



Curriculum Alignment with

District of Columbia Early Learning Standards

Grade: **Ages Birth to 12 months** - Adopted: **2012**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.AL.	Approaches to Learning/Logic and Reasoning (Infants)
STANDARD / ESSENTIAL SKILL	AL.1.	Attends and engages with curiosity
STUDENT EXPECTATION / ESSENTIAL SKILL	AL.1a.	<p>Uses all senses to explore</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.AL.	Approaches to Learning/Logic and Reasoning (Infants)
STANDARD / ESSENTIAL SKILL	AL.2.	Shows persistence
STUDENT EXPECTATION / ESSENTIAL SKILL	AL.2a.	<p>Attends to sights and sounds</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.AL.	Approaches to Learning/Logic and Reasoning (Infants)
STANDARD / ESSENTIAL SKILL	AL.3.	Approaches tasks flexibly
STUDENT EXPECTATION / ESSENTIAL SKILL	AL.3a.	<p>Emerging</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CL.	Communication and Language (Infants)
STANDARD / ESSENTIAL SKILL	CL.7.	Uses conventional grammar and syntax
STUDENT EXPECTATION / ESSENTIAL SKILL	CL.7a.	<p>Babbles and experiments with tone and pitch</p> <p><u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>

		Infants: 20- Uses increasingly complex spoken language: Infants: 45- Demonstrates awareness of cause and effect:
--	--	---

CONTENT STANDARD / STRAND / DISCIPLINE	DC.LIT.	Literacy (Infants)
STANDARD / ESSENTIAL SKILL	LIT.10.	Demonstrates comprehension of printed materials read aloud
STUDENT EXPECTATION / ESSENTIAL SKILL	LIT.10a.	Emerging <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound):

CONTENT STANDARD / STRAND / DISCIPLINE	DC.LIT.	Literacy (Infants)
STANDARD / ESSENTIAL SKILL	LIT.11.	Hears and discriminates the sounds of language
STUDENT EXPECTATION / ESSENTIAL SKILL	LIT.11a.	Shows awareness of speech sounds and imitates them <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:

CONTENT STANDARD / STRAND / DISCIPLINE	DC.LIT.	Literacy (Infants)
STANDARD / ESSENTIAL SKILL	LIT.13.	Understands the purpose of writing and drawing
STUDENT EXPECTATION / ESSENTIAL SKILL	LIT.13a.	Emerging <u>Progress Monitoring Skills</u> Infants: 24- Uses writing for variety of purposes Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MA.	Mathematics (Infants)
STANDARD / ESSENTIAL SKILL	MA.14.	Matches, groups, and classifies objects
STUDENT EXPECTATION / ESSENTIAL SKILL	MA.14a.	Emerging <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MA.	Mathematics (Infants)
STANDARD / ESSENTIAL SKILL		Patterns
STUDENT EXPECTATION / ESSENTIAL SKILL	MA.14b.	Emerging <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MA.	Mathematics (Infants)
STANDARD / ESSENTIAL SKILL	MA.15.	Demonstrates knowledge of number and counting
STUDENT EXPECTATION / ESSENTIAL SKILL	MA.15a.	Emerging

		<u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number:
CONTENT STANDARD / STRAND / DISCIPLINE	DC.MA.	Mathematics (Infants)
STANDARD / ESSENTIAL SKILL	MA.16.	Demonstrates knowledge of volume, height, weight, and length
STUDENT EXPECTATION / ESSENTIAL SKILL	MA.16a.	Emerging <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 47- Demonstrates problem-solving skills:
CONTENT STANDARD / STRAND / DISCIPLINE	DC.MA.	Mathematics (Infants)
STANDARD / ESSENTIAL SKILL	MA.17.	Identifies and labels shapes
STUDENT EXPECTATION / ESSENTIAL SKILL	MA.17a.	Emerging <u>Progress Monitoring Skills</u> Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts:
CONTENT STANDARD / STRAND / DISCIPLINE	DC.SC.	Scientific Inquiry (Infants)
STANDARD / ESSENTIAL SKILL	SC.19.	Observes and describes the characteristics of living things <u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment:
STANDARD / ESSENTIAL SKILL	SC.22.	Demonstrates scientific thinking <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills:
CONTENT STANDARD / STRAND / DISCIPLINE	DC.AR.	The Arts (Infants)
STANDARD / ESSENTIAL SKILL	AR.24.	Engages in music, movement, and drama activities <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 15- Develops relationships with adults: Infants: 41- Participates in dance to express creativity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: Infants: 44- Uses dramatic play to express creativity: Infants: 46- Uses prior knowledge to build new knowledge:
STANDARD / ESSENTIAL SKILL	AR.25.	Explores the visual arts <u>Progress Monitoring Skills</u> Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:

CONTENT STANDARD / STRAND / DISCIPLINE	DC.SED.	Social-Emotional Development (Infants)
STANDARD / ESSENTIAL SKILL	SED.26.	Expresses a variety of feelings and learns to manage them
STUDENT EXPECTATION / ESSENTIAL SKILL	SED.26a.	<p>Expresses feelings through facial expressions, body movements, crying, and vocalizing, often depending on adults for emotional comfort</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.SED.	Social-Emotional Development (Infants)
STANDARD / ESSENTIAL SKILL	SED.27.	Recognizes the feelings and rights of others, and responds appropriately
STUDENT EXPECTATION / ESSENTIAL SKILL	SED.27a.	<p>Reacts to others' expressions of feelings</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers:</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.SED.	Social-Emotional Development (Infants)
STANDARD / ESSENTIAL SKILL	SED.28.	Manages own behavior
STUDENT EXPECTATION / ESSENTIAL SKILL	SED.28a.	<p>Responds to changes in the immediate environment or adults' voices and actions</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: Infants: 40- Understands the passage of time and how events are related:</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.SED.	Social-Emotional Development (Infants)
STANDARD / ESSENTIAL SKILL	SED.29.	Develops positive relationships with adults
STUDENT EXPECTATION / ESSENTIAL SKILL	SED.29a.	<p>Recognizes, reacts positively to, and seeks to remain with familiar adults</p> <p><u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.SED.	Social-Emotional Development (Infants)
STANDARD / ESSENTIAL SKILL	SED.30.	Engages and plays with peers
STUDENT EXPECTATION / ESSENTIAL SKILL	SED.30a.	<p>Watches and attempts to engage other children socially</p> <p><u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:</p>

CONTENT STANDARD / STRAND / DISCIPLINE	DC.PDHS.	Physical Development/Health and Safety (Infants)
STANDARD / ESSENTIAL SKILL	PDHS.32.	Demonstrates strength and coordination of large muscles
STUDENT EXPECTATION / ESSENTIAL SKILL	PDHS.32a.	Uses arms, legs, and whole body to move <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

CONTENT STANDARD / STRAND / DISCIPLINE	DC.PDHS.	Physical Development/Health and Safety (Infants)
STANDARD / ESSENTIAL SKILL	PDHS.33.	Demonstrates strength and coordination of small muscles
STUDENT EXPECTATION / ESSENTIAL SKILL	PDHS.33a.	Uses whole hand and fingers (all together, raking, and then using thumb and index finger) to touch, hold, and pick up objects <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: Infants: 46- Uses prior knowledge to build new knowledge:

CONTENT STANDARD / STRAND / DISCIPLINE	DC.PDHS.	Physical Development/Health and Safety (Infants)
STANDARD / ESSENTIAL SKILL	PDHS.34.	Demonstrates behaviors that promote health and safety
STUDENT EXPECTATION / ESSENTIAL SKILL	PDHS.34a.	Emerging <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:

STUDENT EXPECTATION / ESSENTIAL SKILL	PDHS.34b.	Begins to participate in meeting own needs <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
--	------------------	---

STUDENT EXPECTATION / ESSENTIAL SKILL	PDHS.34c.	Emerging <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits:
--	------------------	---

© 2021 EdGate Correlation Services, LLC. All Rights reserved.

[Contact Us](#) - [Privacy](#) - [Service Agreement](#)