emergent writing skills to make letters and words in many settings and for many purposes 		
<p>Domain: Creative Arts <u>Standards for Infants and Toddlers:</u></p> <ul style="list-style-type: none"> • Not addressed <p><u>Standards for Pre-K</u></p> <ul style="list-style-type: none"> • Movement – Children move their bodies with increasing skill to express emotions and rhythms • Dramatic Play – Children use imaginative play as a vehicle to express life experiences and familiar stories • Art – Children explore and gain increasing control over a variety of art media, using them to express their ideas 	<p>Domain: Creativity and the Arts <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Creating – the ability to use a variety of art mediums to create works of art including the visual arts (painting, sculpting, photography, film etc.), drama and theater, and music • Expressing – the ability to talk about the process of creating, and to discuss feelings related to creating • Evaluation – the ability to evaluate works of art based on feelings, cultural contributions, and preferences 	<p>Domain: Creative Arts Expression <u>Components:</u></p> <ul style="list-style-type: none"> • Music • Creative Movement and Dance • Art • Drama



<ul style="list-style-type: none">• Music – Children express themselves through music and develop an appreciation for different forms of music		
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