



THE HIGHSCOPE
curriculum

AND

COR *Advantage*[®]

District of Columbia
Early Learning Standards 2019

ALIGNMENT



Alignment of The HighScope Curriculum and COR Advantage With District of Columbia Early Learning Standards (2019)

This document aligns the content in the **District of Columbia (DC)** with the learning objectives of the **HighScope Curriculum** for infants and toddlers and preschool and the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

Evidence-based and grounded in current child development theory and research, **The HighScope Infant-Toddler Curriculum** is built on 42 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

Based on more than 50 years of research on early childhood development, **The HighScope Preschool Curriculum** is built on 58 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

COR Advantage is an observation-based child assessment tool designed to measure children's growth and development from birth through kindergarten. Built on 36 developmental milestones that best prepare children for school success, COR Advantage is criterion-referenced, research-based, and proven valid and reliable through validation studies.

References

District of Columbia content was retrieved on January 1, 2021 from

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District of Columbia Early Learning Standards 2019

COR Advantage Items

Key Developmental Indicators (KDIs)

APPROACHES TO LEARNING/LOGIC AND REASONING		
1. Attends and engages with curiosity		
INFANTS		
1a. Uses all senses to explore objects and surroundings	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	22.Exploring Objects
TODDLERS		
1a. Manipulates objects; observes and explores surroundings by using all senses	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	22.Exploring Objects
TWOS		
1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions	1. Initiative 22. Speaking
PRESCHOOL		
1a. Chooses tasks of interest; responds to adult encouragement	A. Initiative and planning	1. Initiative 3. Engagement
PRE-K EXIT EXPECTATIONS		
1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas and tasks	A. Initiative and planning	1. Initiative 3. Engagement 5. Use of resources

District of Columbia Early Learning Standards 2019

COR Advantage Items

Key Developmental Indicators (KDIs)

2. Shows persistence		
INFANTS		
2a. Attends to sights and sounds	A. Initiative and planning B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	1. Initiative 2. Problem solving
TODDLERS		
2a. Repeats actions with the goal of achieving a result	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	1. Initiative 2. Problem solving
TWOS		
2a. Continues to work on a self-selected task, especially with adult support.	B. Problem solving with materials	1. Initiative 2. Planning
PRESCHOOL		
2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity	B. Problem solving with materials	3. Engagement 4. Problem solving
PRE-K EXIT EXPECTATIONS		
2a. Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions	A. Initiative and planning	2. Planning 3. Engagement
3. Approaches tasks flexibly		
INFANTS		

District of Columbia Early Learning Standards 2019

COR Advantage Items

Key Developmental Indicators (KDIs)

3a. Notices how others approach a task	A. Initiative and planning M. Listening and Comprehension	1. Initiative 16. Listening and responding
TODDLERS		
3a. Notices how others approach a task and imitates their attempts	A. Initiative and planning M. Listening and Comprehension	1. Initiative 36. Imitating and pretending
TWOS		
3a. Uses trial-and-error approaches; asks for help.	B. Problem solving with materials	2. Planning
PRESCHOOL		
3a. Finds solutions without having to try every possibility; may change approach	B. Problem solving with materials	4. Problem solving
PRE-K EXIT EXPECTATIONS		
3a. Uses multiple strategies to solve problems and complete tasks	B. Problem solving with materials	4. Problem solving
4. Uses symbols and takes on pretend roles		
INFANTS		
4a. Shows an interest in other people’s use of objects.	AA. Pretend Play	1. Initiative 31. Seeing from different viewpoints
TODDLERS		
4a. Observes other people’s actions and use of objects; uses realistic objects in pretend play.	AA. Pretend Play	1. Initiative 31. Seeing from different viewpoints

District of Columbia Early Learning Standards 2019

COR Advantage Items

Key Developmental Indicators (KDIs)

TWOS		
4a. Uses props and imitates actions to reenact familiar events	AA. Pretend Play	36. Measuring
PRESCHOOL		
4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based	AA. Pretend Play	43. Pretend Play
PRE-K EXIT EXPECTATIONS		
4a. Uses objects, materials, actions and images to represent other objects	AA. Pretend Play	43. Pretend Play
COMMUNICATION AND LANGUAGE		
5. Demonstrates understanding of spoken language		
INFANTS		
5a. Appears interested in others' speech	M. Listening and comprehension	16. Listening and responding
TODDLERS		
5a. Responds to others' speech and gestures	M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication
TWOS		
5a. Responds to simple statements, questions and simple texts read aloud	M. Listening and comprehension	16. Gross-motor skills
PRESCHOOL		
5a. Responds to more complex questions, statements and texts read aloud that present new vocabulary and ideas	M. Listening and comprehension	22. Speaking 23. Vocabulary

District of Columbia Early Learning Standards 2019

COR Advantage Items

Key Developmental Indicators (KDIs)

PRE-K EXIT EXPECTATIONS		
5a. Asks and answers questions in order to seek and offer help, get and offer information or clarify something that is not understood	M. Listening and comprehension	21. Comprehension 22. Speaking 23. Vocabulary
5b. Demonstrates understanding of spoken language by responding appropriately	M. Listening and comprehension	21. Comprehension
K EXIT EXPECTATIONS		
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	M. Listening and comprehension	21. Comprehension
SL.K.3. Ask and answer questions in order to seek help, get information or clarify something that is not understood.	M. Listening and comprehension	21. Comprehension
6. Uses language to express self		
INFANTS		
6a. Vocalizes and gestures in an effort to communicate	L. Speaking	16. Listening and responding 17. Nonverbal communication
TODDLERS		
6a. Uses language to express needs and refer to familiar people and objects	L. Speaking	19. Speaking
TWOS		
6a. Uses language to describe objects and people and to ask for help	L. Speaking	19. Speaking

District of Columbia Early Learning Standards 2019 **COR Advantage Items** **Key Developmental Indicators (KDIs)**

PRESCHOOL		
6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships	L. Speaking	23. Vocabulary
PRE-K EXIT EXPECTATIONS		
6a. Describes familiar people, places, things, and events with prompting and support, provides additional detail	L. Speaking	22. Speaking 23. Vocabulary
6b. Expresses thoughts, feelings and ideas verbally, enunciating clearly enough to be understood	L. Speaking M. Listening and comprehension	22. Speaking
6c. With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad)	M. Listening and comprehension	23. Vocabulary
6d. Applies words learned in classroom activities to real-life situations	L. Speaking	23. Vocabulary
6e. Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children and other activities	L. Speaking M. Listening and comprehension	23. Vocabulary
K EXIT EXPECTATIONS		
SL.K.4. Describe familiar people, places, things and events and with prompting and support, provide additional detail.	L. Speaking	22. Speaking
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	X. Art	40. Art
SL.K.6. Speak audibly and express thoughts, feelings and ideas clearly.	L. Speaking	22. Speaking 23. Vocabulary
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	M. Listening and comprehension	23. Vocabulary

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	M. Listening and comprehension	23. Vocabulary
L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.	L. Speaking M. Listening and comprehension	21. Comprehension 23. Vocabulary
7. Uses conventional grammar and syntax		
INFANTS		
7a. Babbles and experiments with tone and pitch	L. Speaking	19. Speaking 42. Vocal pitch
TODDLERS		
7a. Uses one- and two-word sentences	L. Speaking	19. Speaking
TWOS		
7a. Uses two- to four-word sentences with some word omissions and errors	L. Speaking	19. Speaking
PRESCHOOL		
7a. Uses longer sentences with plurals, adjectives, adverbs and negatives	L. Speaking	22. Speaking 23. Vocabulary
PRE-K EXIT EXPECTATIONS		
7a. Speaks in complete sentences of 4–6 words, using past, present and future tenses appropriately for frequently occurring verbs	L. Speaking	22. Speaking
K EXIT EXPECTATIONS		

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L. Speaking	22. Speaking
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	L. Speaking R. Writing	27. Concepts about print 29. Writing
8. Uses conventional conversational and other social communication skills		
INFANTS		
8a. Vocalizes or gestures in back and forth exchanges with others	E. Building relationships with adults	18. Two-way communication
TODDLERS		
8a. Exchanges single words, simple gestures and facial expressions with others	E. Building relationships with adults L. Speaking	17. Nonverbal communication 19. Speaking
TWOS		
8a. Initiates and engages in short back-and forth exchanges, responding to verbal and nonverbal cues	L. Speaking M. Listening and comprehension	18. Two-way communication
PRESCHOOL		
8a. Initiates and engages in conversations of as many as three exchanges	L. Speaking	21. Comprehension
PRE-K EXIT EXPECTATIONS		
8a. Initiates and engages in conversations of at least three exchanges	L. Speaking	21. Comprehension
K EXIT EXPECTATIONS		

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
LITERACY		
9. Demonstrates understanding of print concepts		
INFANTS		
9a. Shows an interest in print materials	P. Reading Q. Book enjoyment and knowledge	20. Exploring print
TODDLERS		
9a. Notices pictures of familiar objects in print materials	P. Reading	20. Exploring print
TWOS		
9a. Participates actively in book readings by choosing books to read, listening to short books read aloud, turning pages in books and pointing to pictures of interest	P. Reading	20. Exploring print
PRESCHOOL		
9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages	P. Reading Q. Book enjoyment and knowledge	26. Reading 28. Book knowledge
PRE-K EXIT EXPECTATIONS		
9a. With guidance and support, demonstrates a basic understanding of the organization and features of print	O. Alphabetic knowledge R. Writing	25. Alphabetic knowledge 27. Concepts about print
9b. Recognizes that spoken language can be written and read and that written language can be read and spoken	P. Reading R. Writing	26. Reading 29. Writing

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
9c. Recognizes and names 10 or more letters of the alphabet	O. Alphabetic knowledge	25. Alphabetic knowledge
K EXIT EXPECTATIONS		
RF.K.1. Demonstrate understanding of the organization and basic features of print.	P. Reading R. Writing	27. Concepts about print
RF.K.4. Read emergent-reader texts with purpose and understanding.	R. Writing	26. Reading
10. Demonstrates comprehension of printed materials read aloud		
INFANTS		
10a. Begins to look at pictures in books, with adult support	P. Reading Q. Book enjoyment and knowledge	20. Exploring print
TODDLERS		
10a. Engages actively in short book readings by pointing at pictures or repeating words, with adult support	P. Reading	20. Exploring print
TWOS		
10a. Shows continued engagement/attention to printed materials in a variety of ways	P. Reading Q. Book enjoyment and knowledge	16. Listening and responding 20. Exploring print
PRESCHOOL		
10a. Uses some words and/or concepts from the text to talk about a story, poem or informational text read aloud	M. Listening and comprehension	21. Comprehension 26. Reading
PRE-K EXIT EXPECTATIONS		

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
10a. With prompting and support, asks and answers questions about key details of a story, poem or informational text read aloud	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension
10b. With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud	M. Listening and comprehension P. Reading	21. Comprehension
10c. With prompting and support, identifies the characters and settings of a story read aloud	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension
10d. With prompting and support, asks and answers questions about unfamiliar words in a story, poem or informational text read aloud	M. Listening and comprehension	23. Vocabulary
10e. With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story	N/A	28. Book knowledge
10f. Recognizes familiar books by their covers	Q. Book enjoyment and knowledge	26. Reading
10g. After hearing a story read aloud, looks at the illustrations and with prompting and support, explains the part of the story that each illustration depicts	Q. Book enjoyment and knowledge	26. Reading
10h. After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 26. Reading
K EXIT EXPECTATIONS		
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 26. Reading
RL.K.2. With prompting and support, retell familiar stories, including key details.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 26. Reading
RL.K.3. With prompting and support, identify characters, settings and major events in a story.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension

District of Columbia Early Learning Standards 2019 COR Advantage Items Key Developmental Indicators (KDIs)

RI.K.1. With prompting and support, ask and answer questions about key details in a text.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 26. Reading
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	M. Listening and comprehension Q. Book enjoyment and knowledge	26. Reading
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	M. Listening and comprehension	21. Comprehension
RL.K.4. Ask and answer questions about unknown words in a text.	M. Listening and comprehension	23. Vocabulary
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	N/A	28. Book knowledge
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	N/A	28. Book knowledge
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	M. Listening and comprehension	23. Vocabulary
RI.K.5. Identify the front cover, back cover and title page of a book.	N/A	28. Book knowledge
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	N/A	28. Book knowledge
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Q. Book enjoyment and knowledge	26. Reading
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	M. Listening and comprehension	26. Reading
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	Q. Book enjoyment and knowledge	26. Reading

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	M. Listening and comprehension	21. Comprehension 26. Reading
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	M. Listening and comprehension	21. Comprehension 26. Reading
RL.K.10., RI.K.10. Actively engage in group reading activities with purpose and understanding.	M. Listening and comprehension	26. Reading
11. Hears and discriminates the sounds of English and/or home language(s).		
INFANTS		
11a. Shows awareness of speech sounds and imitates them	L. Speaking	16. Listening and responding 41. Sounds
TODDLERS		
11a. Repeats words; joins in singing random words of simple songs	L. Speaking Y. Music	19. Speaking
TWOS		
11a. Joins in songs, rhymes, refrains and word games with repeating language sounds	L. Speaking Y. Music	21. Enjoying language
PRESCHOOL		
11a. Plays with language, experimenting with beginning and ending sounds	N. Phonological awareness	24. Phonological awareness
PRE-K EXIT EXPECTATIONS		

District of Columbia Early Learning Standards 2019 **COR Advantage Items** **Key Developmental Indicators (KDIs)**

11a. Shows awareness of separate words in a sentence	N. Phonological awareness	24. Phonological awareness
11b. Decides whether two words rhyme	N. Phonological awareness	24. Phonological awareness
11c. Identifies the initial sound of a spoken word and with guidance and support, thinks of several other words that have the same initial sound	N. Phonological awareness	24. Phonological awareness
11d. Shows awareness of separate syllables in a word	N. Phonological awareness	24. Phonological awareness
K EXIT EXPECTATIONS		
RF.K.2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).	N. Phonological awareness	24. Phonological awareness
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	N. Phonological awareness P. Reading	24. Phonological awareness 26. Reading
12. Writes letters and words		
INFANTS		
12a. Emerging	X. Art	37. Exploring art materials
TODDLERS		
12a. Makes marks or scribbles	R. Writing X. Art	37. Exploring art materials
TWOS		
12a. Makes controlled linear scribbles and efforts at representation (e.g., markings on paper using chalk pen, etc.), including drawing	X. Art	37. Exploring art materials

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
PRESCHOOL		
12a. Uses letter-like forms, letter strings, some letter combinations that are words	R. Writing	29. Writing
PRE-K EXIT EXPECTATIONS		
12a. Begins to invent spelling while writing to convey a message with prompting and support	R. Writing	29. Writing
K EXIT EXPECTATIONS		
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	R. Writing	29. Writing
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	R. Writing	29. Writing
13. Understands the purpose of writing and drawing		
INFANTS		
13a. Emerging	N/A	N/A
TODDLERS		
13a. Makes marks or scribbles	R. Writing	37. Exploring art materials
TWOS		
13a. Makes marks and talks about them	R. Writing	37. Exploring art materials

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
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PRESCHOOL		
13a. Dictates and draws to share or record information and tell stories	R. Writing	29. Writing 40. Art
PRE-K EXIT EXPECTATIONS		
13a. Dictates words or draws to express a preference or opinion about a topic	X. Art	1. Initiative 29. Writing
13b. Uses a combination of dictating and drawing to tell some information about a topic	X. Art	29. Writing
13c. Uses a combination of dictation and drawing to tell a real or imagined story	X. Art	29. Writing
K EXIT EXPECTATIONS		
W.K.1. Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., “My favorite book is…”).	N/A	29. Writing
W.K.2. Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	N/A	29. Writing
W.K.3. Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.	N/A	29. Writing
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	N/A	5. Use of resources 29. Writing

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
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W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	M. Listening and comprehension	5. Use of resources
MATHEMATICS		
14. Matches, groups and classifies objects		
INFANTS		
14a. Interacts differently with familiar and unfamiliar people and objects	E. Building relationships with adults F. Building relationships with other children BB. Observing and classifying	5. Attachment 6. Relationships with adults 7. Relationships with peers 22. Exploring objects
14b. Develops awareness of repeating sequences in everyday routines	G. Community	32. Anticipating events
TODDLERS		
14a. Recognizes similarities and differences, including familiar and unfamiliar people, objects and routines and begins to match one object with a similar object	BB. Observing and classifying	24. Exploring same and different
14b. Notices and anticipates simple repeating sequences	G. Community	32. Anticipating events 33. Time intervals
TWOS		
14a. Matches one object with a group of similar objects	BB. Observing and classifying	24. Exploring same and different
14b. Follows and participates in simple repeating sequences	Y. Music	16. Listening and responding 36. Imitating and pretending

District of Columbia Early Learning Standards 2019 COR Advantage Items Key Developmental Indicators (KDIs)

PRESCHOOL		
14a. Groups objects on the basis of a single characteristic (e.g., color, size or shape)	BB. Observing and classifying	46.
14b. Copies simple patterns	V. Patterns	38.
PRE-K EXIT EXPECTATIONS		
14a. Groups objects according to a common characteristic, regroups them according to a different characteristic and explains the grouping rules	BB. Observing and classifying	46. Classifying
14b. Creates and extends simple repeating patterns	V. Patterns	38. Patterns
K EXIT EXPECTATIONS		
K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	S. Number and counting BB. Observing and classifying	32. Counting 46. Classifying
15. Demonstrates knowledge of number and counting		
INFANTS		
15a. Begins to develop an awareness of quantity	S. Number and counting	27. Number
TODDLERS		
15a. Shows awareness of the concepts of one, two and more; recites numbers in random order	S. Number and counting	27. Number
TWOS		
15a. Begins to rote count to 10 but may not be accurate consistently	S. Number and counting	27. Number

District of Columbia Early Learning Standards 2019 **COR Advantage Items** **Key Developmental Indicators (KDIs)**

PRESCHOOL		
15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity	S. Number and counting	32. Counting
PRE-K EXIT EXPECTATIONS		
15a. Counts to 20 by ones	S. Number and counting	32. Counting
15b. Tells what number comes next in the counting sequence when given a number between 1 and 9	S. Number and counting	32. Counting
15c. Recognizes and names the written numerals 1–10	S. Number and counting	32. Counting
15d. Counts 10–20 objects accurately, using one number name for each object	S. Number and counting	32. Counting
15e. Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted	S. Number and counting	32. Counting
15f. Counts to answer “How many?” questions about 10–20 objects	S. Number and counting	32. Counting
15g. Correctly associates a numeral with a group of as many as 10 counted objects	N/A	31. Number words and symbols
15h. Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than or equal to the number of objects in another group (as many as 10 objects)	S. Number and counting	32. Counting
15i. Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects	S. Number and counting	32. Counting

District of Columbia Early Learning Standards 2019

COR Advantage Items

Key Developmental Indicators (KDIs)

K EXIT EXPECTATIONS		
K.CC.1. Count to 100 by ones and by tens.	N/A	32. Counting
K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	N/A	32. Counting
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	N/A	31. Number words and symbols
K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	S. Number and counting	32. Counting
K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	S. Number and counting	32. Counting
K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.	N/A	33. Part-whole relationships
K.CC.6. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group, e.g., by using matching and counting strategies.	S. Number and counting	32. Counting
K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	N/A	31. Number words and symbols
K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.	N/A	31. Number words and symbols

District of Columbia Early Learning Standards 2019 **COR Advantage Items** **Key Developmental Indicators (KDIs)**

K.OA.2. Solve addition and subtraction word problems and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	S. Number and counting	32. Counting
K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	S. Number and counting	33. Part-whole relationships
K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.	N/A	32. Counting
K.OA.5. Fluently add and subtract within 5.	N/A	32. Counting
16. Demonstrates knowledge of volume, height, weight and length		
INFANTS		
16a. Emerging	U. Measurement	22. Exploring objects
TODDLERS		
16a. Explores objects of different shapes and sizes and demonstrates awareness of how objects differ by properties (size, weight, height, etc.)	U. Measurement	24. Exploring same and different
TWOS		
16a. Makes simple comparisons, noticing similarities and differences between measurable properties of objects (e.g., length, width, height)	U. Measurement	24. Exploring same and different

District of Columbia Early Learning Standards 2019 **COR Advantage Items** **Key Developmental Indicators (KDIs)**

PRESCHOOL		
16a. Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length	U. Measurement	36. Measuring 37. Unit
PRE-K EXIT EXPECTATIONS		
16a. Describes everyday objects in terms of measurable attributes, such as length, height, weight or volume (capacity), using appropriate basic vocabulary (e.g., short, long, tall, heavy, light, big, small, wide, narrow)	U. Measurement	36. Measuring
16b. Knows and correctly uses a few ordinal numbers	N/A	31. Number words and symbols
16c. Knows the usual sequence of basic daily events	HH. History	11. Community
K EXIT EXPECTATIONS		
K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	U. Measurement	36. Measuring
K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	U. Measurement	36. Measuring 37. Unit
17. Identifies and labels shapes		
INFANTS		
17a. Interacts with objects in the immediate environment	T. Geometry: Shapes and spatial awareness BB. Observing and clarifying	22. Exploring objects 24. Exploring same and different

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
TODDLERS		
17a. Explores objects of different shapes	T. Geometry: Shapes and spatial awareness	22. Exploring objects 24. Exploring same and different
TWOS		
17a. Matches one shape with the same shape	T. Geometry: Shapes and spatial awareness	24. Exploring same and different
PRESCHOOL		
17a. Names a few basic two-dimensional shapes	T. Geometry: Shapes and spatial awareness	34. Shapes
PRE-K EXIT EXPECTATIONS		
17a. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size	T. Geometry: Shapes and spatial awareness	34. Shapes
17b. Describes basic two- and three-dimensional shapes	T. Geometry: Shapes and spatial awareness	34. Shapes
17c. Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay and so on	T. Geometry: Shapes and spatial awareness	34. Shapes
K EXIT EXPECTATIONS		
K.G.1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.	T. Geometry: Shapes and spatial awareness	35. Spatial awareness
K.G.2. Correctly name shapes regardless of their orientations or overall size.	T. Geometry: Shapes and spatial awareness	34. Shapes

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	T. Geometry: Shapes and spatial awareness	34. Shapes
K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).	T. Geometry: Shapes and spatial awareness	34. Shapes
K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	T. Geometry: Shapes and spatial awareness	34. Shapes
K.G.6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	T. Geometry: Shapes and spatial awareness	34. Shapes
18. Demonstrates understanding of positional words		
INFANTS		
18a. Notices and responds to how objects, people or own body move through space	I. Gross-motor skills T. Geometry: Shapes and spatial awareness	12. Moving parts of the body 13. Moving the whole body
TODDLERS		
18a. Follows directions that include gestures to place objects in, on, under, up or down	T. Geometry: Shapes and spatial awareness	16. Listening and responding
TWOS		
18a. Follows verbal directions to place or find objects in, on, under, up or down	T. Geometry: Shapes and spatial awareness	16. Listening and responding

District of Columbia Early Learning Standards 2019 COR Advantage Items Key Developmental Indicators (KDIs)

PRESCHOOL		
18a. Follows directions to place objects or body beside, between or next to	T. Geometry: Shapes and spatial awareness	35. Spatial awareness
PRE-K EXIT EXPECTATIONS		
18a. Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under	T. Geometry: Shapes and spatial awareness	35. Spatial awareness
K EXIT EXPECTATIONS		
K.G.1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
SCIENCE AND ENGINEERING		
19. Investigates living things		
INFANTS		
19a. Explores own body	I. Gross-motor skills J. Fine-motor skills	12. Moving parts of the body 13. Moving the whole body
19b. Interacts with people (and other living things) in the immediate environment	E. Building relationships with adults F. Building relationships with other children DD. Natural and physical world	6. Relationships with adults 7. Relationships with peers 10. Playing with others
19c. Uses perceptual information to learn about the world	BB. Observing and classifying	22. Exploring objects
TODDLERS		

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
19a. Begins to recognize own body parts	I. Gross-motor skills K. Personal care and healthy behavior	12. Moving parts of the body 13. Moving the whole body
19b. Observes and explores familiar living things	DD. Natural and physical world	22. Exploring objects
19c. Observes and explores the world around them using the five senses	BB. Observing and classifying	22. Exploring objects
TWOS		
19a. Observes and begins to identify body parts in humans and other familiar animals	N/A	13. Moving the whole body
19b. Explores and begins to identify basic characteristics of familiar living things	DD. Natural and physical world	22. Exploring objects
19c. Explores and begins to identify how to use their senses to learn about the world around them	BB. Observing and classifying	22. Exploring objects
PRESCHOOL		
19a. Identifies and describes the external body parts of familiar animals (including humans) and plants	K. Personal care and healthy behavior	18. Body awareness 51. Natural and physical world
19b. Observes and begins to describe how living things grow and change over time	DD. Natural and physical world	51. Natural and physical world
19c. Identifies basic needs of familiar plants and animals (including humans)	DD. Natural and physical world	51. Natural and physical world
19d. Begins to identify how animals (including humans) use individual senses to gather information about the world around them	DD. Natural and physical world	51. Natural and physical world
19e. Recognizes basic needs of familiar plants and animals (including humans)	DD. Natural and physical world	51. Natural and physical world

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
19f. Observes and begins to describe similarities and differences between familiar plants and animals, including humans	FF. Knowledge of self and others	51. Natural and physical world 53. Diversity
PRE-K EXIT EXPECTATIONS		
19a. Compares, using descriptions and drawings, the external body parts of animals (including humans) and plants and explains functions of some of the observable body parts	DD. Natural and physical world	51. Natural and physical world
19b. Uses observations and other sources of information to compare how different types of living things change over time	DD. Natural and physical world	45. Observing 51. Natural and physical world
19c. Observes familiar plants and animals (including humans) and describes what they need to survive	DD. Natural and physical world	51. Natural and physical world
19d. Makes observations to construct an evidence-based account of ways animals (including humans) use the five senses to gather information about the world around them	BB. Observing and classifying	45. Observing
19e. Gives examples from the local environment of how animals and plants are dependent on one another to meet their basic needs	N/A	51. Natural and physical world
19f. Uses observations to explain that young plants and animals are like but not exactly like their parents	N/A	51. Natural and physical world
K EXIT EXPECTATIONS		
K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	DD. Natural and physical world	51. Natural and physical world

District of Columbia Early Learning Standards 2019 **COR Advantage Items** **Key Developmental Indicators (KDIs)**

20. Investigates physical objects		
INFANTS		
20a. Interacts with objects in the immediate environment	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
TODDLERS		
20a. Observes and explores objects, including a variety of solids and liquids	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects
20b. Engages in purposeful actions to make objects move	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
20c. Observes and explores objects, including a variety of sounds	Y. Music BB. Observing and classifying	22. Exploring objects 41. Sounds
20d. Observes and explores objects, including sources of light	DD. Natural and physical world	22. Exploring objects
TWOS		
20a. Observes and begins to identify basic characteristics of liquids and solids	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects
20b. Experiments with objects to make them move and anticipates outcomes of actions	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
20c. Observes and begins to identify characteristics of sound (e.g., volume, pitch)	Y. Music	41. Sounds 42. Vocal pitch
20d. Explores characteristics of light	DD. Natural and physical world	22. Exploring objects

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
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PRESCHOOL		
20a. Explores, describes and compares the properties of liquids and solids found in children’s daily environment	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting
20b. Investigates and describes or demonstrates various ways that objects can move	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting
20c. Investigates sounds made by different objects and materials and discusses explanations about what is causing the sounds	Y. Music	41. Music 47. Experimenting
20d. Makes observations of changes in shadows that may happen due to changes in light	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	51. Natural and physical world
PRE-K EXIT EXPECTATIONS		
20a. Asks questions, investigates differences and gathers data about differences between liquids and solids and about what can cause a liquid to become a solid and vice versa	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting 49. Drawing conclusions 51. Natural and physical world
20b. Uses tools and materials to design a device that causes an object to change its motion (e.g., move faster, move slower, move farther, change in direction)	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	47. Experimenting 52. Tools and technology
20c. Through play and investigations, identifies ways to manipulate different objects and materials that make sound to change volume and pitch	Y. Music CC. Experimenting, predicting, and drawing conclusions	41. Music 47. Experimenting
20d. Makes observations to determine the relationships between the effects of objects creating shadows, the size and shape of shadows and the light source	DD. Natural and physical world	45. Observing 51. Natural and physical world

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
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K EXIT EXPECTATIONS		
K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting
K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	W. Data analysis	49. Drawing conclusions
K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.	BB. Observing and classifying	45. Observing 51. Natural and physical world
K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	N/A	52. Tools and technology
21. Investigates characteristics of Earth and space		
INFANTS		
21a. Interacts with the immediate environment	DD. Natural and physical world	22. Exploring objects
TODDLERS		
21a. Begins to notice objects in the sky	DD. Natural and physical world	28. Locating objects
21b. Observes and explores the local environment, including living things	BB. Observing and classifying DD. Natural and physical world	22. Exploring objects
21c. Observes and explores local weather phenomena (e.g., rain, sunshine, wind, snow)	DD. Natural and physical world	22. Exploring objects
21d. Observes and explores natural materials in the local outdoor environment (e.g., sand, water, snow)	DD. Natural and physical world	22. Exploring objects

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
TWOS		
21a. Observes and begins to identify the objects in the day and night sky, including the sun, clouds, moon and stars	DD. Natural and physical world	22. Exploring objects
21b. Explores and begins to identify basic characteristics of familiar living things	DD. Natural and physical world	22. Exploring objects
21c. Explores and begins to identify basic local weather phenomena (e.g., rain, sunshine, wind, snow)	DD. Natural and physical world	19. Speaking 22. Exploring objects 24. Exploring same and different
21d. Observes and begins to identify basic characteristics of natural resources in the local outdoor environment (e.g., trees, plants, bodies of water, animals)	BB. Observing and classifying DD. Natural and physical world	22. Exploring objects
21e. Explores and begins to identify ways to interact with natural materials in the local outdoor environment	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 35. Cause and effect
PRESCHOOL		
21a. Makes simple observations of the characteristics and apparent motions of the sun, moon, stars and clouds	DD. Natural and physical world	51. Natural and physical world
21b. Observes and begins to identify the habitats of living things in the local environment	DD. Natural and physical world	51. Natural and physical world
21c. Discusses changes in the local weather and seasons, using common weather related vocabulary (e.g., rainy, sunny, windy)	DD. Natural and physical world	51. Natural and physical world
21d. Observes and begins to identify how humans use natural resources (e.g., water, plants, animals) to meet their needs	N/A	58. Ecology
21e. Observes and begins to identify how people change the local environment	DD. Natural and physical world	58. Ecology

District of Columbia Early Learning Standards 2019

COR Advantage Items

Key Developmental Indicators (KDIs)

PRE-K EXIT EXPECTATIONS		
21a. Makes observations and describes predictable patterns in the apparent motions of the sun, the moon and stars	DD. Natural and physical world	51. Natural and physical world
21b. Raises questions and engages in discussions about how different types of local environments (including water) provide homes for different kinds of living things	DD. Natural and physical world	50. Communicating ideas 51. Natural and physical world
21c. Analyzes data from observations at different times of the year to describe patterns of local weather conditions that change daily and seasonally	DD. Natural and physical world	51. Natural and physical world
21d. Uses observations from the local outdoor environment to construct an evidence-based account of different ways humans use natural resources to meet their needs	N/A	58. Ecology
K EXIT EXPECTATIONS		
K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.	DD. Natural and physical world	51. Natural and physical world
K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	N/A	N/A
K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	N/A	N/A
K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to, severe weather.	N/A	N/A
K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.	DD. Natural and physical world	58. Ecology

District of Columbia Early Learning Standards 2019

COR Advantage Items

Key Developmental Indicators (KDIs)

22. Investigates engineering		
INFANTS		
22a. Explores objects in the immediate environment	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
22b. Communicates feelings and needs with facial expressions and behavior	D. Emotions	8. Emotions 17. Nonverbal communication
TODDLERS		
22a. Demonstrates curiosity and interest when observing and exploring objects	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 24. Exploring same and different
22b. Communicates feelings about problems of interest (e.g., delight when solving a problem of interest or frustration when they cannot solve a problem of interest)	B. Problem solving with materials D. Emotions	8. Emotions 17. Nonverbal communication
22c. Engages in trial and error to manipulate objects and solve problems of interest	B. Problem solving with materials	2. Problem solving
TWOS		
22a. Demonstrates curiosity and sustained interest in familiar, simple problems	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	1. Initiative 2. Problem solving
22b. Communicates simple solutions related to familiar, simple problems of interest using verbal and nonverbal communication	B. Problem solving with materials	2. Problem solving

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
22c. Explores various possibilities for solving familiar, simple problems when interacting with objects	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	2. Problem solving
PRESCHOOL		
22a. Asks questions, makes observations and gathers information about familiar, simple problems	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 45. Observing
22b. Communicates an idea for solving a familiar, simple problem with words or nonverbal communication	CC. Experimenting, predicting, and drawing conclusions	50. Communicating ideas
22c. Tests a solution to a familiar, simple problem and uses the results of the test to determine whether the solution is effective	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting
PRE-K EXIT EXPECTATIONS		
22a. Asks questions, makes observations and gathers information about familiar, simple problems	CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 45. Observing 49. Drawing conclusions
22b. Communicates an idea for solving a familiar, simple problem using words, drawings, demonstrations, models or other nonverbal communication	CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 50. Communicating ideas
22c. Tests solutions to a familiar, simple problem and compares the results of the tests to determine which solution is most effective, with adult support as needed	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 47. Experimenting
K EXIT EXPECTATIONS		
K-2-ETS1-1 Ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object.	N/A	N/A

District of Columbia Early Learning Standards 2019

COR Advantage Items

Key Developmental Indicators (KDIs)

K-2-ETS1-2 Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	N/A	N/A
K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	N/A	N/A
SOCIAL STUDIES		
23. Demonstrates understanding of self, family and a diverse community		
INFANTS		
23a. Begins to recognize self and others	FF. Knowledge of self and others	4. Distinguishing self and others
TODDLERS		
23a. Begins to make connections and understands association with other people	E. Building relationships with adults F. Building relationships with other children	6. Relationships with adults 7. Relationships with peers 10. Playing with others 11. Group participation
TWOS		
23a. Identifies some similarities and differences in physical characteristics of self and others	FF. Knowledge of self and others	4. Distinguishing self and others 24. Exploring same and different
PRESCHOOL		
23a. Recognizes members of a group such as the class or family	FF. Knowledge of self and others	11. Community

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
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PRE-K EXIT EXPECTATIONS		
23a. Describes roles as a member of a group	FF. Knowledge of self and others	54. Community roles
24. Demonstrates an understanding of the relationship between people and the environments in which they live		
INFANTS		
24a. Recognizes familiar people in the environments	E. Building relationships with adults F. Building relationships with other children	5. Attachment 6. Relationships with adults 7. Relationships with peers
24b. Emerging	N/A	N/A
TODDLERS		
24a. Begins to recognize self as separate from others	FF. Knowledge of self and others	4. Distinguishing self and others
24b. Responds in varied ways to people and objects	B. Problem solving with materials E. Building relationships with adults F. Building relationships with other children	5. Attachment 6. Relationships with adults 7. Relationships with peers 10. Playing with others
TWOS		
24a. Responds to the needs of others	D. Emotions F. Building relationships with other children	9. Empathy
24b. Begins to recognize their own personal space	FF. Knowledge of self and others	4. Distinguishing self and others

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
PRESCHOOL		
24a. Recognizes the relationship of personal space to surroundings	GG. Geography	56. Geography
24b. Identifies own environment and other locations	GG. Geography	56. Geography
PRE-K EXIT EXPECTATIONS		
24a. Recognizes relationships between self and other people in the surroundings/environments	F. Building relationships with other children FF. Knowledge of self and others	12. Building relationships 13. Cooperative play
24b. Recognizes personal space, the relationship between self and the surroundings/environments	GG. Geography	56. Geography
25. Demonstrates an understanding of time as it relates to self, family and community		
INFANTS		
25a. Begins to respond to routines/sequences of events/experiences	G. Community HH. History	32. Anticipating events
25b. Emerging		
TODDLERS		
25a. Recognizes and responds to routines/sequences of events/experiences	G. Community HH. History	32. Anticipating events
25b. Begins to respond to changes people/places/events	G. Community	32. Anticipating events 33. Time intervals

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
TWOS		
25a. Begins to sequence events	HH. History	32. Anticipating events 33. Time intervals
25b. Responds to changes in people/places/events in daily routines	G. Community	32. Anticipating events 33. Time intervals
PRESCHOOL		
25a. Recognizes sequence of events to establish a sense of order and time	G. Community HH. History	11. Community
25b. Explores changes in people/places/events in daily routines/sequences of events/experiences over time	HH. History	11. Community 57. History
PRE-K EXIT EXPECTATIONS		
25a. Understands daily routines/sequences of events/experiences in the context of time, terms that are related to time (today/tomorrow, now/later) and the concepts of past/present/future	G. Community HH. History	11. Community 57. History
25b. Observes and recognizes changes that take place over time in the immediate environment	G. Community HH. History	11. Community
THE ARTS		
26. Engages in music and movement activities		
INFANTS		
26a. Emerging	Y. Music	39. Listening to music 40. Responding to music

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
TODDLERS		
26a. Responds to a variety of music types, including culturally and linguistically diverse music	Y. Music Z. Movement	15. Steady beat 39. Listening to music 40. Responding to music
TWOS		
26a. Responds to music and movement, including culturally and linguistically diverse music and movement activities	Y. Music Z. Movement	15. Steady beat 39. Listening to music 40. Responding to music
PRESCHOOL		
26a. Responds to and communicates about music and movement, including culturally and linguistically diverse music and movement activities	Y. Music Z. Movement	41. Music 42. Movement
PRE-K EXIT EXPECTATIONS		
26a. Participates in music and movement activities, responding to different forms of music and movement, including culturally diverse music and dance	Y. Music Z. Movement	41. Music 42. Movement
26b. Uses instruments and voice to accompany or create music	Y. Music	41. Music
26c. Expresses ideas, feelings and experiences through music and movement	Y. Music Z. Movement	41. Music 42. Movement
27. Engages in drama activities		
INFANTS		
27a. Emerging	AA. Pretend play	36. Imitating and pretending

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
TODDLERS		
27a. Acts out familiar scenarios	AA. Pretend play	36. Imitating and pretending
TWOS		
27a. Explores real or fantasy scenarios through pretend play	AA. Pretend play	36. Imitating and pretending
PRESCHOOL		
27a. Explores real or fantasy scenarios through pretend play	AA. Pretend play	43. Pretend play
27b. Uses imagination and creativity to express self through pretend play	AA. Pretend play	43. Pretend play
PRE-K EXIT EXPECTATIONS		
27a. Participates in drama activities, responding to different imaginary characters and scenarios	AA. Pretend play	43. Pretend play
27b. Uses voice to create drama	AA. Pretend play	43. Pretend play
27c. Expresses ideas, feelings and experiences through dramatic expressions	AA. Pretend play	43. Pretend play
28. Explores the visual arts		
INFANTS		
28a. Emerging	X. Art	37. Exploring art materials
TODDLERS		
28a. Combines a variety of materials to engage in the process of art	X. Art	37. Exploring art materials

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
TWOS		
28a. Demonstrates an understanding of the basic elements of visual arts	X. Art	37. Exploring art materials
28b. Combines a variety of materials to engage in the process of art	X. Art	37. Exploring art materials
PRESCHOOL		
28a. Knows and uses basic elements of visual arts	X. Art	40. Art
28b. Combines a variety of materials to engage in the process of art	X. Art	40. Art
28c. Uses imagination and creativity to express self through visual arts	X. Art	40. Art
PRE-K EXIT EXPECTATIONS		
28a. Participates in arts activities, responding to visual art forms	X. Art	40. Art
28b. Uses a variety of materials to create products	X. Art	40. Art
28c. Expresses experiences, ideas and feelings through visual arts	X. Art	40. Art
SOCIAL AND EMOTIONAL DEVELOPMENT		
29. Expresses a variety of feelings and learns to manage them		
INFANTS		
29a. Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort	D. Emotions	8. Emotions
TODDLERS		

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
29a. Expresses a range of feelings; uses other people’s expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies	D. Emotions	8. Emotions
TWOS		
29a. Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self	D. Emotions	8. Emotions
PRESCHOOL		
29a. Uses strategies learned from adults to manage feelings; begins to label feelings	D. Emotions H. Conflict resolution	9. Emotions
PRE-K EXIT EXPECTATIONS		
29a. Uses socially acceptable ways of expressing thoughts and emotions	D. Emotions	9. Emotions
29b. Demonstrates confidence in meeting own needs	B. Problem solving H. Conflict resolution	4. Problem solving 8. Sense of competence 15. Conflict resolution
30. Recognizes the feelings and rights of others and responds appropriately		
INFANTS		
30a. Reacts to others’ expressions of feelings	D. Emotions	8. Emotions 9. Empathy
TODDLERS		

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
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30a. Acts in response to others' demonstration of feelings, often with support of trusted adult	D. Emotions	8. Emotions
TWOS		
30a. Reacts constructively in response to other's demonstration of feelings	D. Emotions	8. Emotions 9. Empathy
PRESCHOOL		
30a. Responds positively to others' demonstration of feelings	F. Building relationships with other children	9. Emotions 10. Empathy
PRE-K EXIT EXPECTATIONS		
30a. Recognizes and labels the basic feelings of others	D. Emotions	9. Emotions 10. Empathy
31. Manages own behavior		
INFANTS		
31a. Responds to changes in the immediate environment or adults' voices and actions	D. Emotions	5. Attachment 8. Emotions
TODDLERS		
31a. Seeks out special person or object to help manage behavior; wants to do things for self	E. Building relationships with adults	3. Self-help 5. Attachment
TWOS		
31a. Follows routines with consistent support from adults; accepts redirection; tries to meet own needs	G. Community	1. Initiative 3. Self-help

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
PRESCHOOL		
31a. Follows classroom rules and routines (including new ones) with occasional reminders	G. Community	11. Community
PRE-K EXIT EXPECTATIONS		
31a. Follows limits and expectations	G. Community	11. Community
32. Develops positive relationships with adults		
INFANTS		
32a. Recognizes, reacts positively to and seeks to remain with familiar adults	E. Building relationships with adults	5. Attachment 6. Relationships with adults
TODDLERS		
32a. Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base	E. Building relationships with adults	5. Attachment 6. Relationships with adults
TWOS		
32a. Is comfortable in a range of settings; relies on familiar adults for assurance when necessary	E. Building relationships with adults G. Community	5. Attachment 6. Relationships with adults
PRESCHOOL		
32a. Engages with trusted adults for information and socializing; manages separations	E. Building relationships with adults	12. Building relationships
PRE-K EXIT EXPECTATIONS		
32a. Engages in positive interactions with adults to share ideas and plan activities	E. Building relationships with adults	12. Building relationships

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
33. Engages and plays with peers		
INFANTS		
33a. Watches and attempts to engage other children socially	F. Building relationships with other children	7. Relationships with peers 10. Playing with others
TODDLERS		
33a. Plays near another child, briefly engaging socially	F. Building relationships with other children	7. Relationships with peers
TWOS		
33a. Interacts with children who are engaged with similar materials and activities	F. Building relationships with other children	7. Relationships with peers
PRESCHOOL		
33a. Uses successful strategies to initiate or join an activity with several children	F. Building relationships with other children	12. Building relationships 13. Cooperative play
PRE-K EXIT EXPECTATIONS		
33a. Sustains play with a few other children	F. Building relationships with other children	12. Building relationships 13. Cooperative play
34. Resolves conflicts with others		
INFANTS		
34a. Emerging	H. Conflict resolution	2. Problem solving

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
TODDLERS		
34a. Reacts by expressing feelings about situations where there is conflict	H. Conflict resolution	8. Emotions
TWOS		
34a. Seeks adults' help to solve social problems	H. Conflict resolution	2. Problem solving
PRESCHOOL		
34a. Asks adults for help and sometimes suggests ways to solve social problems	H. Conflict resolution	15. Conflict resolution
PRE-K EXIT EXPECTATIONS		
34a. Suggests ways to resolve social conflicts	H. Conflict resolution	15. Conflict resolution
PHYSICAL DEVELOPMENT, HEALTH AND SAFETY		
35. Demonstrates strength and coordination of large muscles		
INFANTS		
35a. Uses arms, legs and whole body to move	I. Gross-motor skills	13. Moving the whole body
TODDLERS		
35a. Moves in a variety of ways and directions	I. Gross-motor skills Z. Movement	13. Moving the whole body 14. Moving with objects
TWOS		

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
35a. Attempts new large muscle activities that require coordination and balance	I. Gross-motor skills	13. Moving the whole body
PRESCHOOL		
35a. Engages in complex large-muscle activities that involve flexibility, control and a full range of motion	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
PRE-K EXIT EXPECTATIONS		
35a. Demonstrates locomotor skills by running smoothly	I. Gross-motor skills	16. Gross-motor skills
35b. Demonstrates balancing skills by hopping and jumping in place	I. Gross-motor skills	16. Gross-motor skills
35c. Demonstrates ball-handling skills, using a full range of motion	I. Gross-motor skills	16. Gross-motor skills
35. Demonstrates strength and coordination of small muscles		
INFANTS		
36a. Uses whole hand and fingers (all together, raking and then using thumb and index finger) to touch, hold and pick up objects	J. Fine-motor skills	12. Moving parts of the body
TODDLERS		
36a. Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects	J. Fine-motor skills	12. Moving parts of the body
TWOS		
36a. Engages in activities that require eye-hand coordination; uses wrist and finger movements to manipulate objects	J. Fine-motor skills R. Writing	12. Moving parts of the body 14. Moving with objects
PRESCHOOL		

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
36a. Uses finger and hand movements to work with small objects and accomplish tasks	J. Fine-motor skills	17. Fine-motor skills
PRE-K EXIT EXPECTATIONS		
36a. Uses precise hand, finger and wrist movements to grasp, release and manipulate small objects	J. Fine-motor skills	17. Fine-motor skills
36b. Uses writing and drawing tools to perform particular tasks	J. Fine-motor skills	17. Fine-motor skills
37. Demonstrates behaviors that promote health and safety		
INFANTS		
37a. Becomes familiar with routines of health and safety practices, while relying on adults to provide a safe environment	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative
37b. Begins to participate in meeting own needs	K. Personal care and healthy behavior	3. Self-help
37c. Emerging		
37d. Emerging		
TODDLERS		
37a. Shows increasing awareness of health and safety practices through imitation and participation	G. Community K. Personal care and healthy behavior	3. Self-help 16. Listening and responding
37b. Attempts basic feeding, dressing and hygiene tasks	K. Personal care and healthy behavior	3. Self-help
37c. Emerging		
37d. Emerging		

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
TWOS		
37a. Shows increasing understanding by beginning to initiate health and safety practices	K. Personal care and healthy behavior	N/A
37b. Performs some simple feeding, dressing and hygiene tasks	K. Personal care and healthy behavior	3. Self-help
37c. Engages in developmentally appropriate, safe touching behaviors with adults and other children	E. Building relationships with adults F. Building relationships with other children	6. Relationships with adults 7. Relationships with peers
37d. Identifies adults that are trusted persons and communicates need for help through language or physical articulation	E. Building relationships with adults	5. Attachment 6. Relationships with adults
PRESCHOOL		
37a. Follows familiar health and safety rules with occasional reminders	G. Community K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
37b. Performs basic self-help tasks with assistance	K. Personal care and healthy behavior	19. Personal care
37c. Recognizes physical boundaries between their own bodies and others' bodies	N/A	20. Healthy behavior
37d. Identifies trusted adult(s) and is aware of how to ask that person for help or articulates need for safety when a problem arises	E. Building relationships with adults	12. Building relationships
PRE-K EXIT EXPECTATIONS		
37a. Describes basic health and safety rules and follows them	K. Personal care and healthy behavior	20. Healthy behavior
37b. Performs self-help tasks with minimal assistance	K. Personal care and healthy behavior	19. Personal care
37c. Practices consent with respect to physical boundaries	N/A	20. Healthy behavior

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
37d. Identifies situations for which a trusted adult is needed and has awareness of what happens when help is requested or a report is made regarding safety	E. Building relationships with adults	12. Building relationships
38. Demonstrates competent eating behaviors through the maintenance of positive eating attitudes, optimal food acceptance skills, self-regulation of food intake, mindful food choices and positive body image		
INFANTS		
38a. Displays hunger and fullness signals consistent with responsive feeding practices	K. Personal care and healthy behavior	1. Initiative 17. Nonverbal communication
TODDLERS		
38b. Participates in basic feeding and mealtimes in order to continue developing their own hunger and fullness signals, gain neutral exposure to a variety of foods and develop personal food preferences	K. Personal care and healthy behavior	3. Self-help
TWOS		
38c. Continues to develop eating competence where they are learning positive eating behaviors and mastering their ability to self regulate food intake	K. Personal care and healthy behavior	3. Self-help
38d. Learns food acceptance through familiarization (repeated neutral exposure to unfamiliar foods), observational learning of food choice (imitation of peer and caregiver eating behaviors) and social facilitation during mealtimes	N/A	N/A

District of Columbia Early Learning Standards 2019	COR Advantage Items	Key Developmental Indicators (KDIs)
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PRESCHOOL		
38e. Begins to independently engage in mindful eating practices	K. Personal care and healthy behavior	20. Healthy behavior
38f. Begins to participate in experiential nutrition activities	N/A	20. Healthy behavior
PRE-K EXIT EXPECTATIONS		
38g. Demonstrates positive eating behaviors	K. Personal care and healthy behavior	20. Healthy behavior
38h. Demonstrates basic comprehension of the role food plays in keeping the body strong and healthy	K. Personal care and healthy behavior	20. Healthy behavior