

Alignment of the Early Learning Standards for Children Entering Kindergarten in the District of Columbia With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Early Learning Standards for Children Entering Kindergarten in the District of Columbia** (January 2005) correspond to items from HighScope's Preschool **Key Developmental Indicators (KDIs)** (March 2010).

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

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Key Developmental Indicators

<p>Domain 1: Approaches to Learning</p> <p>1.1 Children demonstrate curiosity and a willingness to learn</p> <p>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>1.1.2 Use adults as resources to answer questions, clarify information, demonstrate tasks</p>	<p>A. Approaches to Learning</p> <p>1. Initiative: Children demonstrate initiative as they explore their world.</p> <p>A. Approaches to Learning</p> <p>5. Use of resources: Children gather information and formulate ideas about their world.</p>
<p>1.2 Children engage in and complete tasks</p> <p>1.2.1 Follow through on a plan made by self or others</p> <p>1.2.2 Participate in group activities for increasing periods of time</p> <p>1.2.3 Persist in and complete increasingly challenging tasks, seeking help when needed</p>	<p>A. Approaches to Learning</p> <p>2. Planning: Children make plans and follow through on their intentions.</p> <p>3. Engagement: Children focus on activities that interest them.</p> <p>B. Social and Emotional Development</p> <p>13. Cooperative play: Children engage in cooperative play.</p> <p>A. Approaches to Learning</p> <p>3. Engagement: Children focus on activities that interest them.</p> <p>4. Problem solving: Children solve problems encountered in play.</p>
<p>1.3 Children demonstrate problem-solving skills</p> <p>1.3.1 Recognize and solve problems by trying one or more strategies</p> <p>1.3.2 Apply knowledge and past experience to new situations or tasks</p>	<p>A. Approaches to Learning</p> <p>4. Problem solving: Children solve problems encountered in play.</p> <p>A. Approaches to Learning</p> <p>6. Reflection: Children reflect on their experiences.</p>
<p>1.4 Children engage in purposeful play</p> <p>1.4.1 Take on pretend roles and situations for a sustained period of time</p> <p>1.4.2 Use objects to represent real items in pretend play</p>	<p>F. Creative Arts</p> <p>43. Pretend play: Children express and represent what observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts</p> <p>43. Pretend play: Children express and represent what observe, think, imagine, and feel through pretend play.</p>

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<p>1.4.3 Make and interpret representations</p>	<p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 43. Pretend play: Children express and represent what observe, think, imagine, and feel through pretend play.</p>
<p>1.5 Children demonstrate self-direction and independence 1.5.1 Select from a variety of choices and come up with own ideas of how to use the materials constructively 1.5.2 Work to complete tasks with increasing independence</p>	<p>A. Approaches to Learning 2. Planning: Children make plans and follow through on their intentions. A. Approaches to Learning 3. Engagement: Children focus on activities that interest them.</p>
<p>1.6 Children will follow direction and demonstrate interdependence 1.6.1 Respond positively to directions from the teacher 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>	<p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults. B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.</p>
<p>Domain 2: Social and Emotional Development 2.1 Children demonstrate a strong, positive self-concept 2.1.1 Identify and value characteristics of self, family, and community 2.1.2 Recognize abilities and accomplishments of self and other; talk about how people can be helpful/hurtful to one another. 2.1.3 Stand up for rights of self and others; communicate personal experiences or interests; practice independence and self-help skill.</p>	<p>B. Social and Emotional Development 7. Self-identity: Children have a positive self-identity. B. Social and Emotional Development 8. Sense of competence: Children feel they are competent. A. Approaches to Learning 1. Initiative: Children demonstrate initiative as they explore their world. C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own.</p>

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<p>2.2 Children develop increasing capacity for self-control</p> <p>2.2.1 Recognize, describe and express emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately</p> <p>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>2.2.3 Understand and follow classroom routines and rules, and know what to do during transitions</p> <p>2.2.4 Respect and care for classroom environment and materials</p>	<p>B. Social and Emotional Development</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>B. Social and Emotional Development</p> <p>15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p> <p>B. Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p>
<p>2.3 Children engage in positive interactions with others</p> <p>2.3.1 Recognize the feelings and right of others and respond appropriately</p> <p>2.3.2 Play cooperatively with other children</p> <p>2.3.3 Use negotiation to resolve conflicts</p> <p>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>2.3.5 Participate in group activities</p>	<p>B. Social and Emotional Development</p> <p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>10. Empathy: Children demonstrate empathy toward others.</p> <p>B. Social and Emotional Development</p> <p>13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development</p> <p>15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development</p> <p>13. Cooperative play: Children engage in cooperative play.</p> <p>B. Social and Emotional Development</p> <p>13. Cooperative play: Children engage in cooperative play.</p>
<p>2.4 Children demonstrate resiliency skills</p> <p>2.4.2 Adjust to new situations</p>	<p>B. Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p>

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<p>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>2.4.4 Is persistent, and displays problem solving skills</p> <p>2.4.5 Have a strong belief in self and can talk about self in the future</p>	<p>B. Social and Emotional Development 12. Building relationships: Children build relationships with other children and adults.</p> <p>B. Social and Emotional Development 15. Conflict resolution: Children resolve social conflicts.</p> <p>B. Social and Emotional Development 7. Self-identity: Children have a positive self-identity.</p> <p>H. Social Studies 57. History: Children understand past, present, and future.</p>
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Domain 3: Language and Literacy	
<p>I. Listening and Speaking 3.1.1 Children comprehend oral directions and explanations 3.1.1.1 Follow directions of two or more steps</p> <p>3.1.1.2 Demonstrate understanding of explanations</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p>

<p>3.1.2 Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness 3.1.2.1 Hear syllables in words</p> <p>3.1.2.2 Identify words that rhyme in songs, nursery rhymes, poems, and stories</p> <p>3.1.2.3 Produce (make up) rhymes</p> <p>3.1.2.4 Discriminate sounds as being the same or different</p>	<p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 24. Phonological awareness: Children identify letter names and their sounds.</p>
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<p>3.1.3 Children ask questions for a variety of purposes and answer questions of peers and adults</p> <p>3.1.3.1 Ask questions to get information, ask for help, clarify something that is not understood</p> <p>3.1.3.2 Answer questions with increasing detail</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p>
<p>3.1.4 Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary)</p> <p>3.1.4.1 Use words to describe concrete objects, actions, and feelings</p> <p>3.1.4.2 Integrate new vocabulary into conversations with peers and adult</p> <p>3.1.4.3 Use complete and increasingly complex sentences</p> <p>3.1.4.4 Describe concepts and past and future events</p> <p>3.1.4.5 Add descriptive words to basic subject, verb, object sentences</p> <p>3.1.4.6 Ask questions to acquire new vocabulary</p>	<p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p> <p>D. Language, Literacy, and Communication 23. Vocabulary: Children understand and use a variety of words and phrases.</p> <p>D. Language, Literacy, and Communication 22. Speaking: Children express themselves using language.</p> <p>H. Social Studies 57. History: Children understand past, present, and future.</p> <p>D. Language, Literacy, and Communication 23. Vocabulary: Children understand and use a variety of words and phrases.</p> <p>D. Language, Literacy, and Communication 23. Vocabulary: Children understand and use a variety of words and phrases.</p>
<p>3.1.5 Children participate in conversations</p> <p>3.1.5.1 Engage in back-and-forth discussions about a topic with peers and adults</p> <p>3.1.5.2 Initiate and/or extend conversations with peers and adults, using multiple exchanges</p>	<p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p> <p>D. Language, Literacy, and Communication 21. Comprehension: Children understand language.</p>

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<p>II. Reading</p> <p>3.II.1 Children understand and value books and other print materials</p> <p>3.II.1.1 Listen to a wide variety of age appropriate literature read aloud</p> <p>3.II.1.2 Initiate reading behaviors</p> <p>3.II.1.3 Answer questions about stories and other print materials</p> <p>3.II.1.4 Use books and other print materials to find information</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p>
<p>3.II.2 Children demonstrate knowledge of and appreciation for books</p> <p>3.II.2.1 Treat books with care</p> <p>3.II.2.2 Hold books right side up and know that books are read from front to back, top to bottom</p> <p>3.II.2.3 Understand the concept of title, author, and illustrator</p>	<p>D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books.</p> <p>D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books.</p> <p>D. Language, Literacy, and Communication 28. Book knowledge: Children demonstrate knowledge about books.</p>
<p>3.II.3 Children demonstrate understanding of print concepts</p> <p>3.II.3.1 Know that spoken words can be written and read, and written words can be spoken aloud</p> <p>3.II.3.2 Know that print is read from left to right in English and many other languages</p>	<p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>D. Language, Literacy, and Communication 27. Concepts about print: Children demonstrate knowledge about environmental print.</p>

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<p>3.II.4 Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms</p> <p>3.II.4.1 Identify 10 or more letters</p> <p>3.II.4.2 Name letter in own name and in familiar words</p> <p>3.II.4.3 Find specific letters in words in the environment</p>	<p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p>
<p>3.II.5 Children use emerging reading skills to make meaning from print</p> <p>3.II.5.1 Use pictures as clues to the text</p> <p>3.II.5.2 Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>
<p>3.II.6 Children comprehend stories and other texts</p> <p>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>3.II.6.2 Retell story events in sequence</p> <p>3.II.6.3 Relate themes and information in books to personal experiences</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p> <p>A. Approaches to Learning 6. Reflection: Children reflect on their experiences.</p>
<p>III. Writing</p> <p>3.III.1 Children understand the purposes of writing</p> <p>3.III.1.1 Dictate ideas and stories</p>	<p>D. Language, Literacy, and Communication 26. Reading: Children read for pleasure and information.</p>

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3.III.1.2 Write to convey meaning	<p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p>
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<p>3.III.2 Children use emergent writing skills to make letters and words in many settings and for many purposes</p> <p>3.III.2.1 Print own name</p> <p>3.III.2.2 Make clear attempts to convey a message in writing</p> <p>3.III.2.3 Begin to make letter-sound connections</p> <p>3.III.2.4 Uses letter(s) to represent an entire word; use letter strings to represent phrases and sentences</p>	<p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 29. Writing: Children write for many different purposes.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>D. Language, Literacy, and Communication 25. Alphabetic knowledge: Children identify letter names and their sounds. 29. Writing: Children write for many different purposes.</p>
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Domain 4: Mathematical Thinking	
<p>4.1 Number Concepts Children demonstrate a beginning understanding of number and operations and how they relate to one another</p> <p>4.1.1 Use one-to-one correspondence</p> <p>4.1.2 Count with understanding to at least 10</p> <p>4.1.3 Use numbers to tell how many (number quantity)</p> <p>4.1.4 Use numbers and counting as a means to solve problems, predict, and measure quantities</p>	<p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things.</p> <p>E. Mathematics 32. Counting: Children count things. 36. Measuring: Children measure to describe, compare, and order things. 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>

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<p>4.1.5 Recognize and name numerals up to 10</p> <p>4.1.6 Quickly recognize quantity of small groups of objects up to 4</p> <p>4.1.7 Construct sets of a given number using concrete objects (e.g., fingers, counters)</p> <p>4.1.8 Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of)</p> <p>4.1.9 Use ordinal numbers and positional words in everyday activities</p>	<p>E. Mathematics</p> <p>31. Number words and symbols: Children recognize and use number words and symbols.</p> <p>32. Counting: Children count things.</p> <p>E. Mathematics</p> <p>32. Counting: Children count things.</p> <p>E. Mathematics</p> <p>33. Part-whole relationships: Children combine and separate quantities of objects.</p> <p>E. Mathematics</p> <p>32. Counting: Children count things.</p> <p>E. Mathematics</p> <p>31. Number words and symbols: Children recognize and use number words and symbols.</p> <p>35. Spatial awareness: Children recognize spatial relationships among people and objects.</p>
<p>4.2 Patterns, Functions, and Algebra Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns</p> <p>4.2.1 Sort and classify objects by more than one attribute (color, shape, size, number, etc.)</p> <p>4.2.2 Recognize, describe, and copy simple patterns</p>	<p>E. Mathematics</p> <p>34. Shapes: Children identify, name, and describe shapes.</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> <p>G. Science and Technology</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> <p>E. Mathematics</p> <p>38. Patterns: Children identify, describe, copy, complete, and create patterns.</p>
<p>4.3 Measurement Children use a variety of nonstandard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume</p> <p>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>E. Mathematics</p> <p>37. Unit: Children understand and use the concept of unit.</p>

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<p>4.3.2 Identify appropriate tools of measurement</p> <p>4.3.3 Show awareness of time concepts and sequence</p>	<p>E. Mathematics 37. Unit: Children understand and use the concept of unit.</p> <p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p>
<p>4.4 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> <p>4.4.1 Recognize, name, and describe simple two- and three-dimensional shapes</p> <p>4.4.2 Match, sort, and classify shapes</p> <p>4.4.3 Put together and take apart shapes to make new shapes</p> <p>4.4.4 Create shapes using concrete materials, e.g., straws</p> <p>4.4.5 Describe, name, and interpret distance and position in space; understand and use positional words</p>	<p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 34. Shapes: Children identify, name, and describe shapes.</p> <p>E. Mathematics 35. Spatial awareness: Children recognize spatial relationships among people and objects.</p>
<p>4.5 Data Analysis and Probability Children question, collect, organize, represent, interpret, and analyze data to answer questions</p> <p>4.5.1 Graph real objects or pictures of objects (no more than three) as a way to organize information</p> <p>4.5.2 Describe and analyze information from graphs</p>	<p>E. Mathematics 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> <p>E. Mathematics 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>

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<p>Domain 5: Scientific Inquiry</p> <p>5.1 Scientific Inquiry Children develop inquiry and process skills</p> <p>5.1.1 Ask questions, make predications, and test their predictions</p> <p>5.1.2 Observe and describe cause and effect</p> <p>5.1.3 Identify and use tools appropriately to explore and investigate</p> <p>5.1.4 Collect, organize, and record information</p> <p>5.1.5 Discuss and draw conclusions and form generalizations</p> <p>5.1.6 Communicate observations and findings through a variety of methods</p>	<p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 47. Experimenting: Children experiment to test their ideas. 48. Predicting: Children predict what they expect will happen.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>G. Science and Technology 52. Tools and technology: Children explore and use tools and technology.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events. 47. Experimenting: Children experiment to test their ideas.</p> <p>G. Science and Technology 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>G. Science and Technology 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>
<p>5.2 Physical Science Children develop an understanding of the physical properties and uses of materials and objects</p> <p>5.2.1 Observe and describe the physical properties of objects and materials</p>	<p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>

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<p>5.2.2 Observe, describe, compare, and categorize objects on the basis of qualities such as weight, shape, size, color, and temperature</p> <p>5.2.3 Investigate, observe and describe or demonstrate various ways that objects can move how and change</p>	<p>E. Mathematics 36. Measuring: Children measure to describe, compare, and order things.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 47. Experimenting: Children experiment to test their ideas. 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>
<p>5.3 Life Science Children will develop an understanding of living things (plants and animals) and what they need to survive</p> <p>5.3.1 Observe and describe changes in plants, animals and insects as they go through predictable life cycles, and habitats</p> <p>5.3.2 Observe, describe, compare, and categorize plants and animals</p> <p>5.3.3 Observe and identify the characteristics and needs of living things: humans, animals and plants</p>	<p>G. Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events. 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology 45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events. 51. Natural and physical world: Children gather knowledge about the natural and physical world.</p>
<p>5.4 Earth Science Children develop an understanding of the Earth and the natural environment</p>	

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<p>5.4.1 Observe and describe the natural world around them</p> <p>5.4.2 Observe and describe how their actions can cause changes in the environment</p>	<p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>G. Science and Technology</p> <p>45. Observing: Children observe the materials and processes in their environment.</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>H. Social Studies</p> <p>58. Ecology: Children understand the importance of taking care of their environment.</p>
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<p>Domain 6: Creative Arts</p>	
<p>6.1 Movement</p> <p>Children move their bodies with increasing skill to express emotions and rhythms</p> <p>6.1.1 Move their bodies spontaneously to different musical tempos and styles</p> <p>6.1.2 Participate in guided movement activities</p>	<p>F. Creative Arts</p> <p>42. Movement: Children express and represent what observe, think, imagine, and feel through movement.</p> <p>F. Creative Arts</p> <p>42. Movement: Children express and represent what observe, think, imagine, and feel through movement.</p>

<p>6.2 Dramatic Play</p> <p>Children use imaginative play as a vehicle to express life experiences and familiar stories</p> <p>6.2.1 Use dramatic play, costumes, and props to pretend to be someone else; create characters through physical movement, gesture, sound, speech, and facial expressions</p> <p>6.2.2 Create scenarios, props and settings for original dramatizations and dramatic play</p>	<p>F. Creative Arts</p> <p>43. Pretend play: Children express and represent what observe, think, imagine, and feel through pretend play.</p> <p>F. Creative Arts</p> <p>43. Pretend play: Children express and represent what observe, think, imagine, and feel through pretend play.</p>
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<p>6.3 Art Children explore and gain increasing control over a variety of art media, using them to express their ideas</p> <p>6.3.1 Gain ability to use a variety of media (paint, play dough, clay, etc.)</p> <p>6.3.2 Progress in abilities to create drawings, paintings, and models that are more detailed, organized, controlled, and/or realistic</p> <p>6.3.3 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>	<p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>F. Creative Arts 44. Appreciating the arts: Children appreciate the creative arts.</p>
<p>6.4. Music Children express themselves through music and develop an appreciation for different forms of music</p> <p>6.4.1 Listen to and enjoy a variety of music</p> <p>6.4.2 Sing a variety of songs within children’s vocal range, independently and with others</p> <p>6.4.3 Use a variety of instruments to create musical sounds</p>	<p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p> <p>F. Creative Arts 41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p>
<p>Domain 7: Physical Development, Health, and Safety</p> <p>7.1 Gross Motor Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination</p> <p>7.1.1 Demonstrate balance and coordination in large-muscle movement: running, hopping, jumping, galloping</p>	<p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>

District of Columbia Early Learning Standards

Key Developmental Indicators

<p>7.1.2 Perform activities that combine large-muscle movements with equipment: kicking, throwing, catching, riding a tricycle, climbing a ladder</p> <p>7.1.3 Combine and coordinate large-muscle movements</p>	<p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>C. Physical Development and Health 16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>
<p>7.2 Fine Motor Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control</p> <p>7.2.1 Perform fine motor tasks that require small-muscle strength and control</p> <p>7.2.2 Use eye-hand coordination to perform fine motor tasks</p> <p>7.2.3 Use a pincer grip to grasp and manipulate writing, drawing, and painting tools</p>	<p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>C. Physical Development and Health 17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>
<p>7.3 Sensorimotor Children use sensory information to guide motion</p> <p>7.3.1 Use what they know about objects' attributes to manipulate them</p> <p>7.3.2 Use their senses to plan and carry out movements</p>	<p>G. Science and Technology 46. Classifying: Children classify materials, actions, people, and events.</p> <p>F. Creative Arts 42. Movement: Children express and represent what observe, think, imagine, and feel through movement.</p>
<p>7.4 Health and Safety Children practice behaviors that promote their health and safety</p> <p>7.4.1 Perform basic hygiene and self-help tasks with increasing skill</p>	<p>C. Physical Development and Health 19. Personal care: Children carry out personal care routines on their own.</p>

District of Columbia Early Learning Standards

Key Developmental Indicators

<p>7.4.2 Be aware of and follow health and safety rules</p> <p>7.4.3 Be aware of and follow emergency procedures</p> <p>7.4.4 Begin to understand that foods have different nutritional values</p>	<p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p> <p>C. Physical Development and Health 20. Healthy behavior: Children engage in healthy practices.</p>
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