

# VIRGINIA'S EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS) BIRTH-FIVE LEARNING GUIDELINES



VIRGINIA  
IS FOR  
LEARNERS

**Note:** Final packaging of this document, including consistent typesetting, additional graphic design elements and alternative formatting will be completed post Board approval of the new standards.

## Table of Contents

<b>INTRODUCTION</b>	<b>8</b>
<b>THE VALUE AND NEED FOR A UNIFIED SET OF EARLY LEARNING AND DEVELOPMENT STANDARDS IN VIRGINIA</b>	<b>8</b>
<b>GROUNDING KNOWLEDGE AND GUIDING PRINCIPLES</b>	<b>8</b>
Grounding Knowledge	9
Guiding Principles	9
About Culturally Responsive Practice	11
<b>HOW TO USE VIRGINIA’S UNIFIED EARLY LEARNING AND DEVELOPMENT STANDARDS</b>	<b>12</b>
<b>DESIGN OF THE VIRGINIA EARLY LEARNING AND DEVELOPMENT STANDARDS DOCUMENT</b>	<b>12</b>
<b>VIRGINIA’S EARLY LEARNING AND DEVELOPMENT STANDARDS AT A GLANCE</b>	<b>14</b>
<b>ORGANIZATION OF THE STANDARDS</b>	<b>16</b>
<b>APL1. CURIOSITY AND INITIATIVE</b>	<b>16</b>
APL1.1. Being curious learners	16
Process	17
<b>WRITING STYLE</b>	<b>17</b>
<b>ACKNOWLEDGEMENTS</b>	<b>18</b>
<b>AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)</b>	<b>21</b>

<b>APL1. CURIOSITY AND INITIATIVE</b>	<b>22</b>
APL1.1. Being curious learners	22
APL1.2. Taking initiative	23
<b>APL2. CREATIVITY AND IMAGINATION</b>	<b>24</b>
APL2.1. Showing creativity and imagination	24
<b>APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION</b>	<b>25</b>
APL3.1. Focusing and paying attention	25
APL3.2. Building working memory	26
APL3.3. Thinking flexibly and adapting	27
APL3.4. Inhibiting responses	28
APL3.5. Persisting and problem-solving	29
<b>APL4. BEHAVIORAL SELF-REGULATION</b>	<b>30</b>
APL4.1. Managing actions and behaviors	30
<b>AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)</b>	<b>31</b>
<b>SED1. POSITIVE SELF-CONCEPT</b>	<b>32</b>
SED1.1. Developing self-awareness	32
SED1.2. Developing self-confidence	33
SED1.3. Becoming autonomous and independent	34
<b>SED2. EMOTIONAL COMPETENCE</b>	<b>35</b>

<b>SED2.1. Seeing and naming emotions in self and others</b>	<b>35</b>
<b>SED2.2. Expressing emotions</b>	<b>36</b>
<b>SED2.3. Communicating feelings, wants, and needs</b>	<b>37</b>
<b>SED2.4. Regulating emotions</b>	<b>38</b>
<b>SED2.5. Showing care and concern for others</b>	<b>39</b>
<b>SED3. INTERACTING WITH OTHERS</b>	<b>40</b>
<b>SED3.1. Developing relationships with adults</b>	<b>40</b>
<b>SED3.2. Developing relationships with other children</b>	<b>41</b>
<b>SED3.3. Engaging in cooperative play</b>	<b>42</b>
<b>SED3.4. Solving social interaction problems</b>	<b>43</b>
<b>AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)</b>	<b>44</b>
<b>CLLD1. COMMUNICATION</b>	<b>45</b>
<b>CLLD1.1. Understanding verbal and nonverbal cues</b>	<b>45</b>
<b>CLLD1.2. Using vocabulary and nonverbal cues to communicate</b>	<b>46</b>
<b>CLLD1.3. Learning and engaging in conversational interactions</b>	<b>47</b>
<b>CLLD2. FOUNDATIONS OF READING</b>	<b>48</b>
<b>CLLD2.1. Paying attention to print as meaningful</b>	<b>48</b>
<b>CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts</b>	<b>49</b>
<b>CLLD2.3. Learning spoken language is composed of smaller segments of sound</b>	<b>50</b>

CLLD2.4. Learning how letters and print work to create words and meaning	51
<b>CLLD3. FOUNDATIONS OF WRITING</b>	<b>52</b>
CLLD3.1. Drawing, scribbling, and writing to communicate	52
CLLD3.2. Developing writing habits and skills	53
CLLD3.3. Handling writing tools	54
<b>AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)</b>	<b>55</b>
<b>HPD1. USING SENSES</b>	<b>56</b>
HPD1.1. Learning through all senses	56
<b>HPD2. GROSS MOTOR</b>	<b>57</b>
HPD2.1. Developing large muscle control	57
HPD2.2. Exploring the environment	58
<b>HPD3. FINE MOTOR</b>	<b>59</b>
HPD3.1. Using eyes and hands together	59
HPD3.2. Developing small muscle control	60
<b>HPD4. PHYSICAL HEALTH AND SELF-CARE</b>	<b>61</b>
HPD4.1. Taking care of daily health needs	61
HPD4.2. Adopting safe behaviors	62
HPD4.3. Eating with healthy habits	63
HPD4.4. Developing healthy habits for rest and sleep	64

<b>AREA FIVE: COGNITIVE DEVELOPMENT (CD)</b>	<b>65</b>
<b>CD1. SCIENCE: THE NATURAL AND PHYSICAL WORLD</b>	<b>66</b>
CD1.1. Paying attention to the natural world	66
CD1.2. Testing questions and ideas	67
<b>CD2. SOCIAL SCIENCE: PEOPLE, COMMUNITY, AND CULTURE</b>	<b>68</b>
CD2.1. Learning about ways that people interact	68
CD2.2. Understanding relationships and connections	69
CD2.3. Learning about differences	70
<b>CD3. MATHEMATICS</b>	<b>71</b>
CD3.1. Comparing numbers, counting, and recognizing quantities	71
CD3.2. Understanding number relationships and solving problems using operations	72
CD3.3. Geometric thinking and spatial reasoning	73
CD3.4. Sorting, classifying, and patterning	74
CD3.5. Describing, comparing, and measuring	75
<b>CD4. FINE ARTS</b>	<b>76</b>
CD4.1. Exploring and expressing ideas through movement and dance	76
CD4.2. Learning about and through music	77
CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts	78
CD4.4. Using visual arts media to express thoughts and feelings	79

<b>GLOSSARY</b>	<b>80</b>
<b>APPENDIX A: REFERENCES AND SOURCES CONSULTED</b>	<b>88</b>
<b>APPENDIX B: STATES CONSULTED</b>	<b>94</b>

## INTRODUCTION

The first five years of a child's life involve significant impact on the developing brain and early learning. The concepts and skills that children learn during their early years also lay the groundwork for a successful transition to kindergarten and all later schooling. Virginia is committed to providing every child in the Commonwealth with the experiences and supports that will provide a solid foundation for their learning and life.

## THE VALUE AND NEED FOR A UNIFIED SET OF EARLY LEARNING AND DEVELOPMENT STANDARDS IN VIRGINIA

Virginia is home to over 500,000 children ages birth through five. Many of the Commonwealth's young children have access to early settings and experiences that are well equipped to support development and learning. Others, however, lack that access for a number of reasons including geography; cost; demand that exceeds supply; and inadequate resources or supports for quality care. Still other children have needs that require special considerations from their programs and providers.

The goal of early care and education is to help *all* children prepare for kindergarten, and for a good start in life, through high quality early education or early intervention programs. Virginia elevates both care and education as important aspects of what educators attend to in their work with young children, regardless of the setting in which the work takes place. Many factors contribute to program quality, including the provider's understanding of how children learn and grow throughout early childhood, and what adults can do to best support the developing child. Virginia defines an early childhood provider as any adult responsible for the early care and education of young children, including parents/families, caregivers, educators and program leaders as primary examples. Provider groups should not be viewed as mutually exclusive: caregivers include parents/families and teachers, and teachers should be viewed as caregivers inclusive of parents/families. Virginia's Unified Early Learning and Development Standards (ELD Standards) provide *all* early childhood providers (i.e., parents/families, caregivers, educators, and program leaders) with a resource for understanding what children should know and be able to do as they grow and change from birth until they enter kindergarten.

## GROUNDING KNOWLEDGE AND GUIDING PRINCIPLES

At the core of these ELD Standards is the belief that *all* children in Virginia deserve to build on their capabilities, and deserve to start school ready to learn. Related to that conviction is the belief that early childhood caregivers and educators need access to clear, actionable guidance that supports their understanding of how children develop and the associated skills that emerge as they actively engage with their environment.

These ELD Standards intentionally start with development at birth. What infants and toddlers come to know and do is inextricably linked to the ways in which adults are able to tune into the child's curiosity and interest in their environment. When adults give words to feelings, name what they are seeing, ask questions and so forth, they are ever expanding what infants and toddlers come to know about themselves and their world.

In order to highlight discrete skills and behaviors that adults should look for when interacting with and observing a young child, this document focuses on each of five Areas of Development. Within each area, the ELD Standards describe specific concepts and

skills that adults should look for and support as children grow and change. All areas are grounded in what is known about early development and learning, and beliefs about young children and early childhood education.

### **Grounding Knowledge**

We know that during the years from birth through age 5, and particularly the years from birth through 3, the young child's brain is growing and developing the capacity for all later learning (Shonkoff & Phillips, 2000). We also know that the brain's growth is supported or undermined as a function of the child's environment and experiences. Finally, and most importantly, we know that interactions and relationships with caregiving adults and teachers are of primary importance in supporting a child's early development and learning (Child Trends, 2015; Dougherty, 2014; Flores et al., 2016).

What happens - or what does not happen - during a child's first five years makes an important difference that will influence the child's life and learning well beyond the early childhood period.

### **Guiding Principles**

Over the course of a child's early years, we begin to know them by paying careful attention to the unique individual they are becoming. Supporting learning for *all* children means understanding how we generally expect a child to develop and change. Supporting learning for an individual child means paying careful attention to whether and how the child progresses; considering whether something is interfering with the child's development; and learning ways to help a child whose growth is not unfolding as we typically expect. While children bring their individuality and diversity to early childhood settings, these guiding principles reflect knowledge that will help adults provide the best environments, experiences, and relationships for all the children in their care.

- **An available, responsive adult is the most important support to the young child's learning.** Children are born wired to learn, but learning does not occur in a vacuum. Adults activate, motivate, guide, interpret, and support the young child's exploration and understanding of their world. Parents are children's first and most important teachers. When children enter a program, or another adult's care, their caregivers and educators partner with parents in making the most of the early years as the foundation for lifelong learning
- **Development occurs with some predictability, but children progress through their development at their own rate and in their own way.** We can describe how development generally unfolds - which skills are likely to come before others and when. But a child may skip over some steps altogether. They may progress in one area more quickly or slowly than others. Developmental guidelines provide a road map, but each child will have their own, unique route for learning.
- **Learning is a dynamic phenomenon, integrated across all areas of development.** As young children grow and learn, their changing abilities reflect the interplay of many areas of development, working in concert with one another. Preschoolers' ability to manage their impulses, for example, enables them to persist through the challenge of building with blocks as they develop as mathematical thinkers; to quiet themselves in order to listen to others as they grow in social skill and in collaboration; and to follow established rules of play as they become members of a group that learns and plays together.

Skills may be thought about in terms of a particular area of development, but they are very often interwoven and interdependent.

- **Early learning will require special attention, support, and strategies for children with developmental disabilities or delays.** Early growth and development for some children will be influenced by the presence of an individual difference, a disability, or a developmental delay. These differences can include visual or hearing impairments; communication, speech or language delays; physical disabilities or motor delays; and differences affecting a child's social development or emotional growth. Children with disabilities may need adaptive materials and environments to support their learning and may benefit from numerous opportunities for participation and interaction. The presence of such differences should not prevent a child from participating in an early childhood program with peers whose development is more typical. That said, caregivers and educators may need access to more specialized guidance, equipment, materials and methods to help these young learners to develop and demonstrate their abilities. Those additional teaching tools and strategies are often helpful, not only for a child or children with special needs, but for other children as well.
- **A child's home culture and language must be recognized, respected, and accommodated in the early learning processes.** The ELD Standards describe how we generally expect children to change and learn over time. The ELD Standards include indicators that refer to behaviors such as curiosity, persistence, attention, and exploration. As caregivers and educators use these standards to understand learning and development in general, it is important to also recognize that children bring their cultural learning to the process. That learning might have taught a child, for instance, to focus on and follow the directives of adults, as opposed to taking initiative on their own. A young child might also have learned to inhibit their questions and comments, out of deference to adults, and to quietly wait and observe until invited to speak. Understanding a child in the context of their culture calls on us to partner with families who can help us learn about their culture's practices and strengths. Language is only one aspect of culture, but language requires its own considerations. Children who are multilingual learners, for example, need ongoing connection to, and learning in, their home language as they learn English as their second or subsequent language. Both multilingual learners and English learners will also benefit from caregivers and educators who give careful thought and planning to how concepts and skills will be introduced.
- **Other factors in the child's environment will have an impact on learning.** Experiences that can cause challenges to a child's learning include illness, poverty, and trauma. It is important that caregivers and educators know and understand each child fully in order to provide the best and most effective care and teaching. It is also important that caregivers and educators are able to access the knowledge and develop the practices that will support children whose circumstances present such challenges.
- **Young children learn through play.** Play, alone or with other children, is the child's laboratory. Playing provides children with opportunities to imagine, question, investigate, collaborate, negotiate, practice, and discover. Playing is how young

children learn. Caregivers and educators observe and guide children in play to ensure that children continue to expand their learning as they play.

- **Technology and digital experience can have a place in early learning, but should not be the primary medium for learning.** Children aged 2 and under should have little or no reliance on digital devices for their entertainment or learning. It is undeniably the case, however, that most young children see and interact with the digital world - even if only through a parent's cell phone - from a very young age. The imperative for adults who are supporting young children's experience of digital technology, is to position those media and devices as tools that enable investigation, communication, collaboration, and creativity.

### **About Culturally Responsive Practice**

Establishing expectations for culturally responsive practice among Virginia's early childhood workforce is critical to supporting the effective delivery of care and instruction to Virginia's diverse early learner population. Culture strongly influences the attitudes, values, and behaviors that young children, caregivers and educators bring to the instructional and caregiving processes, making culturally responsive caregivers and educators necessary for the equitable achievement of today's increasingly diverse population of children in early childhood learning spaces. Culturally responsive caregivers and educators see the diversity in their classrooms or learning spaces as an asset and use their knowledge on children's backgrounds to enrich care and education experiences. Caregivers and educators form a thorough understanding of the specific cultures of the children they teach and care for, how that culture affects children's learning behaviors, and how they can change interactions and instruction to embrace the differences.

### **Culturally Responsive Caregivers and Educators:**

- See cultural differences as assets;
- Validate the inequities impacting children's lives;
- Cultivate relationships beyond the classroom or learning space, anchored in affirmation, mutual respect, and validation;
- Believe that ALL children can succeed and communicate high expectations for all children;
- Engage in reflection of their beliefs, behaviors, and practices;
- Utilize children's cultures as vehicles for learning;
- Challenge racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression;
- Mediate power imbalances in classrooms and learning spaces based on race, culture, ethnicity, and class;
- Communicate in linguistically and culturally responsive ways; and
- Collaborate with families and the local community

Achieving education equity- that is eliminating the predictability of student outcomes based on race, gender, zip code, ability, socioeconomic status or languages spoken at home- indeed requires that caregivers and educators engage in *culturally responsive practice*. It also requires that caregivers and educators are *culturally competent*, exhibit *cultural proficiency* and are fully cognizant

of what *culturally relevant pedagogy* and *culturally relevant/responsive teaching* entails (see glossary for specific definitions that have been adopted by the Virginia Department of Education). To learn more about the Virginia Department of Education’s (VDOE) equity commitments (#EdEquityVA) visit the [Virginia is For Learners](#) website. There you will find information about Future-Ready Learning, how the VDOE is supporting early learning, and learn about #EdEquityVA initiatives.

## HOW TO USE VIRGINIA’S UNIFIED EARLY LEARNING AND DEVELOPMENT STANDARDS

This document is designed for adults who care for and teach young children in a variety of settings including home-based child care, center-based child care, Head Start classrooms, early intervention programs, private preschools, public early childhood programs, and Virginia Preschool Initiative (VPI) classes. Throughout this document we refer to these adults as *caregivers and educators*, and in some cases will use the broader terminology of *early childhood providers* or simply *providers*.

The ELD Standards are a reference to help caregivers and educators understand what most children are able to know and to do, across different areas of development, by a given age. This document describes development across six overlapping age bands. The overlap conveys the reality that children develop at different rates. Individual skills will appear, across children, at different times. Those differences are often consistent with “expected” or “typical” development.

This document is not intended to serve as a developmental checklist, an assessment, or a curriculum. Not all children will demonstrate every skill in the same time frame or in the same way. Indicators reflected in each focus area are examples, and not meant to be exhaustive of what we see in all children. It is critical that caregivers and educators understand that utilizing valid and reliable screening and assessment tools is essential when concerns about a child’s development surfaces. When developmental delays are identified early, specialized services can make a tremendous difference in getting development back on track.

**The ELD Standards can be used by individual caregivers and educators and early childhood programs to:** understand how children build skills and understanding, in different areas of development, from birth to age 5; discern whether a particular child is learning and growing according to general expectations; identify topics for training to help all providers continually grow and improve as early childhood providers.

The ELD Standards are, in short, the “bottom line” of what we should aim for each child in Virginia. A child whose development and learning generally aligns with these behaviors and skills will have a good start on their readiness for school and their continued growth throughout life.

## DESIGN OF THE VIRGINIA EARLY LEARNING AND DEVELOPMENT STANDARDS DOCUMENT

These standards organize information into five Areas of Development. While not reflective of the true, integrated nature of development, this organization aims to help providers know what to encourage and what to look for as they support and keep watch over a child’s development and learning. The Areas of Development include:

- **Approaches to Play and Learning**

- Social and Emotional Development
- Communication, Language, and Literacy Development
- Health and Physical Development
- Cognitive Development

Each Area of Development is organized into Sub Areas and Focus Areas. Each Focus Area, in turn, details Indicators that describe a developmental progression of how we expect a child to change across six **overlapping** age-bands, from birth to age 5. When Focus Areas include skills that develop during the later years, the developmental progression will start at the appropriate age range leaving earlier columns blank. This organization aims to underscore the reality that, while development occurs along a general, expected trajectory, an individual child will not necessarily conform to an exact timeline for achieving milestones. Each child will also, by virtue of individual, environmental, and cultural differences, demonstrate a milestone in varied ways. The ELD Standards aim to convey some of that variability in both the design of the document and the substance of the examples provided.

The charts on the following pages (**VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS AT A GLANCE**) provide the Sub Areas (e.g., APL1) and Focus Areas (e.g., APL1.1) for each of the five Areas of Development. Each indicator is numbered according to Sub Area and Focus Area, and an alphabet letter is added so that each one is distinct.

## VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS AT A GLANCE

Approaches to Play and Learning	Social and Emotional Development	Communication, Language, and Literacy Development
<p><b>APL1. Curiosity and Initiative</b>                      APL1.1. Being curious learners                      APL1.2. Taking initiative</p> <p><b>APL2. Creativity and Imagination</b>                      APL2.1. Showing creativity and imagination</p> <p><b>APL3. Executive Functions and Cognitive Self-Regulation</b>                      APL3.1. Focusing and paying attention                      APL3.2. Building working memory                      APL3.3. Thinking flexibly and adapting                      APL3.4. Inhibiting responses                      APL3.5. Persisting and problem-solving</p> <p><b>APL4. Behavioral Self-Regulation</b>                      APL4.1. Managing actions and behaviors</p>	<p><b>SED1. Positive Self-Concept</b>                      SED1.1. Developing self-awareness                      SED1.2. Developing self-confidence                      SED1.3. Becoming autonomous and independent</p> <p><b>SED2. Emotional Competence</b>                      SED2.1. Seeing and naming emotions in self and others                      SED2.2. Expressing emotions                      SED2.3. Communicating feelings, wants, and needs                      SED2.4. Regulating emotions                      SED2.5. Showing care and concern for others</p> <p><b>SED3. Interacting with Others</b>                      SED3.1. Developing relationships with adults                      SED3.2. Developing relationships with other children                      SED3.3. Engaging in cooperative play                      SED3.4. Solving social interaction problems</p>	<p><b>CLLD1. Communication</b>                      CLLD1.1. Understanding verbal and nonverbal cues                      CLLD1.2. Using vocabulary and nonverbal cues to communicate                      CLLD1.3. Learning and engaging in conversational interactions</p> <p><b>CLLD2. Foundations of Reading</b>                      CLLD2.1. Paying attention to print as meaningful                      CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts                      CLLD2.3. Learning spoken language is composed of smaller segments of sound                      CLLD2.4. Learning how letters and print work to create words and meaning</p> <p><b>CLLD3. Foundations of Writing</b>                      CLLD3.1. Drawing, scribbling, and writing to communicate                      CLLD3.2. Developing writing habits and skills                      CLLD3.3. Handling writing tools</p>

## Health and Physical Development

## Cognitive Development

### **HPD1. Using Senses**

HPD1.1. Learning through all senses

### **HPD2. Gross Motor**

HPD2.1. Developing large muscle control

HPD2.2. Exploring the environment

### **HPD3. Fine Motor**

HPD3.1. Using eyes and hands together

HPD3.2. Developing small muscle control

### **HPD4. Physical Health and Self-care**

HPD4.1. Taking care of daily health needs

HPD4.2. Adopting safe behaviors

HPD4.3. Eating with healthy habits

HPD4.4. Developing healthy habits for rest and sleep

### **CD1. Science: The Natural and Physical World**

CD1.1. Paying attention to the natural world

CD1.2. Testing questions and ideas

### **CD2. Social Science: People, Community, and Culture**

CD2.1. Learning about ways that people interact

CD2.2. Understanding relationships and connections

CD2.3. Learning about differences

### **CD3. Mathematics**

CD3.1. Comparing numbers, counting, and recognizing quantities

CD3.2. Understanding number relationships and solving problems using operations

CD3.3. Geometric thinking and spatial reasoning

CD3.4. Sorting, classifying, and patterning

CD3.5. Describing, comparing, and measuring

### **CD4. Fine Arts**

CD4.1. Exploring and expressing ideas through movement and dance

CD4.2. Learning about and through music

CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts

CD4.4. Using visual arts media to express thoughts and feelings

## ORGANIZATION OF THE STANDARDS

### Area: Approaches to Play and Learning (APL)

#### APL1. CURIOSITY AND INITIATIVE

← Sub-Area

#### APL1.1. Being curious learners



Focus Area

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>Shows awareness of what is going on around them by turning head and looking around (APL1.1a)</li> <li>Shows excitement with facial expressions, vocalizations, or physical movements (APL1.1b)</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in new experiences such as reaching out to touch rain, hearing a new song, or examining new items (APL1.1c)</li> </ul>	<ul style="list-style-type: none"> <li>Participates in new experiences, begins to ask questions, and experiments with new materials (APL1.1d)</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions about materials and how they are used (APL1.1e)</li> <li>Shows interest and awareness in changes in the environment (APL1.1f)</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out new information, asks "Why?" (APL1.1g)</li> </ul>	<ul style="list-style-type: none"> <li>Shows curiosity by saying things like, "I wonder what will happen next." (APL1.1h)</li> <li>Seeks out new information by asking, "How does that work?" (APL1.1i)</li> <li>Shows eagerness to learn about a variety of topics (APL1.1j)</li> </ul>

← Age-bands

↑ Indicators

**Note:** For some focus areas, behavior and skill development occurs more clearly later on in the developmental continuum. In these cases, a color-coded arrow (as such ) directs attention to the point at which development of a particular behavior or skill is more explicitly evidenced.

## Process

Many documents, studies and individuals were consulted in the process of developing the ELD Standards. Virginia’s standards have been informed by:

- the Position Statement on Early Learning and Development (ELD) Standards from the National Association for the Education of Young Children (NAEYC)
- the Joint Position Statement on Early Childhood Inclusion from NAEYC and the Division for Exceptional Children (DEC) of the Council for Exceptional Children
- the Summary Report of the North Carolina Enhanced Assessment Grants (EAG) Consortium
- existing Virginia Standards
  - Milestones of Child Development
  - Foundation Blocks of Learning
  - Kindergarten Standards of Learning
- the Head Start Early Learning Outcomes Framework
- a review of relevant research literature

Additionally, standards from many states were consulted as part of the development of the ELD Standards. See Appendix B for a list of states whose standards documents were consulted.

Drawing upon these resources, a collaborative process in which a statewide cohort of stakeholders were engaged to guide the work of teams in developing the five sections of the ELD Standards document. The stakeholders, listed below, brought insights from all areas of Virginia: from a variety of service delivery models and systems, from different cultural perspectives, and from the colleges and universities involved in preparing the early childhood workforce. Workgroup members, also listed in the Acknowledgements section, represent numerous organizations, colleges and universities. This broad-based participation underscores the effort to present standards that will serve and support all of Virginia’s early childhood providers and, by extension, all of the Commonwealth’s young children.

## WRITING STYLE

The ELD Standards are intended to be written in a clear way that is understandable to anyone who interacts with children on a regular basis. Indicators are written in an objective and active tone with the purpose of promoting a positive skill instead of avoiding a negative behavior. Some examples are embedded within certain indicators to help illustrate or clarify a general statement.

Guidance was followed in the Publication Manual of the American Psychological Association (APA), 7<sup>th</sup> edition (2020) whenever applicable to ensure that the writing is professional as well as reader friendly. In addition to using person-first language, we followed APA 7<sup>th</sup> edition on the usage of the pronoun “they.” APA advocates for the singular “they” because it is inclusive of all people and it helps readers avoid making assumptions about gender. For example, instead of “engages in an activity that interests him or her,” the standard is “engages in an activity that interests them.” Instead of “the person is saying his or her name” the standard is “the person is saying their name.”

## **ACKNOWLEDGEMENTS**

### **PROJECT LEADERSHIP**

#### **LEAD DEVELOPMENT TEAM**

YAOYING XU

Virginia Commonwealth University  
(Co- Principal Investigator)

JOAN RHODES

Virginia Commonwealth University  
(Co-Principal Investigator)

DEANA BUCK

Partnership for People Disabilities Virginia  
Commonwealth University

IRENE CARNEY

Project Manager

TERESA HARRIS

James Madison University

#### **VIRGINIA DEPARTMENT OF EDUCATION**

JENNA CONWAY

Chief School Readiness Officer,  
Division of School Readiness

ERIN CARROLL

Director Office of Early Childhood

TAMILAH RICHARDSON

Associate Director  
Office of Early Childhood

CHERYL STROBEL

Associate Director of Early Childhood, Retired

ANN PARTEE

Society for Research in Child Development  
(SRCD) Pre-Doctoral State Policy Fellow,  
Office of Early Childhood

#### **Interagency (VDOE) Reviewers**

MICHAEL BOLLING

Assistant Superintendent, Department of  
Learning Innovation

SAMANTHA HOLLINS

Assistant Superintendent, Department of  
Special Education and Student Services

CHRISTINE HARRIS

Director, Office of Humanities

LEAH WALKER

Director, Office of Equity and Community  
Engagement

MARK ALLAN

Associate Director Pre-K Programs

DAWN HENDRICKS

Early Childhood Special Education Coordinator

JESSICA COSTA

Specialist for English Learner Instruction

DEBRA DELOZIER

Mathematics Specialist

CARMEN KUREK

Elementary English/Reading Specialist

BRANDI MCCracken

Elementary History and Social Science  
Specialist

ANNE PETERSON

Science Coordinator

#### **EARLY LEARNING AND DEVELOPMENT STANDARDS WORK GROUPS (\*CHAIR)**

##### **Approaches to Play and Learning**

\*TERESA HARRIS

Early, Elementary and Reading Education,  
James Madison University

PAT KENNEDY

Young Children's Program, James Madison  
University

HOLLY MCCARTNEY

Early, Elementary and Reading Education,  
James Madison University

MARYAM SHARIFIAN

Early, Elementary and Reading Education,  
James Madison University

##### **Social and Emotional Development**

\*SANDY WILBERGER

VDOE Training and Technical Assistance Center  
(T/TAC), Virginia Commonwealth University

BONNIE GRIFA

Partnership for People with Disabilities,  
Virginia Commonwealth University

SARA MILLER

Education and Special Education, Longwood  
University

CHRISTINE SPENCE

Counseling and Special Education, Virginia  
Commonwealth University

**Communication, Language and Literacy  
Development**

\*CHRISTINE SCHULL  
Early Childhood Development, Northern  
Virginia Community College

CHRISTAN COOGLE  
Early Childhood Special Education, George  
Mason University

LESLIE LACROIX  
College of Education and Human Development,  
George Mason University

MIRA WILLIAMS  
Education Foundations and Exceptionalities,  
James Madison University

**Physical Development and Health**

\*DEANA BUCK  
Partnership for People with Disabilities,  
Virginia Commonwealth University

TERESA HARRIS  
Early, Elementary and Reading Education,  
James Madison University

BELINDA HOOPER  
Department of Child Care, John Tyler  
Community College

JESSICA LEE  
Occupational Therapy, Virginia Commonwealth  
University

**Cognitive Development**

\*MEG PIENKOWSKI  
Smart Beginnings of Greater Richmond

IRENE CARNEY  
ELDS Project Manager

KIM GREGORY  
Early Childhood Development, Virginia Western  
Community College

KATHY LARUE  
Early Childhood Education, J Sargeant  
Reynolds Community College

MISTI MUELLER  
Teaching and Learning, Virginia  
Commonwealth University

**PROJECT PARTICIPANTS**

**EARLY LEARNING AND DEVELOPMENT  
STANDARDS STAKEHOLDERS**

MARITSA ALGER  
Norfolk Public Schools (Retired), Norfolk, VA

ADRIA BADER  
LeafSpring Schools, Richmond, VA

CHANEL BEA  
Peter Paul Development Center, Richmond, VA

EL'TANYA BROWN  
KinderJam Founder, George Mason University  
PhD Candidate

CAROL CLARKE  
Smart Beginnings, Fredericksburg, VA

JESSICA COSTA  
Virginia Department of Education

ROSALIND CUTCHINS  
The Children's Center, Suffolk, VA

YESENIA DELACRUZ  
Total Action for Progress, Roanoke, VA  
JENNIFER EDELEN  
Wolf Trap Foundation for the Performing Arts,  
Vienna, VA

NAVINE FORTUNE  
Norfolk State University

SHIKEE FRANKLIN  
Hampton Roads Community Action Program,  
Inc., Newport News, VA

BONNIE GRAHAM  
New River Community College, Dublin, VA

PHILLIP HAWKINS  
Norfolk Public Schools, Norfolk, VA

DAWN HENDRICKS  
Virginia Department of Education

CORI HILL  
Partnership for People with Disabilities,  
Virginia Commonwealth University

DOROTHY HUGEE  
Resource Early Childhood Special Education  
Teacher, Fairfax County Schools

GAIL JOHNSON  
LeafSpring Schools, Richmond, VA

ARLENE KASPER  
Virginia Department of Education

WENDY LIPSCOMB  
Blessed Sacrament Huguenot High School,  
Powhatan, VA

ANITA MCGINTY  
University of Virginia (PALS)

**CHERYL MORMON**  
Virginia Alliance of Family Child Care  
Associations, Richmond, VA

**BERGEN NELSON**  
Virginia Commonwealth University Health  
System, Richmond, VA

**MYRA SAWYERS**  
Virginia Child Care Association, Glen Allen, VA

**CHRISTINE SCHULL**  
Northern Virginia Community College,  
Alexandria, VA

**KIM SOPKO**  
George Mason University

**KATIE SQUIBB**  
Virginia Early Childhood Foundation,  
Richmond, VA

**BWEIKIA STEEN**  
George Mason University

**AMY STUTT**  
Child Development Resources, Norge, VA

**CECILIA SUAREZ**  
Creative Learning School, Alexandria, VA

**LISA TERRY**  
Early Intervention Professional Development  
Consultant, Virginia Commonwealth University,  
Virginia Early Intervention Professional  
Development Center

**LELIA TYNES**  
Retired Birth-3 Coordinator, Norfolk  
Public Schools, Norfolk, VA

**AMANDA WILLIFORD**  
University of Virginia (VKRP)

**JESSICA WHITTAKER**  
University of Virginia (VKRP)

**KYRA WOOLEY**  
Norfolk Public Schools, Norfolk, VA

## AREA ONE: APPROACHES TO PLAY AND LEARNING (APL)

Approaches to Play and Learning focuses on how young children learn. Regardless of content area or subject matter, engaging in learning activities requires children to call upon a set of habits and skills including curiosity, initiative, creativity, imagination, and cognitive and behavioral self-regulation. These habits and skills begin to develop during infancy as children explore their environment through touching, tasting, smelling, listening, and observing. Throughout the toddler and preschool years, children begin to develop strong interests in certain areas and pursue tasks and activities to learn more about their interests. Children also become increasingly able to pay attention for longer periods of time; to use what they remember to learn new things; to adapt their thinking when needed; to control their actions; and to persist and continue trying, even when they encounter challenges or frustrations. Children grow in these abilities in the context of safe and responsive relationships with adults and by practicing these skills in authentic ways through play and other peer interactions. Children will vary in how they approach learning and demonstrate these habits and skills. These differences may reflect the child's temperament, home culture, or parental caregiving. For example, some children may be more likely to seek adult assistance while others tend to try to solve a problem independently. For children with disabilities, caregivers and educators need to understand children's attempts and intentions to be able to support their learning, in addition to providing adaptive materials and environments. Children who are English learners or multilingual learners may develop greater flexibility in their thinking and working memory as they learn new languages, while also needing caregivers and educators to offer alternative language support and multiple interactions with new words. While all children play and learn, their means of engagement may differ. It is essential that caregivers and educators expect and understand these differences so they may provide the appropriate support as they work with all children in their care.

*Sub-Areas* for Approaches to Play and Learning, with *Focus Areas* appearing in corresponding bulleted lists, include:

- APL1. Curiosity and Initiative**
  - APL1.1. Being curious learners
  - APL1.2. Taking initiative
- APL2. Creativity and Imagination**
  - APL2.1. Showing creativity and imagination
- APL3. Executive Functions and Cognitive Self-Regulation**
  - APL3.1. Focusing and paying attention
  - APL3.2. Building working memory
  - APL3.3. Thinking flexibly and adapting
  - APL3.4. Inhibiting responses
  - APL3.5. Persisting and problem-solving
- APL4. Behavioral Self-Regulation**
  - APL4.1. Managing actions and behaviors

## APL1. CURIOSITY AND INITIATIVE

### APL1.1. Being curious learners

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Shows awareness of what is going on around them by turning their head and looking around (APL1.1a)</li> <li>• Shows excitement with facial expressions, vocalizations, or physical movements (APL1.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in new experiences such as reaching out to touch rain, hearing a new song, or examining new items (APL1.1c)</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in new experiences, begins to ask questions, and experiments with new materials (APL1.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Asks questions about materials and how they are used (APL1.1e)</li> <li>• Shows interest and awareness in changes in the environment (APL1.1f)</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out new information, asks “Why?” (APL1.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows curiosity by saying things like, “I wonder what will happen next.” (APL1.1h)</li> <li>• Seeks out new information by asking, “How does that work?” (APL1.1i)</li> <li>• Shows eagerness to learn about a variety of topics (APL1.1j)</li> </ul>

## APL1. CURIOSITY AND INITIATIVE

### APL1.2. Taking initiative

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Explores their own body by mouthing and clapping hands and by kicking and touching feet (APL1.2a)</li> <li>• Reaches, stretches, or works to crawl towards a desired object or person (APL1.2b)</li> <li>• Repeats actions to get same reaction from an adult (e.g., smiling, laughing, verbalizing) (APL1.2c)</li> <li>• Repeats actions on objects to get same reaction from the object (e.g., kicking items on mobile, moving arms to sound rattle or bell noise on wrist) (APL1.2d)</li> </ul>	<ul style="list-style-type: none"> <li>• Explores objects using their senses and manipulating them in a variety of ways (e.g., bangs, shakes, throws) (APL1.2e)</li> <li>• Moves toward interesting people, sounds, objects, and activities (APL1.2f)</li> <li>• Seeks out objects that an adult hides (APL1.2g)</li> <li>• Plays with one object for a few minutes before focusing on a different object (APL1.2h)</li> <li>• Initiates turn-taking with familiar adults (e.g., gives parent a toy and parent offers a new toy) (APL1.2i)</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates activities of interest and tries to get others involved (APL1.2j)</li> <li>• Uses toys to make things happen (e.g., pushes a button on a toy to create a sound) (APL1.2k)</li> </ul>	<ul style="list-style-type: none"> <li>• Tries out different ways of using new materials (APL1.2l)</li> </ul>	<ul style="list-style-type: none"> <li>• Purposely tries different ways of doing things to see what happens (e.g., builds ramps with different blocks to make their cars go faster and farther) (APL1.2m)</li> <li>• Makes attempts at new and challenging activities (e.g., climbs a new, higher slide) (APL1.2n)</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses different ways to explore the environment based on prior experiences with tools or actions (APL1.2o)</li> <li>• Suggests new ideas for play activities and follows through with self-direction and independence (APL1.2p)</li> <li>• Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide) (APL1.2q)</li> </ul>

## APL2. CREATIVITY AND IMAGINATION

### APL2.1. Showing creativity and imagination

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Explores toys and safe objects with hands and mouth (APL2.1a)</li> </ul>	<ul style="list-style-type: none"> <li>• Observes other people’s use of objects (APL2.1b)</li> <li>• Imitates simple actions (e.g., claps hands together, covers eyes with hands) (APL2.1c)</li> <li>• Uses everyday objects for a variety of purposes (APL2.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses realistic objects in pretend play (e.g., pretends to fit toy keys into a door lock) (APL2.1e)</li> <li>• Plays with stuffed animals as though they were real (APL2.1f)</li> <li>• Shows imagination by using objects to stand-in for other objects (e.g., uses a block to represent a phone or a car) (APL2.1g)</li> <li>• Reenacts familiar events using props (e.g., pats a doll on the back, says, “night, night” and puts it in the toy bed) (APL2.1h)</li> </ul>	<ul style="list-style-type: none"> <li>• Creates three dimensional structures using blocks and found materials (e.g., stones or sticks) (APL2.1i)</li> <li>• Incorporates props while talking about actions (e.g., takes play dough to the housekeeping area to fill muffin tins before putting them in the play oven) (APL2.1j)</li> <li>• Creates new words or rhymes (APL2.1k)</li> </ul>	<ul style="list-style-type: none"> <li>• Transitions between reality and imagination in cooperative play, dramatic play, or during guided drama experience (APL2.1l)</li> <li>• Begins to sequence actions in dramatic play (e.g., gathers pots, spoons, and plastic vegetables to “make soup”) (APL2.1m)</li> <li>• Connects dramatic play to story (e.g., acts as a familiar character) (APL2.1n)</li> </ul>	<ul style="list-style-type: none"> <li>• Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) (APL2.1o)</li> <li>• Utilizes realistic and open-ended materials in cooperative play (APL2.1p)</li> <li>• Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle) (APL2.1q)</li> </ul>

## APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

### APL3.1. Focusing and paying attention

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• With adult support, starts to filter distractions to focus on people or objects in environment (APL3.1a)</li> <li>• Limits sensory input by breaking gaze and shifting attention (APL3.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates increasing ability to attend to people, objects and activities (e.g., quiets motor movements and shows intense concentration) (APL3.1c)</li> <li>• Notices when something expected does not happen (APL3.1d)</li> <li>• Kicks a toy repeatedly and notices the movement of the toy (APL3.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in activities with people and materials that require attention like listening to simple stories as they are read (APL3.1f)</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle) (APL3.1g)</li> <li>• Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes) (APL3.1h)</li> </ul>	<ul style="list-style-type: none"> <li>• With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction (APL3.1i)</li> <li>• Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes) (APL3.1j)</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1k)</li> <li>• Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes) (APL3.1l)</li> <li>• Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group) (APL3.1m)</li> </ul>

## APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

### APL3.2. Building working memory

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Shows recognition of familiar faces and voices by attending to that person (APL3.2a)</li> <li>• Develops expectations of what will happen based on prior experiences (e.g., caregiver will come when baby cries) (APL3.2b)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows recognition and memory of familiar faces and objects over longer periods of time since last seen (APL3.2c)</li> <li>• Correctly looks and reaches toward a toy's hiding place when the place has been changed from one location to another (APL3.2d)</li> </ul>	<ul style="list-style-type: none"> <li>• Points to and names parents, siblings, body parts, and familiar objects (APL3.2e)</li> <li>• Sings some of the words to a favorite song (APL3.2f)</li> <li>• Follows simple 1-step verbal directions like "put your spare clothes in your cubby" (APL3.2g)</li> </ul>	<ul style="list-style-type: none"> <li>• Practices remembering by recounting a story or verbally describing a picture no longer in view (APL3.2h)</li> <li>• Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from cubby) (APL3.2i)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats a list of items needed for self-care or play (APL3.2j)</li> <li>• Plays simple memory and matching games (APL3.2k)</li> <li>• Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack") (APL3.2l)</li> </ul>	<ul style="list-style-type: none"> <li>• Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) (APL3.2m)</li> <li>• Remembers actions that go with stories or songs (APL3.2n)</li> <li>• Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) (APL3.2o)</li> </ul>

## APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

### APL3.3. Thinking flexibly and adapting

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Explores objects by putting in the mouth and then rattling or shaking (APL3.3a)</li> <li>• Modifies expressions and actions based on others' responses (e.g., begins to smile in response to caregiver's smiling face) (APL3.3b)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows ability to shift focus to attend to something else (APL3.3c)</li> <li>• Participates in a new activity or tries new ways to solve a problem with little protest (APL3.3d)</li> <li>• Allows caregiver to interrupt an activity to perform a routine as long as the caregiver notifies in advance (e.g., child playing with toy allows caregiver to wipe face) (APL3.3e)</li> </ul>	<ul style="list-style-type: none"> <li>• Tries a variety of approaches to get what is wanted (APL3.3f)</li> <li>• Modifies actions or behavior in social situations, daily routines, to problem solve (APL3.3g)</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts to changes in routines when informed in advance (APL3.3h)</li> <li>• Identifies signals for changes between activities (APL3.3i)</li> <li>• Makes transitions that are part of a daily schedule (APL3.3j)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates "cognitive flexibility" by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) (APL3.3k)</li> <li>• Shows ability to shift attention from one task or activity to another when necessary (APL3.3l)</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) (APL3.3m)</li> <li>• Considers ideas from adults and other children in finding a solution or strategy (APL3.3n)</li> <li>• Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) (APL3.3o)</li> <li>• Responds consistently to adult suggestions to try out different activities (APL3.3p)</li> </ul>

### APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

#### APL3.4. Inhibiting responses

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
			<ul style="list-style-type: none"> <li>Begins to take turns and wait in line for short periods of time with adult support (APL3.4a)</li> </ul>	<ul style="list-style-type: none"> <li>Seeks adult help when distressed with behavior of or interaction with a peer (APL3.4b)</li> <li>With adult support, begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) (APL3.4c)</li> <li>Begins to inhibit impulsive behaviors with adult support (e.g., inhibits initial response to call out an answer to a question during story time with teacher's reminder) (APL3.4d)</li> </ul>	<ul style="list-style-type: none"> <li>Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) (APL3.4e)</li> <li>Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity (APL3.4f)</li> </ul>
<p><b>Note:</b> The developmental progression of this focus area is more explicitly evidenced in later age bands.</p>					

## APL3. EXECUTIVE FUNCTIONS AND COGNITIVE SELF-REGULATION

### APL3.5. Persisting and problem-solving

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Cries persistently until needs are met (APL3.5a)</li> <li>• Repeats attempts to reach a desired object by looking at or moving toward the object (APL3.5b)</li> <li>• Uses more than one strategy to get what they want (e.g., vocalizing as well as reaching or moving toward) (APL3.5c)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats attempts to communicate or repeats actions to get desired action or object (APL3.5d)</li> <li>• Persists in looking to find things that are hidden (APL3.5e)</li> <li>• Uses trial and error to solve problems (e.g., pressing a lever to make a particular toy pop up) (APL3.5f)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows increasing ability to stay engaged and complete task (e.g., putting all shapes in a shape sorter) (APL3.5g)</li> <li>• Repeats preferred activities and gestures, signs or asks for “more” (APL3.5h)</li> <li>• Turns puzzle pieces different ways to complete a puzzle (APL3.5i)</li> <li>• Begins to use different strategies to solve a problem when one approach does not work (APL3.5j)</li> <li>• Uses language to request help (APL3.5k)</li> </ul>	<ul style="list-style-type: none"> <li>• Practices a skill or activity many times, even with difficulty (e.g., building a taller block tower or balancing on a log or balance beam) (APL3.5l)</li> <li>• Alters approach to tasks when initial approach does not work (e.g., tries different techniques when assembling a shape puzzle) (APL3.5m)</li> <li>• Responds to adult’s verbal encouragement to try a new object or experience or try again after an unsuccessful attempt at an activity (APL3.5n)</li> </ul>	<ul style="list-style-type: none"> <li>• Persists in preferred tasks that may be challenging, with or without adult support (APL3.5o)</li> <li>• Remembers solutions discovered before and uses them (e.g., uses a spoon to mix flour and water for playdough when fingers get sticky from using hands) (APL3.5p)</li> <li>• Responds to adult’s positive feedback for effort to continue trying or practicing a new skill (APL3.5q)</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes persists in less preferred activities with or without adult support (APL3.5r)</li> <li>• Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn’t work) (APL3.5s)</li> </ul>

## APL4. BEHAVIORAL SELF-REGULATION

### APL4.1. Managing actions and behaviors

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Responds to caregivers' attempts at regulation (e.g., by rocking, talking to child) (APL4.1a)</li> </ul>	<ul style="list-style-type: none"> <li>• Looks to adult for guidance before acting in novel situations (e.g., looks at adults' facial cues) (APL4.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple routines established by adults (e.g., eating, napping, playing) (APL4.1c)</li> <li>• Follows simple instructions from adult (e.g., puts toy in a specified location) (APL4.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in simple routines with adult support (e.g., hand washing before eating, clean up after eating) (APL4.1e)</li> <li>• Becomes familiar with basic safety rules (e.g., hold an adult's hand when crossing the street) (APL4.1f)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows classroom rules and routines with prompting and reminders from adults (e.g., uses visual aids to meet behavioral expectations) (APL4.1g)</li> <li>• Uses classroom materials with adult support (e.g., how to handle appropriately, how to properly store) (APL4.1h)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows classroom rules and routines more independently (e.g., morning arrival) (APL4.1i)</li> <li>• Uses classroom materials appropriately (APL4.1j)</li> <li>• Manages actions, words, and behavior with increasing independence (e.g., matches behavior to context and expectations) (APL4.1k)</li> </ul>

## AREA TWO: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)

Early care and education settings are social places where children begin to develop ideas about themselves and how they relate to other children and adults. In these settings, emotions also run high - from excitement and joy to frustration and sadness. Social and emotional skills allow children to successfully participate in the learning environment and set a strong foundation for developing positive relationships with others that they will carry forward throughout their life. Through close, caring relationships with adults, children form positive ideas of themselves and their abilities, develop emotional competence including expressing and managing emotions in healthy ways, and learn how to interact with other children and adults. Social and emotional skills gradually become more sophisticated over time, moving from spontaneously expressing a wide range of emotions to regulating emotions, considering the emotional states of others, and problem-solving social conflicts with greater independence. Children develop social and emotional skills in the context of family, community, and culture, all of which shape how a child displays their emotions or approaches interacting with others. Temperament, or children's natural inclination for responding to people and their surroundings, is also a key factor in children's social and emotional development. Children with disabilities may express their emotions in different ways, need assistance in demonstrating their feelings, or express themselves through alternative modes of communication (e.g., manual signs, pictures, or an electronic communication device). Children who are English learners or multilingual learners may use different languages or different ways to show their understanding of emotions and interactions. Caregivers and educators who are attuned to children's individual needs and intentionally support them to navigate the social and emotional complexities of the early learning environment will help children learn and develop life-long skills in the process.

*Sub-Areas* for Social and Emotional Development, with *Focus Areas* appearing in corresponding bulleted lists, include:

<p><b>SED1. Positive Self-Concept</b></p> <ul style="list-style-type: none"><li>• SED1.1. Developing self-awareness</li><li>• SED1.2. Developing self-confidence</li><li>• SED1.3. Becoming autonomous and independent</li></ul> <p><b>SED2. Emotional Competence</b></p> <ul style="list-style-type: none"><li>• SED2.1. Seeing and naming emotions in self and others</li><li>• SED2.2. Expressing emotions</li><li>• SED2.3. Communicating feelings, wants, and needs</li><li>• SED2.4. Regulating emotions</li><li>• SED2.5. Showing care and concern for others</li></ul>	<p><b>SED3. Interacting with Others</b></p> <ul style="list-style-type: none"><li>• SED3.1. Developing relationships with adults</li><li>• SED3.2. Developing relationships with other children</li><li>• SED3.3. Engaging in cooperative play</li><li>• SED3.4. Solving social interaction problems</li></ul>
--	--

## SED1. POSITIVE SELF-CONCEPT

### SED1.1. Developing self-awareness

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Learns about self by exploring hands, feet, body, and movement (SED1.1a)</li> <li>• Turns to familiar voice (SED1.1b)</li> <li>• Displays personal preferences and individual temperament (SED1.1c)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes own name (e.g., looks up, smiles, or turns head toward a person who is saying their name) (SED1.1d)</li> <li>• Discovers how movement and gestures can be used to relate to others (e.g., reaches hand out to grab a snack from dad) (SED1.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows awareness of one's own thoughts, feelings, and preferences (e.g., child hits peer, then says, "I'm mad") (SED1.1f)</li> <li>• Uses own first name (SED1.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows awareness of being part of a family and a larger community (e.g., identifies siblings in family photo) (SED1.1h)</li> <li>• Describes own physical characteristics and behaviors (SED1.1i)</li> <li>• Indicates likes and dislikes when asked (SED1.1j)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or boots) (SED1.1k)</li> <li>• Uses own first and family (last) name (SED1.1l)</li> <li>• Describes their physical characteristics, behavior, and abilities positively (e.g., tells a peer, "My hair is curly and beautiful.") (SED1.1m)</li> </ul>	<ul style="list-style-type: none"> <li>• Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) (SED1.1n)</li> <li>• Positively identifies self as a member of a specific culture or group that fits into a larger world picture (SED1.1o)</li> <li>• Shares other identifying information (e.g., parent's name) (SED1.1p)</li> <li>• Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people (SED1.1q)</li> </ul>

## SED1. POSITIVE SELF-CONCEPT

### SED1.2. Developing self-confidence

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>Smiles or is comforted when a trusted caregiver speaks to them (SED1.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Shows likes and dislikes consistent with the family's cultural expectations (e.g., happily eats the curry mashed vegetables and signs "more") (SED1.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Shows awareness of being seen by others such as repeating an action when someone is watching (SED1.2c)</li> <li>Begins to recognize own abilities; is aware of self and own preferences (SED1.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Performs the tasks requested of them and may initiate tasks on their own (SED1.2e)</li> <li>Expresses likes and dislikes, including favorite foods, colors, or activities (SED1.2f)</li> <li>Demonstrates new skills and abilities to others (SED1.2g)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to experiment with their own potential (e.g., sees how high they can climb on the playground equipment or sees how fast they can complete a task) (SED1.2h)</li> <li>Shows positive self-identity (e.g., "I am a smart girl") (SED1.2i)</li> <li>Exhibits confidence in performance (e.g., "Look how high I jumped.") (SED1.2j)</li> </ul>	<ul style="list-style-type: none"> <li>Displays pride in their accomplishments (SED1.2k)</li> </ul>

## SED1. POSITIVE SELF-CONCEPT

### SED1.3. Becoming autonomous and independent

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Uses facial expressions and body movements to express comfort or discomfort (e.g., turns head away when no longer hungry) (SED1.3a)</li> <li>• Relies on familiar adults to meet all basic needs (SED1.3b)</li> </ul>	<ul style="list-style-type: none"> <li>• Becomes calm when needs are met (SED1.3c)</li> <li>• Relies on familiar adults for help or assistance (SED1.3d)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows anxiety upon separation from primary caregiver and/or familiar adults (SED1.3e)</li> <li>• Asks for help from familiar adults but may attempt to complete parts of tasks independently (SED1.3f)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows signs of security and trust when separated from familiar adults (SED1.3g)</li> <li>• Asks for help from familiar adults, but may push away and refuse help (SED1.3h)</li> <li>• Knows and states independent thoughts (e.g., “I do it myself.”) (SED1.3i)</li> </ul>	<ul style="list-style-type: none"> <li>• Transitions into unfamiliar settings with assistance of familiar adults (SED1.3j)</li> <li>• Asks for help from adults when needed, but may prefer to complete tasks independently (SED1.3k)</li> </ul>	<ul style="list-style-type: none"> <li>• Acts independently in unfamiliar settings with unfamiliar adults (SED1.3l)</li> <li>• Attempts to complete tasks independently (SED1.3m)</li> <li>• Asks for support from adults only when needed (SED1.3n)</li> </ul>

## SED2. EMOTIONAL COMPETENCE

### SED2.1. Seeing and naming emotions in self and others

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Watches, observes, and listens to adults and other children (SED2.1a)</li> <li>• Responds to interactions from familiar caregiver (e.g., smiles when caregiver smiles, turns head when hears familiar voice) (SED2.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a range of emotions (e.g., shares in wonders, amazement, delight, and disappointment) (SED2.1c)</li> <li>• Begins to have a greater awareness of own emotions (e.g., says or gestures “no” to refuse, babbles or laughs when happy) (SED2.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates emotions of others (e.g., pats a child or adult when upset) (SED2.1e)</li> <li>• Recognizes and labels own feelings with adult support (SED2.1f)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes emotions of others (e.g., “mama sad,” “papa happy”) (SED2.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies complex emotions in a book, picture, or on a person’s face (e.g., frustrated, confused, excited) (SED2.1h)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad) (SED2.1i)</li> <li>• Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away) (SED2.1j)</li> </ul>

## SED2. EMOTIONAL COMPETENCE

### SED2.2. Expressing emotions

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort (SED2.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to spontaneously make emotional gestures and facial expressions that match the situation (e.g., happiness, sadness, anger, fear) (SED2.2b)</li> <li>Recognizes and expresses emotion toward a familiar person (e.g., shows emotion by hugging a sibling) (SED2.2c)</li> </ul>	<ul style="list-style-type: none"> <li>Uses gestures and symbolic actions to demonstrate feelings and needs (e.g., lays head on caregiver's lap when tired) (SED2.2d)</li> <li>Names some emotions, (e.g., "me sad") (SED2.2e)</li> <li>Uses movement or facial expressions to show an emotion (e.g., jumps up and down or shows wider smiles when excited, stomps feet when upset, shows bigger eyes when surprised) (SED2.2f)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an emotional response to a situation (e.g., throws toy because told to clean up; smiles and cheers when it is time to go outside) (SED2.2g)</li> <li>Begins to express complex emotions such as pride, gratitude, embarrassment, shame, and guilt (SED2.2h)</li> </ul>	<ul style="list-style-type: none"> <li>Expresses feelings that are appropriate to the situation (SED2.2i)</li> <li>Begins to recognize and express own emotions using words or visuals rather than actions (e.g., uses a communication board to point to picture of sad face) (SED2.2j)</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes appropriate reaction to situations (SED2.2k)</li> <li>Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.") (SED2.2l)</li> </ul>

## SED2. EMOTIONAL COMPETENCE

### SED2.3. Communicating feelings, wants, and needs

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Signals for needs (e.g., cries when hungry, arches back in discomfort) (SED2.3a)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates with a wide range of signals as crying diminishes (e.g., smiles, gestures, uses words) (SED2.3b)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses verbal and nonverbal communication to signal the need for their caregiver (e.g., calls by name, crawls into a familiar adult's lap) (SED2.3c)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates wants and needs verbally or through alternative communication (e.g., "pick me up" or raises up arms) (SED2.3d)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate communication skills when expressing needs, wants, and feelings (e.g., uses an appropriate method of communication to tell adults when they are hungry) (SED2.3e)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates confidence in meeting own needs (SED2.3f)</li> <li>• Seeks and accepts help when needed (SED2.3g)</li> </ul>

## SED2. EMOTIONAL COMPETENCE

### SED2.4. Regulating emotions

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Uses preferred adult to help soothe (SED2.4a)</li> <li>• Disengages when over-stimulated (e.g., turns head, pushes hand away from body, falls asleep) (SED2.4b)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-soothes more effectively (e.g., sucks thumb, holds favorite toy) (SED2.4c)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses caregiver’s facial cues, voice tones, or other body language to assist in novel and uncertain situations (e.g., hides behind parent until encouraged to interact with an unfamiliar person) (SED2.4d)</li> <li>• Expresses strong feelings without regulation (SED2.4e)</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in pretend play to manage uncertainty and fear (e.g., comforts stuffed animal and puts on Band-Aid after a “fall” or “cut”) (SED2.4f)</li> <li>• Uses some self-comfort strategies (SED2.4g)</li> <li>• Accepts adult suggestions for managing feelings by themselves (SED2.4h)</li> <li>• Seeks caregiver support when feeling overwhelmed by emotion; may reject support (SED2.4i)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to respond to an adult’s cues about regulating their emotions (e.g., “The slide looks scary, but I think you can do it.”) (SED2.4j)</li> <li>• Begins to demonstrate acceptable reaction to situations (e.g., does not shout when upset) (SED2.4k)</li> <li>• Begins to understand the impact of their emotional behavior (e.g., asks to join in peer play rather than angrily grabbing toy) (SED2.4l)</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset) (SED2.4m)</li> <li>• Exhibits emotional control with or without adult support (e.g., follows group activities although upset) (SED2.4n)</li> </ul>

## SED2. EMOTIONAL COMPETENCE

### SED2.5. Showing care and concern for others

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>Looks attentively when others show they are happy, sad, or fearful by their facial expressions, voices, or actions (SED2.5a)</li> </ul>	<ul style="list-style-type: none"> <li>Responds to others' emotional expressions, often by sharing an emotional reaction (e.g., looks sad when another child is crying) (SED2.5b)</li> </ul>	<ul style="list-style-type: none"> <li>Tries to comfort another child or an adult who is upset (e.g., brings a comfort object, pats the person on the back) (SED2.5c)</li> </ul>	<ul style="list-style-type: none"> <li>Expresses empathy toward other children who are crying by showing concerned attention; tries to comfort them with words or actions (SED2.5d)</li> <li>Expresses empathy toward adults who are sad by comforting them with words or actions (SED2.5e)</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the needs of others and responds appropriately, with support from adults (e.g., asks Abraham to play after the teacher points out he is by himself) (SED2.5f)</li> <li>Relates complex emotions to self and others (e.g., sees a friend is sad and offers a toy to share) (SED2.5g)</li> </ul>	<ul style="list-style-type: none"> <li>Shows care and concern for others, including comforting others in distress (SED2.5h)</li> <li>Begins to recognize the emotions of peers and responds with empathy and compassion (SED2.5i)</li> <li>Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys) (SED2.5j)</li> </ul>

## SED3. INTERACTING WITH OTHERS

### SED3.1. Developing relationships with adults

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Responds differently to familiar and unfamiliar adults (SED3.1a)</li> <li>• Develops trust and attachment toward significant adults (e.g., stops crying when familiar caregiver picks child up) (SED3.1b)</li> <li>• Needs additional comforting (e.g., swaddling in a blanket when being held by an adult) (SED3.1c)</li> </ul>	<ul style="list-style-type: none"> <li>• Looks to familiar adults for emotional support and encouragement (SED3.1d)</li> <li>• Reacts or may become distressed when separated from familiar adults (SED3.1e)</li> <li>• Expresses joy and mutual enjoyment in interactions with familiar adults (e.g., giggles during peek-a-boo) (SED3.1f)</li> </ul>	<ul style="list-style-type: none"> <li>• Continues to need the security of a trusted adult; asks for help, if needed, in verbal and non-verbal ways (e.g., returns to familiar adult when at the playground) (SED3.1g)</li> <li>• Uses different words or signs to refer to self and others (e.g., joyously shouts “titi!” when sees aunt) (SED3.1h)</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates and attempts to please familiar adults (e.g., puts plates on table before lunch) (SED3.1i)</li> <li>• Engages in positive interactions in a wide variety of situations with familiar adults (SED3.1j)</li> <li>• Looks to or seeks familiar adults for comfort when distressed or tired (SED3.1k)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops positive relationships and interacts comfortably with familiar adults (SED3.1l)</li> <li>• Begins to interact with less familiar adults (e.g., substitute teacher or neighbor) (SED3.1m)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.1n)</li> <li>• Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom) (SED3.1o)</li> </ul>

## SED3. INTERACTING WITH OTHERS

### SED3.2. Developing relationships with other children

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Notices peers by looking, touching or making sounds directed toward the child (e.g., while lying on a blanket close to them) (SED3.2a)</li> <li>• Recognizes familiar others by making sounds, facial expressions, or behavior (e.g., reaches up arms, or touches others' face) (SED3.2b)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in peers who are playing nearby and interacts with them briefly (SED3.2c)</li> <li>• Interacts with a familiar child in simple back-and-forth exchanges (e.g., makes similar sounds) (SED3.2d)</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in simple back-and-forth interactions with another child (SED3.2e)</li> <li>• Interacts with a few children on a regular basis, knows some of their names, knows their likes or dislikes (SED3.2f)</li> <li>• Interacts with a few children on similar activities (e.g., runs after a child or plays next to other children) (SED3.2g)</li> <li>• Enjoys playful interactions and social exchange games (SED3.2h)</li> </ul>	<ul style="list-style-type: none"> <li>• Plays alongside peers and engages in simple turn-taking (e.g., takes turns on the slide at the playground) (SED3.2i)</li> <li>• Interacts with a few children on shared activities and understands simple social interaction rules (e.g., “your turn” or “my turn”) (SED3.2j)</li> <li>• Responds to others' questions in social interactions with words or actions (SED 3.2k)</li> <li>• Begins to initiate interactions with other children in shared play activities (SED3.2l)</li> </ul>	<ul style="list-style-type: none"> <li>• Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time) (SED3.2m)</li> <li>• Shows preference for particular playmates, such as greeting friends by name (SED3.2n)</li> <li>• Makes friends and is able to name friends when asked by an adult or others (SED3.2o)</li> <li>• Expresses interest in participating in a group activity by initiating or responding (SED3.2p)</li> <li>• Engages in shared activities or play with shared toy or material (SED3.2q)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) (SED3.2r)</li> <li>• Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area) (SED3.2s)</li> <li>• Maintains friendships over time (SED3.2t)</li> <li>• Responds to the needs of others and tries to help others with simple tasks (SED3.2u)</li> </ul>

## SED3. INTERACTING WITH OTHERS

### SED3.3. Engaging in cooperative play

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>Engages in unoccupied play, practicing movements of their arms, hands, legs, feet, and head (e.g., when safely situated on the floor or in a crib) (SED3.3a)</li> <li>Engages in solitary play when exploring toys and safe objects in indoor and outdoor settings (SED3.3b)</li> <li>Plays social games like peek-a-boo with a familiar adult (SED3.3c)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to engage in solitary play with materials, and observes other people's use of objects (SED3.3d)</li> <li>Imitates simple actions (e.g., claps hands together, covers eyes with hands) (SED3.3e)</li> <li>Observes playful actions of familiar adults and imitates them (SED3.3f)</li> </ul>	<ul style="list-style-type: none"> <li>Engages in solitary play, watching other children nearby while continuing to play alone (e.g., putting a puzzle together or stacking blocks) (SED3.3g)</li> <li>Pretends to talk on toy phone with familiar adult (SED3.3h)</li> </ul>	<ul style="list-style-type: none"> <li>Engages in parallel play, playing near or beside other children using similar materials (e.g. playing in the sand box using shared objects) (SED3.3i)</li> <li>Plays simple games (e.g., Simon Says/Follow the Leader, Hide and Seek or the Hokey Pokey) led by familiar adults (SED3.3j)</li> </ul>	<ul style="list-style-type: none"> <li>Engages in associative play (e.g., playing in housekeeping with each child assuming individual roles) (SED3.3k)</li> <li>Begins to engage in cooperative play, playing with a few other children to carry out familiar roles (SED3.3l)</li> <li>Includes familiar adults in dramatic play (SED3.3m)</li> </ul>	<ul style="list-style-type: none"> <li>Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme (SED3.3n)</li> </ul>

## SED3. INTERACTING WITH OTHERS

### SED3.4. Solving social interaction problems

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
			<ul style="list-style-type: none"> <li>Begins to solve social problems when facilitated by an adult (SED3.4a)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and describes common social problems and may suggest some solutions (SED3.4b)</li> <li>Uses problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area) (SED3.4c)</li> </ul>	<ul style="list-style-type: none"> <li>Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict (SED3.4d)</li> <li>Expresses feelings and needs in conflict situations (e.g., "I'm feeling upset because you have the truck I need for my racetrack.") (SED3.4e)</li> <li>Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) (SED3.4f)</li> </ul>

**Note:** The developmental progression of this focus area is more explicitly evidenced in later age bands.



## AREA THREE: COMMUNICATION, LANGUAGE AND LITERACY DEVELOPMENT (CLLD)

All children communicate in meaningful social contexts with purpose. Children communicate using facial expressions, gestures, eye gaze, body movements, signs, and language to initiate interactions and respond to others. It is important to remember that text is just another form of communication. Just as young children must engage in meaningful exchanges and conversations to build language, they must engage with books, writing and drawing, and print in their everyday lives as part of building a strong foundation. These essential experiences create opportunities for children to further explore the connections among letters, sounds, and words and how they work together to create meaning. For this reason, emphasizing language, communication, and emergent literacy together is critical. Support to basic communication and support to literacy can reinforce each other.

Children’s communication, language and literacy development, as seen for all areas of learning and development, varies and requires individualized learning and development support. For example, children with disabilities or delays may need additional support or assistive technology to communicate their ideas. They may benefit from visuals- pictures and words- to support receptive communication and/or use alternative modes for expressive communication such as a word board, an electronic communication device, or manual signs. Children who are English learners or multilingual learners may start learning a new word or new concept in their home language or combine English and their home language to communicate with their peers. Building from these strengths is critical for both language and literacy development. Further, the language and literacy development of all children is enhanced through culturally and linguistically diverse materials, resources, and opportunities when they receive instruction in an environment that invites them to express themselves in verbal and nonverbal language and while using multiple modes of communication.

*Sub-Areas* for Communication, Language and Literacy Development, with *Focus Areas* appearing in corresponding bulleted lists, include:

CLLD1. Communication	CLLD2. Foundations of Reading	CLLD3. Foundations of Writing
<ul style="list-style-type: none"> <li>• CLLD1.1. Understanding verbal and nonverbal cues</li> <li>• CLLD1.2. Using vocabulary and nonverbal cues to communicate</li> <li>• CLLD1.3. Learning and engaging in conversational interactions</li> </ul>	<ul style="list-style-type: none"> <li>• CLLD2.1. Paying attention to print as meaningful</li> <li>• CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts</li> <li>• CLLD2.3. Learning spoken language is composed of smaller segments of sound</li> <li>• CLLD2.4. Learning how letters and print work to create words and meaning</li> </ul>	<ul style="list-style-type: none"> <li>• CLLD3.1. Drawing, scribbling, and writing to communicate</li> <li>• CLLD3.2. Developing writing habits and skills</li> <li>• CLLD3.3. Handling writing tools</li> </ul>

## CLLD1. COMMUNICATION

### CLLD1.1. Understanding verbal and nonverbal cues

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Responds to speaker by turning head or shifting eye gaze (CLLD1.1a)</li> <li>• Responds to tone or voice changes (CLLD1.1b)</li> <li>• Directs attention to sounds or object pointed at/to (CLLD1.1c)</li> <li>• Responds by looking when name is called (CLLD1.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple requests paired with gestures (CLLD1.1e)</li> <li>• Begins to respond through sounds or gestures to others' questions (CLLD1.1f)</li> <li>• Makes different sounds to get attention (CLLD1.1g)</li> <li>• Understands and responds to simple commands and gestures (e.g., shared eye gaze/contact; may be influenced by cultural expectations) (CLLD1.1h)</li> <li>• Recognizes common objects when named (e.g., cup) (CLLD1.1i)</li> <li>• Begins to show understanding of approximately 50 words (CLLD1.1j)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sounds or nonverbal cues to respond to oral reading (CLLD1.1k)</li> <li>• Responds to simple requests (CLLD1.1l)</li> <li>• Identifies familiar people, animals, and objects (CLLD1.1m)</li> <li>• Begins to understand nouns (CLLD1.1n)</li> <li>• Begins to understand action words (e.g., hop, jump, press, go, stop) (CLLD1.1o)</li> <li>• Completes a task in response to a request (e.g., pick up your cup, go find your coat) (CLLD1.1p)</li> <li>• Identifies familiar people, animals, and objects (using gestures, words, or sounds) (CLLD1.1q)</li> <li>• Begins to recognize some body parts (CLLD1.1r)</li> <li>• Understands and responds to some pronouns (mine, you, me) (CLLD1.1s)</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and attends to spoken language and read-aloud texts (CLLD1.1t)</li> <li>• Follows simple and short directions for routine practices (CLLD1.1u)</li> <li>• Understands and responds to several hundred words or more (CLLD1.1v)</li> <li>• Understands and responds to basic attribute word differences such as personal (I/me/you/it) and possessive (my and mine) pronouns (CLLD1.1w)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding by answering questions (CLLD1.1x)</li> <li>• Follows two-step unrelated directions (CLLD1.1y)</li> <li>• Understands and responds to spatial concepts (e.g., in/out, under, front, behind) (CLLD1.1z)</li> </ul>	<ul style="list-style-type: none"> <li>• Answers questions and adds comments relevant to the topic (CLLD1.1aa)</li> <li>• Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet) (CLLD1.1ab)</li> <li>• Understands and responds to words for descriptive concepts (e.g., hard, square) (CLLD1.1ac)</li> <li>• Follows 2-3 step related directions and some new directions related to familiar and daily routines (CLLD1.1ad)</li> <li>• Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.) (CLLD1.1ae)</li> </ul>

## CLLD1. COMMUNICATION

### CLLD1.2. Using vocabulary and nonverbal cues to communicate

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Uses sound, inflection, and gestures to communicate needs, desires, or emotions (CLLD1.2a)</li> <li>• Cries, coos, babbles and makes other sounds (CLLD1.2b)</li> <li>• Reaches and points to communicate (CLLD1.2c)</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates actions of others as nonverbal communication (CLLD1.2d)</li> <li>• Makes vocal or non-vocal protests/demands (CLLD1.2e)</li> <li>• Vocalizes or gestures (e.g., pointing or using sign language) to communicate or to direct adult attention (CLLD1.2f)</li> <li>• Participates and initiates communication with family members or familiar others by using consistent sounds, gestures, and some words (CLLD1.2g)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats words heard in conversations (CLLD1.2h)</li> <li>• Makes simple one-word requests such as saying or signing “milk” or “leche” when asking for a drink (CLLD1.2i)</li> <li>• Uses vocabulary for familiar items and events (e.g., hat, ball) (CLLD1.2j)</li> <li>• Begins to combine words, verbally or through signing (e.g., making requests through two- and multi-word use/utterances such as “eat- or comer- ‘nana’/banana” (CLLD1.2k)</li> </ul>	<ul style="list-style-type: none"> <li>• Asks short questions and requests clarifications (CLLD1.2l)</li> <li>• Speaks in or signs short sentences and some expanded sentences and is understood by familiar peers or adults most of the time (CLLD1.2m)</li> <li>• Begins to use more diverse types of words, such as color and quantity words (all, some, more, and including numbers) (CLLD1.2n)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use complex sentences and ask simple questions (e.g., “After the gingerbread man ran, he swam on the fox’s back.”; “What happened to the gingerbread man?”) (CLLD1.2o)</li> <li>• Answers questions from unfamiliar people including some open-ended questions (CLLD1.2p)</li> <li>• Uses adjectives to describe people, objects, or environments (CLLD1.2q)</li> <li>• Begins to use prepositions (e.g., in, on) (CLLD1.2r)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did) (CLLD1.2s)</li> <li>• Answers open-ended questions comfortably (CLLD1.2t)</li> <li>• Retells stories and events in sequence with multiple details (e.g., retells <i>The Three Bears</i> noting three chairs, three beds, etc.) (CLLD1.2u)</li> </ul>

## CLLD1. COMMUNICATION

### CLLD1.3. Learning and engaging in conversational interactions

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Responds and engages with an adult or older peer (CLLD1.3a)</li> <li>• Reacts to facial cues and eye contact (CLLD1.3b)</li> <li>• Engages in vocal exchanges by babbling (CLLD1.3c)</li> </ul>	<ul style="list-style-type: none"> <li>• Takes turn in “conversation” or vocal play with adults (CLLD1.3d)</li> <li>• Turns, smiles, and begins to speak when name is spoken (CLLD1.3e)</li> <li>• Begins to follow adult pointing or gaze to establish joint attention (e.g., looks across the room when adult points or gazes) (CLLD1.3f)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with facial expressions, vocalizations, and/or gestures to engage in conversation with others (CLLD1.3g)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple verbal responses and nonverbal gestures (CLLD1.3h)</li> <li>• Uses words, gestures, signs, and phrases to converse with others (CLLD1.3i)</li> <li>• Begins to ask and respond to questions (CLLD1.3j)</li> </ul>	<ul style="list-style-type: none"> <li>• Continues a conversation through several exchanges with or without adult help (CLLD1.3k)</li> <li>• Alternates between speaker/listener roles (CLLD1.3l)</li> <li>• Asks and responds to questions (CLLD1.3m)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals) (CLLD1.3n)</li> <li>• Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) (CLLD1.3o)</li> <li>• Asks and responds to questions with accurate information (CLLD1.4p)</li> </ul>

## CLLD2. FOUNDATIONS OF READING

### CLLD2.1. Paying attention to print as meaningful

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Explores a book by touching it, patting it, or putting it in mouth (CLLD2.1a)</li> </ul>	<ul style="list-style-type: none"> <li>• Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book or other written material (CLLD2.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and engages with print and pictures, or braille in their environment (e.g., points to words and images; touches with fingers) (CLLD2.1c)</li> <li>• Demonstrates interest in written forms of language, such as print in books or signs on building (CLLD2.1d)</li> <li>• Distinguishes print from pictures (CLLD2.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• Attributes meaning to some symbols, such as a familiar logo or design (CLLD2.1f)</li> <li>• Identifies common words in the environment (e.g., name, exit, stop) (CLLD2.1g)</li> <li>• Points to and names some letters or characters in their names when seen in other words (CLLD2.1h)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to select books for reading enjoyment and reading related activities, including pretending to read to self or others (CLLD2.1i)</li> <li>• Demonstrates an understanding of the conventions of print (e.g., directionality of print and texts) (CLLD2.1j)</li> <li>• Understands that the print communicates the message in stories or other texts (CLLD2.1k)</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) (CLLD2.1l)</li> <li>• Begins to track individual words in text or braille by pointing or touching (CLLD2.1m)</li> </ul>

## CLLD2. FOUNDATIONS OF READING

### CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>Looks at picture books and listens to an adult talk about pictures in a book (CLLD2.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Touches or points to pictures in response to adult's prompt (CLLD2.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to show specific interest in being read to (e.g., brings a book to an adult or points to pictures in the environment or a book) CLLD2.2c</li> <li>Engages in familiar stories verbally (e.g., fills in a word when the reader pauses) or with motions (e.g., imitates actions with an adult) (CLLD2.2d)</li> <li>Listens to explanations of words or repeats words adults explain or emphasize (CLLD2.2e)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the feelings of characters in a book or story (CLLD2.2f)</li> <li>Asks to be read to or asks the meaning of written text (CLLD2.2g)</li> <li>Makes connections to the story through talking about characters and events (CLLD2.2h)</li> <li>Expresses empathy for characters and problems in text and stories with adult guidance and support (CLLD2.2i)</li> </ul> <p>Repeats words heard during story reading (CLLD2.2j)</p>	<ul style="list-style-type: none"> <li>Asks or answers questions about what is happening in a book or story (CLLD2.2k)</li> <li>Retells 1-2 key events from a story (CLLD2.2l)</li> <li>Narrates a story using pictures as a guide (CLLD2.2m)</li> <li>Recites from memory words, phrases, and parts of favorite stories (CLLD2.2n)</li> <li>Recognizes nouns as the person, place, or thing in a sentence (CLLD2.2o)</li> </ul>	<ul style="list-style-type: none"> <li>Listens and responds to a variety of texts and media (e.g., audio book, music and movement) (CLLD2.2p)</li> <li>Tells fictional or personal stories sequentially and with 3 or more details (CLLD2.2q)</li> <li>Begins to understand cause and effect relationships in fiction and nonfiction texts (CLLD2.2r)</li> <li>Predicts what will happen next in an unfamiliar story (CLLD2.2s)</li> <li>Uses new words learned through listening to stories (CLLD2.2t)</li> </ul>

## CLLD2. FOUNDATIONS OF READING

### CLLD2.3. Learning spoken language is composed of smaller segments of sound

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Listens and attends to culturally and linguistically familiar words or signs (including rhymes and songs) (CLLD2.3a)</li> <li>• Begins to create speech and non-speech like sounds (e.g., babbling) (CLLD2.3b)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to imitate sounds they hear in their everyday environment (CLLD2.3c)</li> </ul>	<ul style="list-style-type: none"> <li>• Orally repeats a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs or directions/ requests from adults or peers (CLLD2.3d)</li> </ul>	<ul style="list-style-type: none"> <li>• Orally produces or reproduces simple culturally and linguistically familiar rhymes or sings favorite songs (CLLD2.3e)</li> <li>• Imitates most sounds of language using familiar words (CLLD2.3f)</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates and enjoys rhyme and alliteration (e.g., Jalisa jumped) (CLLD2.3g)</li> <li>• With instructional support, distinguishes when two words rhyme and when two words begin with the same sound (e.g., boy/toy, dog/dad) (CLLD2.3h)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to rhyme and produce rhymes of simple words (CLLD2.3i)</li> <li>• Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox) (CLLD2.3j)</li> <li>• Begins to segment and combine syllables (e.g., purple segmented is pur-ple; when combined it is purple) (CLLD2.3k)</li> <li>• Begins to identify the initial and final sound in words (e.g., /b/ in bat) (CLLD2.3l)</li> </ul>

## CLLD2. FOUNDATIONS OF READING

### CLLD2.4. Learning how letters and print work to create words and meaning

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
					
<p><b>Note:</b> The developmental progression of this focus area is more explicitly evidenced in later age bands.</p>			<ul style="list-style-type: none"> <li>• Begins to recognize a few upper or lower case letters (if taught) (CLLD2.4a)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to recognize more upper, and lower case letters if taught (CLLD2.4b)</li> <li>• Identifies sounds and recognizes letters associated with beginning of first name and last name (CLLD2.4c)</li> <li>• Begins to connect alphabet letters and corresponding sounds (e.g., connecting letters and sounds of common letters/words) (CLLD2.4d)</li> <li>• Can often write first name from memory (CLLD2.4e)</li> </ul>	<ul style="list-style-type: none"> <li>• For many, with instructional support, matches the sound with the corresponding letter (CLLD2.4f)</li> <li>• For many, with instructional support, matches the letter with the corresponding sound (CLLD2.4g)</li> <li>• Recognizes many upper and lower case letters (CLLD2.4h)</li> <li>• Will use a combination of letters and symbols to represent words (CLLD2.4i)</li> </ul>

## CLLD3. FOUNDATIONS OF WRITING

### CLLD3.1. Drawing, scribbling, and writing to communicate

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
 <p><b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.</p>	<ul style="list-style-type: none"> <li>• Makes scribbles or marks on writing materials (CLLD3.1a)</li> <li>• Understands that marks on a page can communicate meaning (CLLD3.1b)</li> <li>• Uses writing instruments to make distinct marks (CLLD3.1c)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use controlled marks like swoops, circles, and waves to represent their ideas (CLLD3.1d)</li> <li>• Writes in a linear fashion and connects marks with repetitive up/down or looping motions (CLLD3.1e)</li> <li>• Begins to use scribbles or intentional marks to represent objects (CLLD3.1f)</li> <li>• Attempts to “read” their writing or drawing to others, including their name (CLLD3.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use distinct letter-like symbols and letter formations with curves, lines, circles, and dots to represent words, ideas, phrases, sentences, and stories or events without drawing (CLLD3.1h)</li> <li>• Begins to draw/write for a variety of audiences (e.g., family members and teachers) (CLLD3.1i)</li> <li>• Begins to draw/write for a variety of purposes (e.g., grocery lists, invitations, birthday cards) (CLLD3.1j)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events (CLLD3.1k)</li> <li>• Begins to use print in the environment as part of their writing (e.g., attempts to copy a sign or poster in room) (CLLD3.1l)</li> <li>• Begins to copy or write letters or numbers (CLLD3.1m)</li> <li>• Begins to represent all letters in their name (CLLD3.1n)</li> <li>• Begins to recognize name as separate from other pictures or writing produced (CLLD3.1o)</li> <li>• Begins to distinguish print from images or illustrations (CLLD3.1p)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish) (CLLD3.1q)</li> <li>• Begins to represent the initial and final sounds to represent a word (e.g., ‘dg’ for dog) (CLLD3.1r)</li> <li>• Retells or reads their writing to others (CLLD3.1s)</li> <li>• Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced (CLLD3.1t)</li> <li>• Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right (CLLD3.1u)</li> <li>• Begins to copy names of familiar people and objects (CLLD3.1v)</li> </ul>

### CLLD3. FOUNDATIONS OF WRITING

#### CLLD3.2. Developing writing habits and skills

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
 <p><b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.</p>	<ul style="list-style-type: none"> <li>Shows interest in exploring writing by watching others write and experimenting with writing tools (e.g., tries using crayons, markers, etc. to make marks) (CLLD3.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to share drawings/writing and explains the meaning of the illustrations/text (e.g., says circle is a ball) (CLLD3.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Shares writing with others as a way to represent their understandings and ideas (CLLD3.2c)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to revise writing in the moment based on interactions with peers and adults (CLLD3.2d)</li> <li>Begins to modify and expand their drawings/writing to meet personal ideas and include others' ideas (e.g., several children begin drawing rainbows and unicorns after one child narrates their work) (CLLD3.2e)</li> </ul>	<ul style="list-style-type: none"> <li>Continues to revise writing in the moment based on interactions with peers and adults (CLLD3.2f)</li> <li>Begins to revise by adding details to drawings/writings to express their ideas (CLLD3.2g)</li> <li>Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes) (CLLD3.2h)</li> </ul>

## CLLD3. FOUNDATIONS OF WRITING

### CLLD3.3. Handling writing tools

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
 <p><b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.</p>	<ul style="list-style-type: none"> <li>• Begins to grasp writing tools to make random marks on a paper with limited control over results (CLLD3.3a)</li> <li>• Begins to use a whole hand grip to manipulate the writing tool (CLLD3.3b)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the whole arm to control and direct the scribbles, marks, drawing, and writing intentions (CLLD3.3c)</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to use their fingertips to grip writing tools, finger grip may be loose or too tight and finger positioning may be too high or too close to the tip (CLLD3.3d)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to show increased fine motor strength in writing (CLLD3.3e)</li> <li>• Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk) (CLLD3.3f)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools (CLLD3.3g)</li> <li>• Uses a variety of digital tools to write or draw (CLLD3.3h)</li> </ul>

## AREA FOUR: HEALTH AND PHYSICAL DEVELOPMENT (HPD)

Young children learn through direct, active interaction with their indoor and outdoor surroundings. Through their senses and physical activities, children develop and strengthen their large muscles to become increasingly capable of walking, climbing, running, dancing and other large motor movements. Building, drawing, cutting, and taking care of daily activities provide practice and refine small muscle strength and coordination. Children with disabilities may have significant variation in their ability to engage and move and may need alternative opportunities for participation and interaction with their typically developing peers and may benefit from accommodations or adaptive equipment. Caregivers and educators supporting children who are English learners or multilingual learners need to be thoughtful in designing the individualized supports children need to ensure their full participation in diverse early care and educational settings. Caregivers and educators also need to be aware that a child's self-care and physical development are shaped by their family's culture and traditions, which should be respected and accepted. Participation in daily routines of self-care, health, safety, rest and physical activity lays the foundation for a healthy lifestyle.

*Sub-Areas* for Health and Physical Development, with *Focus Areas* appearing in corresponding bulleted lists, include:

### **HPD1. Using Senses**

- HPD1.1. Learning through all senses

### **HPD2. Gross Motor**

- HPD2.1. Developing large muscle control
- HPD2.2. Exploring the environment

### **HPD3. Fine Motor**

- HPD3.1. Using eyes and hands together
- HPD3.2. Developing small muscle control

### **HPD4. Physical Health and Self-care**

- HPD4.1. Taking care of daily health needs
- HPD4.2. Adopting safe behaviors
- HPD4.3. Eating with healthy habits
- HPD4.4. Developing healthy habits for rest and sleep

## HPD1. USING SENSES

### HPD1.1. Learning through all senses

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Uses their senses to explore objects and people in the environment (HPD1.1a)</li> <li>• Turns head or body in the direction of a sound to learn more about the environment (e.g., a young infant turns toward an adult and repositions their body to be picked up) (HPD1.1b)</li> <li>• Adjusts balance and movement with the changing size and proportion of their body (e.g., rolls over and moves from sitting to crawling or scooting) (HPD1.1c)</li> <li>• Uses oral sensory exploration to learn about the environment and for soothing (HPD1.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands properties of objects in matching and associates them with each other through play and interaction (e.g., uses a bottle to feed a baby) (HPD1.1e)</li> <li>• Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs (HPD1.1f)</li> <li>• Uses depth perception, scans for obstacles, and plans movement while learning to scoot, crawl, walk or move in another way (HPD1.1g)</li> <li>• Uses touch to learn about different textures in the environment (e.g., touches grass with hands when outside, sticky foods) (HPD1.1h)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates sensory preferences (e.g., chooses clothes of a particular color or enjoys putting their feet in sand or grass) (HPD1.1i)</li> <li>• Combines information from the senses to inform the way they interact with the environment and acquire information (e.g., touches a variety of objects during walk) (HPD1.1j)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the information received from their senses to guide interactions with the environment (e.g., notices that adults put on coats before going outside and then goes to get their own coat) (HPD1.1k)</li> <li>• Shows understanding of body size, such as doll clothes will not fit on a child's body or a child's body will not fit on doll furniture (HPD1.1l)</li> <li>• Shows increased balance and coordination in play activities and daily routines, such as playing a game or singing a song with hand motions (HPD1.1m)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the ability to use one sense to predict what they would perceive with another (e.g., realizes food is hot or cold) (HPD1.1n)</li> <li>• Shows some awareness of one's own body, space, and relationship to other objects (e.g., jumps three times and then turns around without bumping into a peer or other object) (HPD1.1o)</li> <li>• Learns about ways to protect sensory body parts (e.g., wears helmets to protect heads, gloves to protect hands, and headphones for listening to protect ears) (HPD1.1p)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) (HPD1.1q)</li> <li>• Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line) (HPD1.1r)</li> </ul>

## HPD2. GROSS MOTOR

### HPD2.1. Developing large muscle control

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Explores new body positions and movements, such as rolling over, sitting, scooting, crawling, hitting or kicking at objects while lying on back (HPD2.1a)</li> </ul>	<ul style="list-style-type: none"> <li>• Moves from crawling to standing to cruising to walking, learning new muscle coordination for each new skill (HPD2.1b)</li> <li>• Manages moving around on different types of surfaces, like carpet and grass (HPD2.1c)</li> <li>• Moves around in their environment by pulling to stand, cruising, and standing alone (HPD2.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Moves through the world with more independence (HPD2.1e)</li> <li>• Develops strength, balance, and coordination by repeating movements (e.g., walks up and down stairs while holding on, climbs onto furniture, and begins to run) (HPD2.1f)</li> </ul>	<ul style="list-style-type: none"> <li>• Gains control of a variety of movements including running and jumping with increasing independence (HPD2.1g)</li> <li>• Uses familiar objects that encourage large motor movements (e.g., riding toys, crawl tubes, slides) (HPD2.1h)</li> <li>• Performs actions smoothly with balance, strength, and coordination (e.g., dances, bends over to pick up a toy, reaches up high on a shelf, walks up and down steps) (HPD2.1i)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies parts of the body that help us move and understands how movement leads to a rise in heart and breathing rates (HPD2.1j)</li> <li>• Understands that physical fitness is important and identifies activities they enjoy doing with their family (HPD2.1k)</li> <li>• Moves body in space with good coordination (e.g., running, hopping in place, galloping) (HPD2.1l)</li> <li>• Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps (HPD2.1m)</li> <li>• Uses a variety of toys and equipment that enhance gross motor skills and coordination (e.g., throws and catches balls, climbs up steps to a slide) (HPD2.1n)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates more coordinated movement when jumping for height and distance, hopping, and running (HPD2.1o)</li> <li>• Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time (HPD2.1p)</li> <li>• Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels (HPD2.1q)</li> </ul>

**HPD2. GROSS MOTOR**

**HPD2.2. Exploring the environment**

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Uses each new position (raising head, rolling onto back, sitting) to learn new ways to explore the environment, (e.g., sits up to be able to reach for an object) (HPD2.2a)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses body position, balance, and movement to explore and examine materials, activities, and to move in environments (e.g., pulling up to stand holding on to couch, cruising around tables) (HPD2.2b)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows enjoyment of active play and engages in regular and sustained movement (e.g., pushes toys around, goes up and down slide over and over, dumps items out of containers) (HPD2.2c)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of increasingly complex movements and body positions to participate in active and quiet indoor and outdoor play (HPD2.2d)</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, throwing and catching balls (HPD2.2e)</li> </ul>	<ul style="list-style-type: none"> <li>• Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light) (HPD2.2f)</li> </ul>

## HPD3. FINE MOTOR

### HPD3.1. Using eyes and hands together

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Coordinates hands and eyes when reaching for and holding items (HPD3.1a)</li> <li>• Uses both hands to swipe at, reach for, grasp, hold, shake, release objects, and begins to transfer objects from hand to hand (HPD3.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Performs more complex actions such as transferring objects from one hand to the other and dropping them into a container (HPD3.1c)</li> </ul>	<ul style="list-style-type: none"> <li>• Plays with objects such as putting together and taking apart toys (HPD3.1d)</li> <li>• Uses simple tools (e.g., spoon, play hammer, crayon) (HPD3.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses tools that require finger and hand control (e.g., painting with a large paintbrush, holding eating utensils, buttoning clothes) (HPD3.1f)</li> </ul>	<ul style="list-style-type: none"> <li>• Plays with smaller objects with increasing control (HPD3.1g)</li> <li>• Draws simple shapes and figures (square, circle) and copies straight lines and circles (HPD3.1h)</li> <li>• Uses tools that require strength, control, and skills of small muscles such as a fork and scissors (HPD3.1i)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) (HPD3.1j)</li> <li>• Draws smaller figures and includes more detail (e.g., faces with features) (HPD3.1k)</li> </ul>

**HPD3. FINE MOTOR**

**HPD3.2. Developing small muscle control**

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around (HPD3.2a)</li> <li>• Uses full hand to grab items to explore (e.g., picks up toy, holds onto an adult's finger) (HPD3.2b)</li> </ul>	<ul style="list-style-type: none"> <li>• Explores properties of objects and materials by using various hand actions, such as picking them up to examine them; enjoys playing with manipulatives and materials of various shapes and textures (HPD3.2c)</li> <li>• Matches grasp to the task such as using an index finger and thumb to pick up pieces of cereal while using the whole hand to bang items together (HPD3.2d)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses hands and fingers to build a tall block tower, turns single book pages, twists toy nuts and bolts, uses one hand to hold and drink from a cup (HPD3.2e)</li> <li>• Extends reach by using simple tools such as a stick or rake to pull a distant object closer (HPD3.2f)</li> </ul>	<ul style="list-style-type: none"> <li>• Plans ways to use hands for various activities, such as stacking, building, connecting, drawing (HPD3.2g)</li> <li>• Adjusts grasp to use different tools for different purposes, such as a spoon and marker (HPD3.2h)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses scissors to cut along a straight line and circle, with some precision (within 1/2" to 1/4" of line) (HPD3.2i)</li> </ul>	<ul style="list-style-type: none"> <li>• Draws with crayons and markers and cuts with scissors, with moderate levels of precision and control (e.g., cuts along a line or circle) (HPD3.2j)</li> <li>• Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping) (HPD3.2k)</li> </ul>

## HPD4. PHYSICAL HEALTH AND SELF-CARE

### HPD4.1. Taking care of daily health needs

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Cooperates in care routines (e.g., diapering, hand-washing, dressing, and brushing gums) (HPD4.1a)</li> <li>• Communicates needs for comfort and care (HPD4.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperates in daily routines, such as opens mouth for spoon or toothbrush, or raises arms for dressing (HPD4.1c)</li> <li>• Uses gestures, sounds, or sign language to communicate need for food, drink, or diaper change (HPD4.1d)</li> <li>• Shows trust in familiar caregivers (e.g., calms down with adult help) (HPD4.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperates and helps with care routines (e.g., dental care, hand-washing) (HPD4.1f)</li> <li>• Uses gestures, words, or sign language to communicate what they need (HPD4.1g)</li> <li>• Soothes themselves when needed (e.g., look at book before nap) (HPD4.1h)</li> </ul>	<ul style="list-style-type: none"> <li>• Takes care of personal self-care needs like hand-washing with some adult assistance (HPD4.1i)</li> <li>• Uses words or sign language to ask for what they need (e.g., food when hungry, drink when thirsty) (HPD4.1j)</li> <li>• Begins to use different strategies to calm themselves when needed (e.g., seeks out a quiet space) (HPD4.1k)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies places at home, in the neighborhood, and in the community where children can play safely and be physically active (HPD4.1l)</li> <li>• Describes ways to participate in physical activity and provides alternatives to screen time (HPD4.1m)</li> <li>• Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet (HPD4.1n)</li> <li>• Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands (HPD4.1o)</li> <li>• Uses a variety of strategies to calm themselves (e.g., changing activities, getting a comfort object) (HPD4.1p)</li> <li>• Understands need for good dental hygiene, including brushing teeth (HPD4.1q)</li> </ul>	<ul style="list-style-type: none"> <li>• Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) (HPD4.1r)</li> <li>• Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes (HPD4.1s)</li> <li>• Consistently uses strategies to calm themselves when needed (HPD4.1t)</li> </ul>

## HPD4. PHYSICAL HEALTH AND SELF-CARE

### HPD4.2. Adopting safe behaviors

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Cries to indicate stress and to seek help (HPD4.2a)</li> <li>• Responds to verbal or physical signals of danger with a cry or reach towards primary caregiver (HPD4.2b)</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks physical contact with primary caregivers when faced with new or unfamiliar people or environments (HPD4.2c)</li> <li>• Reacts to simple directions that support safety (e.g., washing hands after diaper changes) (HPD4.2d)</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperates with safety instructions and warnings (e.g., holding a caregiver's hand) (HPD4.2e)</li> <li>• Watches for adult reactions to unfamiliar people or situations (HPD4.2f)</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts adult guidance, support, and protection when encountering unsafe situations (HPD4.2g)</li> <li>• Learns some differences between safe and unsafe play behaviors (e.g., not standing on chairs or tables) (HPD4.2h)</li> <li>• Pays attention to simple safety instructions (HPD4.2i)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows awareness of a growing number of personal safety practices and routines; looks to adults for support in enacting these; participates in safety drills (HPD4.2j)</li> <li>• Tells peers and adults when dangerous situations are observed (HPD4.2k)</li> <li>• Tells a trusted adult when someone gets hurt (HPD4.2l)</li> <li>• Demonstrates safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted (HPD4.2m)</li> <li>• Identifies medicines and other household substances that can be harmful (HPD4.2n)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules (HPD4.2o)</li> <li>• Participates in safety practices by helping to use car seat restraints and helmets (HPD4.2p)</li> <li>• Identifies people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q)</li> <li>• Identifies emergency and non-emergency situations (HPD4.2r)</li> </ul>

## HPD4. PHYSICAL HEALTH AND SELF-CARE

### HPD4.3. Eating with healthy habits

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Sucks and swallows liquids from breast or bottle (HPD4.3a)</li> <li>• Begins to eat solid foods (HPD4.3b)</li> </ul>	<ul style="list-style-type: none"> <li>• May begin to eat food with fingers, like small pieces of papaya and mango (HPD4.3c)</li> <li>• Shows preference for some foods (HPD4.3d)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in new foods that are offered (HPD4.3e)</li> <li>• Begins to distinguish between food and non-food items (HPD4.3f)</li> </ul>	<ul style="list-style-type: none"> <li>• Eats a variety of nutritious foods and recognizes healthy foods (HPD4.3g)</li> <li>• Prepares nutritious snacks with adult assistance by stirring and using measuring cups (HPD4.3h)</li> </ul>	<ul style="list-style-type: none"> <li>• Explains that food provides energy for movement (HPD4.3i)</li> <li>• Identifies at least 1 fruit and 1 vegetable; explains that fruits and vegetables help our bodies move (HPD4.3j)</li> <li>• Helps prepare nutritious snacks, serving self and others (HPD4.3k)</li> <li>• Identifies a variety of healthy and unhealthy foods, sorting pictures of food by color or as “always” and “sometimes” foods (HPD4.3l)</li> </ul>	<ul style="list-style-type: none"> <li>• Makes healthy eating choices both independently and with support (HPD4.3m)</li> <li>• Follows picture recipes to prepare a simple snack (HPD4.3n)</li> <li>• Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, “milk makes my bones strong.” (HPD4.3o)</li> </ul>

## HPD4. PHYSICAL HEALTH AND SELF-CARE

### HPD4.4. Developing healthy habits for rest and sleep

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Begins to sleep well and shows alertness when awake (HPD4.4a)</li> <li>• Sleeps for longer periods at a time and starts to have longer night-time sleep periods (HPD4.4b)</li> </ul>	<ul style="list-style-type: none"> <li>• Settles down and falls asleep after a familiar sleep routine (e.g., story and song before napping) (HPD4.4c)</li> <li>• Responds to verbal cues like “it’s time to take a nap” by snuggling favorite sleep toy; takes several naps during the day (HPD4.4d)</li> </ul>	<ul style="list-style-type: none"> <li>• Sleeps more consistently and shows alertness when awake (HPD4.4e)</li> <li>• Cooperates with sleep routines (HPD4.4f)</li> </ul>	<ul style="list-style-type: none"> <li>• Sleeps well, wakes up rested and ready for daily activities (HPD4.4g)</li> <li>• Participates in sleep routines with guidance (HPD4.4h)</li> <li>• Indicates they are tired by saying, “I’m sleepy.” (HPD4.4i)</li> </ul>	<ul style="list-style-type: none"> <li>• With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping (HPD4.4j)</li> <li>• Recognizes when they are tired and tells an adult (HPD4.4k)</li> <li>• Gradually ends naps (HPD4.4l)</li> </ul>	<ul style="list-style-type: none"> <li>• Independently starts and participates in sleep routines (HPD4.4m)</li> <li>• Can describe why sleep keeps us healthy (HPD4.4n)</li> </ul>

## AREA FIVE: COGNITIVE DEVELOPMENT (CD)

Children develop in their cognitive abilities through their earliest observations and experiences with their natural, physical, and social environments as they question, explore, describe, predict, think, and share their thinking. Much of infants', toddlers', and preschoolers' behaviors are their way of questioning and testing ideas about the world and how it works. Actions like dropping, climbing, throwing, and dumping are examples of a young child's growing awareness and experimentation with objects around them. Children also increasingly use mathematics strategies to solve problems. For example, figuring out how many cups of sand it takes to fill the large bucket on the playground. They are also developing the skills to creatively express their growing knowledge and skills. Caregivers and educators support children's cognitive development by encouraging and providing opportunities for them to explore and experiment in their classrooms, homes, and communities, and providing language-rich stimulation and intentional learning opportunities for children to develop new knowledge and skills. Children with disabilities may demonstrate their cognitive growth at a different rate and may need additional support or require accommodations, such as adaptive materials and environments, or assistive technology or devices, to show their progress. Children who are English learners or multilingual learners should be given opportunities to engage in activities that are culturally meaningful and show their cognitive abilities using multiple means of expressions and representations.

*Sub-Areas* for Cognitive Development, with *Focus Areas* appearing in corresponding bulleted lists, include:

**CD1. Science: The Natural and Physical World**

- CD1.1. Paying attention to the natural world
- CD1.2. Testing questions and ideas

**CD2. Social Science: People, Community, and Culture**

- CD2.1. Learning about ways that people interact
- CD2.2. Understanding relationships and connections
- CD2.3. Learning about differences

**CD3. Mathematics**

- CD3.1. Comparing numbers, counting, and recognizing quantities
- CD3.2. Understanding number relationships and solving problems using operations

**CD3. Mathematics, Continued**

- CD3.3. Geometric thinking and spatial reasoning
- CD3.4. Sorting, classifying, and patterning
- CD3.5. Describing, comparing, and measuring

**CD4. Fine Arts**

- CD4.1. Exploring and expressing ideas through movement and dance
- CD4.2. Learning about and through music
- CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts
- CD4.4. Using visual arts media to express thoughts and feelings

## CD1. SCIENCE: THE NATURAL AND PHYSICAL WORLD

### CD1.1. Paying attention to the natural world

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Reacts with interest to nearby sights and sounds (CD1.1a)</li> <li>• Reaches for and moves toward objects (CD1.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Explores objects and events with all senses briefly (e.g., watch, listen, touch, smell, taste) (CD1.1c)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows more focus and spends more time when observing or exploring (CD1.1d)</li> <li>• Handles toys and materials in different ways (e.g., filling, dumping, etc.) (CD1.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• Observes and describes items and events in the natural world using words, signs, or gestures (CD1.1f)</li> <li>• Observes and describes natural phenomena using the tools of the arts (e.g., expressions, sounds, movements, drawing) (CD1.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Notices and talks with adults about similarities and differences among objects and living things (CD1.1h)</li> <li>• Notices and talks with adults about changes in nature and in substances (e.g., water to ice) (CD1.1i)</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics) (CD1.1j)</li> <li>• Imitates and uses adults' words and ideas when talking about the physical and natural worlds (CD1.1k)</li> <li>• Shows detail in drawings, constructions, demonstrations to show thinking (CD1.1l)</li> </ul>

## CD1. SCIENCE: THE NATURAL AND PHYSICAL WORLD

### CD1.2. Testing questions and ideas

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>Repeats actions (e.g., making a noise or expression) to get repeated adult reaction (CD1.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Looks for verbal, facial and gestural cues from adults about whether to continue or stop an activity (CD1.2b)</li> <li>Enjoys searching for objects within reach but hidden from view (e.g., under a blanket) (CD1.2c)</li> <li>Uses adult help to explore toys and materials to discover how they work (CD1.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Continues to play or explore in spite of distracting sounds or objects (CD1.2e)</li> <li>Shows more independence and uses “trial and error” when exploring toys and materials (CD1.2f)</li> </ul>	<ul style="list-style-type: none"> <li>Notices differences among materials such as sand and water (CD1.2g)</li> <li>Follows adult’s model to use simple tools to manipulate and explore objects (CD1.2h)</li> <li>Reacts to and comments on changes when mixing or manipulating materials (CD1.2i)</li> </ul>	<ul style="list-style-type: none"> <li>Answers questions (e.g., “What will happen if...”) to make predictions (CD1.2j)</li> <li>With adult support, asks a question, gathers information, and makes a prediction (CD1.2k)</li> <li>Uses mathematical ideas such as counting, weighing, and measuring to understand objects and categories of objects (CD1.2l)</li> <li>Uses drawing, building, and demonstrating to show thinking about an object or idea (CD1.2m)</li> </ul>	<ul style="list-style-type: none"> <li>Uses many sources (e.g., pictures, books) to gather information (CD1.2n)</li> <li>With adult guidance, plans and conducts investigations (CD1.2o)</li> <li>Analyzes results, draws conclusions, and communicates results (CD1.2p)</li> <li>Collaborates with others to conduct investigations (CD1.2q)</li> </ul>

## CD2. Social Science: People, Community, and Culture

### CD2.1. Learning about ways that people interact

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Reacts to, and carefully observes, the actions of adults and peers (CD2.1a)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses expressions, movements, and vocalizations to get attention from adults and older children for play or basic needs (CD2.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates sounds, gestures, and actions observed in daily interactions and routines (CD2.1c)</li> <li>• Shows preference for a familiar adult over others (CD2.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses props and dramatic play to play out roles (e.g., mother, teacher, baby) and play out relationships and routines such as feeding, shopping, or story time (CD2.1e)</li> <li>• Makes comments, signs, or gestures about family members and friends, including where they are and what they do (CD2.1f)</li> <li>• Helps with daily routines at home or in the classroom (CD2.1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates about family members in terms of relationships (e.g., “Riley is my sister.”) (CD2.1h)</li> <li>• Communicates about family members in terms of roles (e.g., “Grandma picks me up from school.”) (CD2.1i)</li> <li>• Communicates about past events and changes over time (CD2.1j)</li> <li>• Communicates about the roles of people encountered in the community (e.g., bus driver, mail carrier) (CD2.1k)</li> <li>• Uses props and dramatic play to dramatize stories from <i>culturally responsive</i> books, movies and shows (CD2.1l)</li> <li>• Uses visual arts such as drawing, sculpting, and building to show thinking (CD2.1m)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates about the roles of people in the community encountered directly (teacher) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers) (CD2.1n)</li> <li>• Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus) (CD2.1o)</li> <li>• Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections (CD2.1p)</li> </ul>

## CD2. Social Science: People, Community, and Culture

### CD2.2. Understanding relationships and connections

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>Shows preference for familiar people with smiles and an open facial expression (CD2.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Shows awareness of strangers and of separation from parents with hesitation and/or distress (CD2.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Pays attention to children nearby by watching and possibly imitating their play (CD2.2c)</li> </ul>	<ul style="list-style-type: none"> <li>Communicates about self and others in terms of physical characteristics (e.g., big/little, curly hair/straight hair) (CD2.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Communicates about self as member of specific groups (e.g., neighborhood, faith community, team) (CD2.2e)</li> <li>Participates as a member of the group to work cooperatively, make plans and solves problems (CD2.2f)</li> </ul>	<ul style="list-style-type: none"> <li>Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team (CD2.2g)</li> <li>Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group (CD2.2h)</li> <li>With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions (CD2.2i)</li> </ul>

## CD2. Social Science: People, Community, and Culture

### CD2.3. Learning about differences

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Notices an unfamiliar person whose face is near and briefly gazes at that new face (CD2.3a)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows awareness of strangers or less familiar people by showing hesitation or distress (CD2.3b)</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates other children's behavior (CD2.3c)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses words to describe their own physical features (e.g., size, gender, assistive devices, etc.) and those of peers and adults (CD2.3d)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows adult's lead to notice and talk about differences presented in books and other media (CD2.3e)</li> <li>• Follows caregiver's model to talk accurately and respectfully about similarities and differences present in the group (CD2.3f)</li> </ul>	<ul style="list-style-type: none"> <li>• Learns simple vocabulary of other languages spoken in home, classroom, or school community (CD2.3g)</li> <li>• Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences (CD2.3h)</li> <li>• With adult help, notices and communicates about different family structures represented in the group (CD2.3i)</li> <li>• Communicates about own family's culture and traditions and accepts that children and families are different (CD2.3j)</li> </ul>

## CD3. MATHEMATICS

### CD3.1. Comparing numbers, counting, and recognizing quantities

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• After observing a picture or display with one item, pays <i>longer</i> attention to a picture or display with two or three items (CD3.1a)</li> </ul>	<ul style="list-style-type: none"> <li>• Says, signs, or gestures for “more” to request additional food or items (CD3.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Sings number words in chants or songs (CD3.1c)</li> <li>• Can name and sing/chant some numbers with no sequence (CD3.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Notices or points to the presence of numbers (as distinct from letters) in the environment such as in books or on buildings or signs (CD3.1e)</li> <li>• Compares quantities of items and indicates “same” or “more” (CD3.1f)</li> <li>• Begins to match numerals to the correct quantity (amount) (CD3.1g)</li> <li>• Uses number words for counting, though not necessarily in order (CD3.1h)</li> <li>• Imitates an adult who is counting along with actions such as clapping (CD3.1i)</li> </ul>	<ul style="list-style-type: none"> <li>• Names some numbers when they appear in print (CD3.1j)</li> <li>• Continues counting from a running start, as in “What comes after 1, 2, 3, 4...?” (CD3.1k)</li> <li>• Uses own fingers to show a number (CD3.1l)</li> <li>• Instantly recognizes a collection of up to 4 objects (i.e. subitizes) (CD3.1m)</li> <li>• Begins to explore one-to-one correspondence (e.g., setting places at a table), counting up to 10 (CD3.1n)</li> <li>• Counts up to 5 objects in a line (CD3.1o)</li> <li>• Compares sets of objects that range in size from 1-5, as having “more” or “fewer” (CD3.1p)</li> </ul>	<ul style="list-style-type: none"> <li>• Counts forward to 20 by memory (CD3.1q)</li> <li>• Counts backwards from 5 (CD3.1r)</li> <li>• Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects (CD3.1s)</li> <li>• Counts up to 10 objects in a line (CD3.1t)</li> <li>• Answers the question “How many?” for up to 10 objects (CD3.1u)</li> <li>• Counts out 10-20 objects in a line from a larger group (CD3.1v)</li> <li>• Instantly recognizes a collection of up to 10 objects (i.e. subitizes) (CD3.1w)</li> <li>• Uses words that mean zero such as “nothing” or “none” (CD3.1x)</li> <li>• Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects (CD3.1y)</li> <li>• Compares sets of objects that range in size from 1-10, as having “more”, “fewer” or “same” (CD3.1z)</li> <li>• Arranges images with 3 or more different quantities of objects in correct order (CD3.1aa)</li> </ul>

## CD3. MATHEMATICS

### CD3.2. Understanding number relationships and solving problems using operations

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
				<ul style="list-style-type: none"> <li>• With adult help, adds two small sets of objects (e.g., “I have two books and you have two books. How many books do we have all together?”) (CD3.2a)</li> <li>• With adult help, subtracts small sets of objects (e.g., “You have four ribbons. If you share three with your friends, how many will you have left?”) (CD3.2b)</li> </ul>	<ul style="list-style-type: none"> <li>• Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2c)</li> <li>• Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2d)</li> <li>• With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “I have 3 and 2 more gives me 4, 5”) (CD3.2e)</li> <li>• With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3...leaves 2”) (CD3.2f)</li> </ul>

**Note:** The developmental progression of this focus area is more explicitly evidenced later in the age bands.



## CD3. MATHEMATICS

### CD3.3. Geometric thinking and spatial reasoning

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
 <p><b>Note:</b> The developmental progression of this focus area is more explicitly evidenced later in infancy.</p>	<ul style="list-style-type: none"> <li>Shows interest in space and location by looking in mirrors, noticing what is reflected, and looking for it (CD3.3a)</li> <li>Explores relationships of things in space by combining objects of different sizes and shapes with containers of different sizes and shapes (CD3.3b)</li> </ul>	<ul style="list-style-type: none"> <li>Matches simple shapes in a sorting box or puzzle (CD3.3c)</li> <li>Places one block or an alternative item on another and says or signs “on” (CD3.3d)</li> <li>Plays with blocks, found materials (e.g., stones or sticks), or other items by placing them side by side (CD3.3e)</li> <li>Uses blocks or found materials to represent a simple construction such as a road or a room (CD3.3f)</li> </ul>	<ul style="list-style-type: none"> <li>Imitates adult in calling simple shapes (e.g., circle, square, triangle) by name (CD3.3g)</li> <li>Sorts items or pictures by shape (CD3.3h)</li> <li>Recognizes certain shapes (circle or square) in the classroom, home, or neighborhood (CD3.3i)</li> <li>Responds to and uses words describing a place in space such as “next to”, “inside of”, “under” (CD3.3j)</li> <li>Stacks 4 or more blocks or items vertically (CD3.3k)</li> </ul>	<ul style="list-style-type: none"> <li>Uses words that describe and compare shapes in the environment (e.g., “the cracker is a circle”, “the green square is smaller than the purple square”) (CD3.3l)</li> <li>Recognizes and names a typical circle, square, and sometimes triangle (CD3.3m)</li> <li>Matches some shapes that are different sizes or orientations with adult support (CD3.3n)</li> <li>Describes the spatial features of objects in the classroom, home, or neighborhood (e.g., Pointing to a picture of the sun, child says “It’s a circle.”) (CD3.3o)</li> <li>Uses words about position - “first”, “last”, “middle” - to describe the placement of a person or thing (CD3.3p)</li> <li>Uses words about direction and distance (e.g., “run toward the tree”, “my car went farther than your car”) (CD3.3q)</li> <li>In outside play, uses and responds to direction (e.g., up, down) or position (e.g., on top of, beside) words (CD3.3r)</li> </ul>	<ul style="list-style-type: none"> <li>Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square) (CD3.3s)</li> <li>Correctly names squares, rectangles and triangles regardless of size or orientation (CD3.3t)</li> <li>Describes attributes of two and three dimensional shapes (e.g., “A square has four corners/angles”, “a triangle has three straight sides”) (CD3.3u)</li> <li>Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to” (CD3.3v)</li> </ul>

## CD3. MATHEMATICS

### CD3.4. Sorting, classifying, and patterning

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>Shows a beginning alertness to something “different” by holding attention to briefly study the new item or face (CD3.4a)</li> <li>Anticipates the next move in a game of peek-a-boo (CD3.4b)</li> </ul>	<ul style="list-style-type: none"> <li>Anticipates the next action in a pattern of clapping or bouncing on a caregiver’s knee (CD3.4c)</li> </ul>	<ul style="list-style-type: none"> <li>Sorts and classifies objects according to one attribute or feature (e.g., sorts socks by color, sorts twigs from leaves) (CD3.4d)</li> <li>Imitates patterns in movement (e.g., clapping patterns) (CD3.4e)</li> <li>Imitates adult’s words in naming a pattern (e.g., blue - red - blue - red) (CD3.4f)</li> </ul>	<ul style="list-style-type: none"> <li>Imitates an adult in naming the elements of a pattern and then predicts the next item in the chain (CD3.4g)</li> <li>Predicts the next word or phrase in a familiar story (CD3.4h)</li> <li>Recognizes and follows simple patterns in stories or books such as <i>I Know an Old Lady Who Swallowed a Fly</i> or <i>The Very Hungry Caterpillar</i> (CD3.4i)</li> </ul>	<ul style="list-style-type: none"> <li>Shows understanding of simple patterns by recognizing and extending simple, repeating, “ABAB” patterns (e.g., of movements such as “tap head, tap knees, tap head...”; or of objects such as “red car, yellow car, red car...”) (CD3.4j)</li> <li>With adult help, fills in the missing element of a pattern (e.g., red, blue, red, ____, red) (CD3.4k)</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, duplicates, extends, and creates simple repeating patterns (CD3.4l)</li> <li>Fills in missing elements of simple, repeating patterns (CD3.4m)</li> <li>Recognizes, names and extends simple repeating patterns (CD3.4n)</li> <li>Describes quantitative changes (e.g., “I am two years older than when I started school”) (CD3.4o)</li> </ul>

## CD3. MATHEMATICS

### CD3.5. Describing, comparing, and measuring

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Explores familiar and unfamiliar people or objects through touching (handling) or mouthing (oral exploration) (CD3.5a)</li> </ul>	<ul style="list-style-type: none"> <li>• Examines differences between familiar or unfamiliar people or objects with greater focus (e.g., shaking or squeaking different sound producing toys, such as keys, rattles, and noisemakers) (CD3.5b)</li> </ul>	<ul style="list-style-type: none"> <li>• With adult support, begins to match objects by similar or related attributes/ characteristics (e.g. explores matching shapes using a shape sorting box) (CD3.5c)</li> </ul>	<ul style="list-style-type: none"> <li>• With adult support, sorts objects into two groups based on a single attribute/ characteristic (e.g. grouping blocks separately from toy animals or putting red blocks and blue blocks in different piles) (CD3.5d)</li> </ul>	<ul style="list-style-type: none"> <li>• With adult support, makes direct comparisons of objects' volume or length (e.g., standing two students back to back to see which one is taller) (CD3.4e)</li> <li>• With adult support, indirectly compares the length of two objects using a third object (e.g., using a piece of string to measure two objects on the playground and determining which is taller) (CD3.4f)</li> </ul>	<ul style="list-style-type: none"> <li>• Directly compares the length or volume of two objects (CD3.5g)</li> <li>• Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.) (CD3.5h)</li> <li>• With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is. (CD3.5i)</li> <li>• With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight. (CD3.5j)</li> <li>• With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure (CD3.5k)</li> <li>• With adult support, demonstrates “size seriation” by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size) (CD3.5l)</li> <li>• With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured (CD3.5m)</li> <li>• With instruction, shows an awareness of time by talking about events with words such as before, after, and later (CD3.5n)</li> </ul>

## CD4. FINE ARTS

### CD4.1. Exploring and expressing ideas through movement and dance

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• With feet on a flat surface, and with adult support, pushes down with legs (CD4.1a)</li> </ul>	<ul style="list-style-type: none"> <li>• Stands alone very briefly with adult supporting nearby (CD4.1b)</li> <li>• Takes a step or more while holding on to adult or other supports (CD4.1c)</li> <li>• Responds to music by bouncing (CD4.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps a steady beat by tapping on legs or shaking or tapping a simple instrument while seated on the floor (CD4.1e)</li> <li>• With adult help, practices moving through space and exploring different movements such as jumping, walking, bouncing, and turning (CD4.1f)</li> </ul>	<ul style="list-style-type: none"> <li>• Follows adult's guidance for recognizing personal space (CD4.1g)</li> <li>• Adjusts movements to match the music or beat when adult introduces varied types of music to invite kinds and rates of movement (CD4.1h)</li> <li>• Repeats short rhythm patterns (CD4.1i)</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates adult's model of moving body parts in isolation or coordination (CD4.1j)</li> <li>• Uses words that describe movement (e.g., roll, gallop, etc.) (CD4.1k)</li> <li>• Follows adult's guidance to recognize other children's personal space, as suggested by the cultures of the children in the group (CD4.1l)</li> <li>• Repeats longer rhythm patterns (CD4.1m)</li> <li>• Imitates dance movements or patterns of movement (CD4.1n)</li> <li>• Contributes ideas to create dance movements (CD4.1o)</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences (CD4.1p)</li> <li>• Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion (CD4.1q)</li> <li>• Changes tempo of movements in response to changes in tempo or beat of music (CD4.1r)</li> <li>• Follows directions or example to stop moving on cue (CD4.1s)</li> <li>• Reproduces dance steps or movements several times (CD4.1t)</li> <li>• Uses dance to communicate ideas or feelings (CD4.1u)</li> </ul>

## CD4. FINE ARTS

### CD4.2. Learning about and through music

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Responds to adult by copying sounds (CD4.2a)</li> <li>• Engages in a “conversation” with adult by taking turns making sounds (CD4.2b)</li> <li>• Responds to music by either quieting or becoming more active (CD4.2c)</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates adults sounds including multiple syllables (e.g., “mamama”, “dadada”) (CD4.2d)</li> <li>• Responds to music by changing expression, moving head or limbs, swaying, nodding, bouncing or clapping (CD4.2e)</li> </ul>	<ul style="list-style-type: none"> <li>• Directs attention to the source of sound and shows interest or pleasure when provided music (CD4.2f)</li> <li>• Imitates a steady beat with body parts or simple “instruments” (e.g., hitting a metal bowl with a spoon, drumming on a table top) (CD4.2g)</li> </ul>	<ul style="list-style-type: none"> <li>• Asks with words, signs, or gestures to hear music again (CD4.2h)</li> <li>• Participates in group musical experiences (CD4.2i)</li> <li>• Echoes short phrases as sung by an adult (CD4.2j)</li> <li>• Changes the tempo of a beat between fast and slow (CD4.2k)</li> <li>• Repeats short rhythm patterns (CD4.2l)</li> <li>• Responds to and follows changes in tempo (CD4.2m)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows preferences for music by requesting songs (CD4.2n)</li> <li>• Participates in conversations about music dynamics, including sound qualities and pitch (high or low) (CD4.2o)</li> <li>• Repeats longer rhythm patterns (CD4.2p)</li> <li>• Creates beats, patterns or simple melodies using the voice or simple materials in the environment (CD4.2q)</li> <li>• Sings alone and with others (CD4.2r)</li> </ul>	<ul style="list-style-type: none"> <li>• Creates original lyrics and songs (CD4.2s)</li> <li>• Keeps a steady beat for 8-16 counts by patting body parts or using small instruments (CD4.2t)</li> <li>• Draws to represent patterns in sound (e.g., “clap, clap, stomp, stomp” drawn as “dot, dot, dash, dash”) (CD4.2u)</li> <li>• Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships (CD4.2v)</li> </ul>

## CD4. FINE ARTS

### CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Responds to people whose faces are nearby by smiling and copying basic facial expressions (CD4.3a)</li> <li>• Protests with expression or vocalization when playful interactions stop (CD4.3b)</li> </ul>	<ul style="list-style-type: none"> <li>• Explores materials by using them in different ways such as shaking, banging, throwing (CD4.3c)</li> <li>• Copies simple gestures such as waving goodbye (CD4.3d)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and demonstrates actual uses of objects (e.g., combing hair with comb) (CD4.3e)</li> <li>• Interacts with an adult in role play (e.g., acting out the characters and story in a familiar book) (CD4.3f)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows imagination by substituting items to represent actual items (e.g., using a block as a cell phone) (CD4.3g)</li> <li>• Uses figures (e.g., dolls, action figures) to role play interactions and relationships, including differences related to culture, gender, race, age and ability (CD4.3h)</li> <li>• Transitions between imagination and reality in dramatic play or in a guided drama experience (CD4.3i)</li> <li>• Uses props and dramatic play to explore roles in their circle of family and friends (e.g., holding and patting a baby doll on the back to demonstrate care) (CD4.3j)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses props and dramatic play to act out emotions related to fear, excitement, happiness, sadness and anger (CD4.3k)</li> <li>• When engaged in role play, contributes dialogue, gesture, and facial expressions to convey meaning, ideas and feelings (CD4.3l)</li> <li>• With adult guiding dramatic play, explores character, plot and setting (CD4.3m)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses props and dramatic play to explore roles and events in the larger community and world (CD4.3n)</li> <li>• Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play (CD4.3o)</li> </ul>

## CD4. FINE ARTS

### CD4.4. Using visual arts media to express thoughts and feelings

Developmental Indicators					
Early Infancy	Later Infancy	Early Toddler	Later Toddler	Early Preschool	Later Preschool
0-8 months	6-14 months	12-24 months	22-36 months	34-48 months	44-60 months
<ul style="list-style-type: none"> <li>• Responds to visual elements in the environment by gazing at light, color, and patterns (CD4.4a)</li> </ul>	<ul style="list-style-type: none"> <li>• Watches faces and responds to presence of familiar figures (CD4.4b)</li> <li>• Pays attention to and studies own face in a mirror (CD4.4c)</li> <li>• Participates in a variety of tactile/sensory experiences such as feeling different fabrics and textures or playing with water under close adult supervision (CD4.4d)</li> <li>• Shows interest in certain images or objects by vocalizing or reaching (CD4.4e)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use materials (e.g., crayons, chalk) to leave marks on paper (CD4.4f)</li> <li>• Begins to make controlled marks and drawings on paper (CD4.4g)</li> </ul>	<ul style="list-style-type: none"> <li>• Explores a variety of media including paper, tape, glue, clay, watercolor, etc. (CD4.4h)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to transition drawings from spontaneous loops and lines to intentional shapes, including ovals, circles, and rectangles (CD4.4i)</li> <li>• Shows control and coordination with scissors (CD4.4j)</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to draw with planning and purpose to show or tell a story about something in their experience (CD4.4k)</li> <li>• Draws the human form with more accuracy and detail (CD4.4l)</li> <li>• Begins to describe art and the story it tells (CD4.4m)</li> <li>• With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage) (CD4.4n)</li> </ul>

## GLOSSARY

### Alliteration

The repetition of the same sounds at the beginning of words in a group of words or a sentence (e.g., the /s/ in seven silly seahorses)

### Approaches to Play and Learning

An area of children's development that includes a set of skills and behaviors that help a child tap into the rich potential of play and playful exploration. Some of those skills contribute to the development of important cognitive controls, or executive functions, that are critical to later learning.

### Associative Play

Playing as an individual with others based on a shared theme

### Attention

Ability to focus on people, objects, and/or interactions

### Caregiver

A parent, guardian, family member, teacher or other adult who is responsible for providing direct care and/or teaching to one or more children

### Cognition

The mental process of learning through sensing, experiencing, and thinking about experiences

### Cognitive Development

An area of children's development that includes the processes through which a child explores and comes to understand more about their world and people

### Cognitive Flexibility

Ability to shift between ideas and think about things in more than one way

### Communication, Language and Literacy Development

An area of children's development that includes a set of skills and behaviors through which a child learns to communicate. This developmental area details the foundational skills of mastering letters, sounds and words, and using these skills to read and write.

## **Comprehension**

The understanding of oral and written language and images that results from the child's active construction of meaning

## **Cooperative Play**

Playing with others using a shared theme and coordinated and negotiated roles to carry out the play theme

## **Counting**

Saying the names of the numbers in order (e.g., one, two, three, etc.) or by groups (e.g., five, ten, fifteen, etc.).

## **Creativity**

The use of imagination and original ideas to move beyond conventional thinking

## **Culture**

A unique set of values, beliefs, and behaviors shared by a group of people.

## **Cultural competency**

Having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country. *(National Education Association. "Why Cultural Competence?" August 27, 2020)*

## **Cultural Proficiency**

Environments that create opportunities for access, empowerment, and achievement by acknowledging, valuing, advocating, and empowering cultural diversity in all aspects of the educational process. *(Adapted from: Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003)*

## **Culturally Relevant Pedagogy**

Recognizes the importance of including students' cultural references in all aspects of learning. *(Gloria Ladson-Billings, The Dream Keepers. 1994)*

## **Culturally Relevant/Responsive Teaching**

The behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. An approach that emphasizes using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. *(Geneva Gay, Culturally Responsive Teaching: Theory, Research, and Practice. 2000)*

**Curiosity**

A desire or interest to learn something new that is characterized by a sense of inquisitiveness

**Dance**

A means of self-expression using rhythmic movement and/or steps typically performed to music

**Dramatic Play**

A type of play in which children assign and enact roles through imitation and imaginative pretend activities

**Early Intervention**

A term used to describe programs and services for infants and young children, particularly those with special needs or developmental delays. Early intervention programs may include speech and physical therapy, education services, family support and nutritional and health services to promote age-appropriate development.

**Educator**

An adult who is responsible for providing direct care and/or teaching to one or more children, regardless of program setting (e.g., family day homes, child care, or school-based); \*includes licensed or unlicensed lead and assistant teachers/paraeducators, early childhood specialists/interventionists, coaches, etc. (\*not an exhaustive list).

**English Learners**

Children whose first or heritage language is not English and who do not yet exhibit proficiency in English at a level comparable to their native English speaking peers

**Education Equity**

Eliminating the predictability of student outcomes based on race, gender, zip code, ability, socioeconomic status or languages spoken at home. (VDOE. Adapted from the National Equity Project. Educational Equity Definition.)

**Executive Function**

A group of mental skills that assist a child with flexible thinking, self-control, and planning

**Expressive Language**

The use of words, gestures, and writing to communicate information and ideas to others

**Fine Arts**

Music, dance, dramatic arts, visual arts, and media practiced primarily for their aesthetic value and beauty; activities for young children's self-expression

**Fine Motor Development**

The ability to coordinate the small muscle movements of the fingers, hands, feet, toes, lips, and tongue as demonstrated through actions like grasping and cutting with scissors

**Flexibility**

Ability to shift focus and/or adapt behavior to changing contexts

**Gross Motor Development**

The ability to coordinate the large muscle movements of the whole body, arms, feet, and legs through activities like running, climbing, and jumping

**Guided Dramatic Play**

Dramatic or pretend play activity in which an adult provides connections between the child's or children's play and a particular concept, skill, or learning goal

**Head Start**

A federally-funded, comprehensive child development program that serves low-income preschool-aged children and their families to increase school readiness and improve learning outcomes

**Imagination**

The process of producing and/or expressing mental images that are not present to the senses. Such mental images may reflect real or fanciful experiences or materials.

**Inclusion**

All individuals have equal access to opportunities and resources

**Indicator**

A general statement that shows the knowledge, skills, and/or attitudes a child may display during a specific developmental stage

**Inhibitory Control**

The ability to inhibit emotional reactivity and motor responses

**Initiative**

Taking the first step towards an action or interaction

**Language**

Spoken or written human communication; a specific system of spoken or written communication used by a specific country or cultural group

**Listening**

The ability to receive, understand, and act on verbal and non-verbal messages

**Measurement**

The use of tools to determine the size, quantity, and/or capacity of objects

**Model**

Using hands-on materials, such as pictures and blocks to represent a concept and show children an example of a concept, process, or procedure

**Music**

Instrumental or vocal sounds through which children can produce beauty and express emotions

**Multilingual learners**

Children who learn two or more languages at the same time; they continue to develop their first language while learning a second or multiple languages

**Non-Standard Units of Measurement**

A unit of measure that has a value which may change, such as block size or the length a person's foot

**Number**

A mathematical value that describes a quantity (e.g.,  is represented by the number two)

**Numeral**

A written symbol that represents a number (e.g., 2 represents the quantity/number two)

**Onlooker Play**

Watching other children play

**Operations**

A mathematical process such as addition (joining) or subtraction (separating)

**Parallel Play**

Playing beside or near other players but not with them

**Patterns**

A regularly repeating group of sounds, colors, numbers, lines, etc.

**Persistence**

Continuing a course of action in spite of challenges; the ability to “stick to” an activity even when it is difficult

**Phonics**

The association of letters with the speech sounds they represent

**Phonological Awareness**

The ability to identify and manipulate the sounds in language including the ability to hear and produce alliteration and rhyme and separate and blend syllables and sounds

**Physical Health and Development**

An area of children’s development that includes the physical and perceptual abilities that enable children to sense and explore their worlds. The section also details skills and habits related to health and self-care.

**Play**

Play is the medium through which young children explore ideas and learn. Spontaneous and joyful activities performed for its intrinsic reward including games and imaginative activity.

**Print Awareness**

The knowledge that printed words carry meaning, awareness of print in the environment and understanding of directionality, elements of books and the appropriate handling of books and other written material

**Reasoning and Problem-Solving**

The ability to understand, evaluate, analyze, and apply knowledge and information to novel situations and to answer questions

**Receptive Language**

Words, gestures, and directions that are heard and understood

**Rhyme**

Similarity of the ending sounds in two or more words (e.g., frog, log, dog)

**Scribble**

A writing stroke used to represent letters or images (e.g., a horizontal or vertical line, dot, circle, wavy lines, etc.)

**Self-Regulation**

The ability to control one's thoughts, emotions and behaviors to meet a goal or maintain social relationships

**Set**

A collection of objects that belong together based on a common characteristic (e.g., color, shape, size, etc.)

**Social and Emotional Development**

An area of the children's development that includes the development of social skills and emotional competence. Emotional competence enables a child to adopt strategies and skills for identifying, expressing, and managing the full range of their feelings. Social skills help a child connect with other children and adults. Together, they enable children to explore, take risks, and learn.

**Solitary Play**

Play focused on actions or materials but not including other people

**Sort**

Group objects together based on individual attributes such as size, color, and weight

**Spatial Relationship**

An understanding of the physical relationship (i.e., direction and position) between a child and another object or between two or more objects

**Speaking**

Expressing one's thoughts or sharing information through oral language or gestures

**Subitize**

To identify the number of things in a set simply by quickly looking at them, not counting them one by one

**Syllable**

A word or word part that contains a vowel sound (e.g., cat, pup-py)

**Temperament**

A child's typical manner of responding to the environment, including attention span, emotions, and activity level

**Unoccupied Play**

An infant's way of learning about their body and how it works through movements of their hands, arms, feet, and legs

**Virginia Preschool Initiative**

A state-funded preschool program serving at-risk four-year-old children designed to reduce disparities prior to enrollment in kindergarten by providing quality preschool education, family support and health and nutrition services

**Visual Arts**

Works of art that appeal to the visual sense including drawing, painting, sculpture; art activities that allow children to acquire concepts such as color, shape, and patterns

**Vocabulary**

Known words used to communicate effectively in speech, reading, or writing

**Working memory**

Ability to use information from previous experiences to perform tasks

**Writing**

A form of communication used to express or communicate ideas. Writing is developed through drawing, imitating adult writing and using invented spelling to convey ideas.

## APPENDIX A: REFERENCES AND SOURCES CONSULTED

- Alkon, A., Rose, R., Wolff, M., Kotch, J. B., & Aronson, S. S. (2016). Health and safety checklist for early care and education programs to assess key national health and safety standards. *Maternal Child Health Journal*, 20, 144-127.
- Alliance for Early Success & Child Trends. (2015). *Research at a glance: Birth through eight state policy framework- revised*. [http://earlysuccess.org/sites/default/files/website\\_files/Birth%20thru%20Eight%20State%20Policy%20Framework%20Final.pdf](http://earlysuccess.org/sites/default/files/website_files/Birth%20thru%20Eight%20State%20Policy%20Framework%20Final.pdf)
- American Academy of Pediatrics, American Public Health Association & National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards: Guidelines for early care and education programs* (3<sup>rd</sup> ed.). American Academy of Pediatrics.
- American Psychological Association. (2016). *Parents and caregivers are essential to children's healthy development*. <http://www.apa.org/pi/families/resources/parents-caregivers.aspx>
- Baker, C. E., Cameron, C. E., Rimm-Kaufman, S. E., & Grissmer, D. (2012). Family and sociodemographic predictors of school readiness among African American boys in kindergarten. *Early Education & Development*, 23, 833-854. doi: 10.1080/10409289.2011.607359
- Bates, A. (2019). Readiness for school, time and ethics in educational practice. *Studies in Philosophy and Education*, 38, 411-426.
- Black, M. M., Walker, S. P., Fernald, L. C. H., Andersen, C. T., DiGirolamo, A. M., Lu, C., McDoy, D. C., & Grantham-McGregor, S. (2017). Advancing early childhood development: From science to scale 1. Early childhood development coming of age: Science through the life course. *The Lancet*, 389, 77-90.
- Bradley, R. H. (2019). The importance of families and home environments in the lives of young children. In C. P. Brown, M. B. McMullen, & N. File (Eds.). *The Wiley handbook of early childhood care and education* (pp. 119 -145). John Wiley & Sons.
- Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *American Psychologist*, 34(10), 844-850. <https://doi.org/10.1037/0003-066X.34.10.844>
- Brooks-Gunn, J. & Duncan, G. J. (1997). The effects of poverty on children. *The Future of Children*, 7(2), 55-71. <https://doi.org/10.2307/1602387>
- Bulotsky-Shearer, R. J., López, L. M., & Mendez, J. L. (2016). The validity of interactive peer play competencies for Latino preschool children from low-income households. *Early Childhood Research Quarterly*, 34, 78-91. <http://dx.doi.org/10.1016/j.ecresq.2015.09.002>
- Burchinal, M. (2000). Children's social and cognitive development and child care quality: Testing for differential associations related to poverty, gender, or ethnicity. *Applied Developmental Science*, 4(3), 149-165.

- Burchinal, M., Kain, Z., & Cai, Y. (2011). How well do our measures of quality predict child outcomes? A meta-analysis and coordinated analysis of data from large-scale studies of early childhood settings. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality measurement in early childhood settings* (pp. 11-31). Brookes Publishing.
- Burgess, S. R., Hecht, S. A., & Lonigan, C. J. (2002). Relations of the home literacy environment (HLE) to the development of reading-related abilities: A one-year longitudinal study. *Reading Research Quarterly*, 37(4), 408-426. <https://doi.org/10.1598/RRQ.37.4.4>
- Carlton, M. P. & Winsler, A. (1998). Fostering intrinsic motivation in early childhood classrooms. *Early Childhood Education Journal*, 25(3), 159-166.
- Child & Family Research Partnership. (2018). *The evidence base: Predictors of school readiness*. [https://childandfamilyresearch.utexas.edu/sites/default/files/0818\\_EB\\_PredictorsSchoolReadiness.pdf](https://childandfamilyresearch.utexas.edu/sites/default/files/0818_EB_PredictorsSchoolReadiness.pdf)
- Clements, D. H., & Sarama, J. (2009) *Learning and teaching early math: The learning trajectories approach*. Routledge.
- Degotardi, S., Page, J., & White, E. J. (2017). (Re)conceptualising relationships in infant-toddler pedagogy. *Contemporary Issues in Early Childhood*, 18(4), 355-361. <https://doi.org/10.1177/1463949117742760>
- DeHaan, M. & Gunnar, M. R. (Eds.). (2009). *Handbook of developmental social neuroscience*. Guilford Press.
- Dervarics, C. (2005). Rural children lag in early childhood educational skills. *Population Research Bureau*. <https://www.prb.org/ruralchildrenlaginearlychildhoodeducationalskills/>
- Division for Early Childhood. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC\\_NAEYC\\_EC\\_updatedKS.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_EC_updatedKS.pdf)
- Espinosa, L. M. (2013). *Early education for dual language learners: Promoting school readiness and early school success*. National Center on Immigrant Integration Policy. <https://www.migrationpolicy.org/research/early-education-duallanguage-learners-promoting-school-readiness-and-early-school-success>
- Forry, N. (2016, June 1). Re: Reducing disparities in early care and education and school readiness. [Child Trends Blog]. <https://www.childtrends.org/reducing-disparities-in-early-care-and-education-and-school-readiness>
- Good Start, Grow Smart Interagency Workgroup. (2006). *Good start, grow smart: A guide to Good Start, Grow Smart and other federal early learning initiatives*. U.S. Department of Education.
- Halgunseth, L. C., Peterson, A., Stark, D. R., & Moodie, S. (2009). *Family engagement, diverse families, and early childhood education programs: An integrated review of the literature*. [http://nieer.org/wp-content/uploads/2011/09/EDF\\_Literature20Review.pdf](http://nieer.org/wp-content/uploads/2011/09/EDF_Literature20Review.pdf)
- Harris, T. T. (2019). *Early learning and development standards: A review of the literature*. Unpublished manuscript.

- Hertzman, C. (2010). Framework for the social determinants of early child development. In R.E. Tremblay, M. Boivin, R. DeV. Peters (Eds.) *Encyclopedia on Early Childhood Development* [online]. <http://www.child-encyclopedia.com/importance-early-childhood-development/according-experts/framework-social-determinants-early-child>
- Hill, N. E. (2001). Parenting and academic socialization as they relate to school readiness: The roles of ethnicity and family income. *Journal of Educational Psychology, 93*(4), 686-697.
- Isaacs, J. (2012). Starting school at a disadvantage: The school readiness of poor children. *Brookings Institute Center for Children and Families*. [https://www.brookings.edu/wp-content/uploads/2016/06/0319\\_school\\_disadvantage\\_isaacs.pdf](https://www.brookings.edu/wp-content/uploads/2016/06/0319_school_disadvantage_isaacs.pdf)
- Jarrett, R. L., & Coba-Rodriguez, S. (2019). “We gonna get on the same page:” School readiness perspectives from preschool teachers, kindergarten teachers, and low-income, African American mothers of preschoolers. *The Journal of Negro Education, 88*(1), 17-31.
- Kluczniok, K., Lehl, S., Kuger, S., & Rossbach, H. G. (2013). Quality of the home learning environment during preschool age - Domains and contextual conditions. *European Early Childhood Education Research Journal, 21*(3), 420-438. <http://dx.doi.org/10.1080/1350293X.2013.814356>
- Lake, A. & Chan, M. (2015). Putting science into practice for early child development. *The Lancet, 385*, 1816-1817.
- Leisman, G., Mualem, R., Mughrabi, S. K. (2015). The neurological development of the child with the educational enrichment in mind. *Psicologia Educativa, 21*(2), 79-96.
- Masten, A. S. & Monn, A. R. (2015). Child and family resilience: A call for integrated science, practice and professional training. *Family Relations, 64*(1), 5-21. doi: 10.1111/fare.12103
- Meloy, B., & Schachner, A. (2019). *Early childhood essentials: A framework for aligning child skills and educator competencies*. Learning Policy Institute.
- Mistry, R. S., Brenner, A. D., Biesanz, J. C., Clark, S. L., & Howes, C. (2010). Family and social risk, and parental investments during the early childhood years as predictors or low-income children’s school readiness outcomes. *Early Childhood Research Quarterly, 25*(4), 432- 449.
- National Academies of Sciences, Engineering, and Medicine. (2018). *How people learn II: Learners, contexts, and cultures*. The National Academies Press. <https://doi.org/10.17226/24783>
- National Academies of Science, Engineering, and Medicine. (2019). *A roadmap to reducing child poverty*. The National Academies Press. <https://doi.org/10.17226/25246>
- National Association for the Education of Young Children. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. National Association for the Education of Young Children. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf>

- National Association for the Education of Young Children. (2009). *Where we stand on school readiness*.  
<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Readiness.pdf>
- National Association for the Education of Young Children. (2019). *Advancing equity in early childhood education: A position statement of the National Association for the Education of Young Children*. <https://www.naeyc.org/resources/position-statements/equity>
- National Coalition for Core Arts Standards. (2014). *National core arts standards*. <https://www.nationalartsstandards.org/>
- National Council of Social Studies. (2019). *Early childhood in the social studies context*. <https://www.socialstudies.org/early-childhood-social-studies-context>
- National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Washington, D. C.
- National Research Council. (2000). *How people learn: Brain, mind, experience, and school* (Expanded edition). The National Academies Press. <https://doi.org/10.17226/9853>
- National Research Council. (2012). *From neurons to neighborhoods: An update: Workshop summary*. The National Academies Press. <https://doi.org/10.17226/13119>
- National Research Council. (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. The National Academies Press. <https://doi.org/10.17226/19401>.
- National Research Council & Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development*. In Committee on Integrating the Science of Early Childhood Development. J. P. Shonkoff & D. A. Phillips (Eds.), Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. National Academy Press.
- National Research Council. (2001). *Eager to learn: Educating our preschoolers*. In B.T. Bowman, M.S. Donovan, & M.S. Burns (Eds.), Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education. National Academy Press.
- Nelson, B. B., Dudovitz, R. N., Coker, T. R., Barnert, E. S., Biely, C., Li, N., Szilagy, P. G., Larson, K., Halfon, N., Zimmerman, F. J., & Chung, P. J. (2016). Predictors of poor school readiness in children without developmental delay at age 2. *Pediatrics*, 138(2). <https://doi.org/10.1542/peds.2015-4477>
- Nix, R. L., Bierman, K. L., Domitrovich, C. E., & Gill, S. (2013). Promoting children's social-emotional skills in preschool can enhance academic and behavioral functioning in kindergarten: Findings from Head Start REDI. *Early Education Development*, 24(7). doi: 10.1080/10409289.2013.825565
- Odom, S. L., Buysse, V., & Soukakou, E. (2011). Inclusion for young children with disabilities: A quarter century of research perspectives. *Journal of Early Intervention*, 33 (4), 344-356. <https://doi.org/10.1177/1053815111430094>

- Office of Head Start. (2015). *Head Start early learning outcomes framework: Ages birth to five*.  
[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC\\_NAEYC\\_EC\\_updatedKS.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/DEC_NAEYC_EC_updatedKS.pdf)
- Office of Humanities and Early Childhood. (2013). *Virginia's foundation blocks for early learning: Comprehensive standards for four-year-olds*. <http://www.doe.virginia.gov/early-childhood/curriculum/foundation-blocks.pdf>
- Parcel, T. L. & Bixby, S. (2016). The ties that bind: Social capital, families, and children's well-being. *Child Development Perspectives*, 10(2), 87-92.
- Prior, M., Bavin, E., & Ong, B. (2011). Predictors of school readiness in five-to six-year-old children from an Australian longitudinal community sample. *Educational Psychology*, 31(1), 3-16.
- Reid, J. L., Kagan, S. L., & Scott-Little, C. (2019). New understandings of cultural diversity and the implications for early childhood policy, pedagogy, and practice. *Early Child Development and Care*, 189(6), 976-989.
- Reid, J. L., Scott-Little, C., & Kagan, S. L. (2019, November). Diverse children, uniform standards; Using early learning and development standards in multicultural classrooms. *Young Children*, 74(5), 46-54.
- Reynolds, A. J., Magnuson, K. A., & Ou, S. (2010). Preschool-to-third grade programs and practices: A review of research. *Children and Youth Services Review*, 32, 1121-1131.
- Richter, L. M. (2018, March). Supporting parents to provide nurturing care for young children: The fundamental ingredients for a better world. *Zero To Three*, 38(4), 10-15.
- Rimm-Kaufman, S. & Sandilos, L. (2017). School transition and school readiness: An outcome of early childhood development. *Encyclopedia on Early Childhood Development: School Readiness*. [https://www.rogerfedererfoundation.org/fileadmin/Rimm-Kaufmann\\_Sandilos\\_school-transition-and-school-readiness-an-outcome-of-early-childhood-development.pdf](https://www.rogerfedererfoundation.org/fileadmin/Rimm-Kaufmann_Sandilos_school-transition-and-school-readiness-an-outcome-of-early-childhood-development.pdf)
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford University Press.
- Sameroff, A. (2009). The transactional model. In A. Sameroff (Ed.), *The transactional model of development: How children and contexts shape each other*. (p. 3-21). American Psychological Association. <https://doi.org/10.1037/11877-001>
- Scott-Little, C., Kagan, S. L., & Frelow, V. S. (2006). Conceptualization of readiness and the content of early learning standards: The intersection of policy and research? *Early Childhood Research Quarterly*, 21(2), 153-173.
- Scott-Little, C., Kagan, S. L., Reid, J. L., Sumrall, T. C., & Fox, E. A. (2014). *Common early learning and development standards analysis for the North Carolina EAG consortium - Summary report*.  
<https://www.buildinitiative.org/Portals/0/Uploads/Documents/Common%20Early%20Learning%20and%20Development%20Standards%20Analysis%20for%20the%20North%20Carolina%20EAG%20Consortium%20-%20SUMMARY%20REPORT.pdf>

- Scott-Little, C., Kagan, S. L., Reid, J. L., Sumrall, T. C., & Fox, E. (2014). *Summary report: Common early learning and development standards analysis*. North Carolina EAG Consortium. <https://www.buildinitiative.org/>
- The Virginia Kindergarten Readiness Program. (2017). *Virginia kindergarten readiness program*. <http://www.vkrponline.org/>
- Tout, K., Starr, R., Soli, M., Moodie, S., Kirby, G., & Boller, K. (2010). *Compendium of quality rating systems and evaluations (OPRE Report)*. U. S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.
- United Nations International Children's Education Fund. (2012). *School readiness: A conceptual framework*. United Nations Children's Fund.
- Virginia Early Childhood Foundation for the Virginia Early Childhood Advisory Council. (2013). *Milestones of child development: A guide to young children's learning and development from birth to Kindergarten*. Office of Early Childhood Development. [https://www.dss.virginia.gov/files/division/cc/assistance/parents\\_guardians/milestones/milestones.pdf](https://www.dss.virginia.gov/files/division/cc/assistance/parents_guardians/milestones/milestones.pdf)
- Wechsler, M., Melnick, H., Maier, A., & Bishop, J. (2016, April 20). The building blocks of high-quality early childhood education programs. *Learning Policy Institute Policy Brief*. <https://learningpolicyinstitute.org/product/building-blocks-high-quality-early-childhood-education-programs>
- World Health Organization, United Nations International Children's Education & World Bank Group. (2018). *Nurturing care for early childhood development: A framework for helping children survive and thrive to transform health and human potential*. World Health Organization.
- Wright, J. C., Huston, A. C., Murphy, K. C., St. Peters, M., Piñon, M., Scantlin, R., & Kotler, J. (2001). The relations of early television viewing to school readiness and vocabulary of children from low-income families: The early window project. *Child Development*, 72(5), 1347-1366.
- Young, J. M., & Reed, K. E. (2017). *Mastery motivation: Persistence and problem solving in preschool*. <https://naeyc.org/resources/pubs/tyc/oct2017/mastery-motivation-persistence-adn-problem-solving>
- Zaslow, M., & Martinez-Beck, I. (2005). *Critical issues in early childhood professional development*. Brookes Publishing Company.

## APPENDIX B: STATES CONSULTED

Virginia's ELD Standards also benefit from the work of our colleagues in several other states. The work groups have studied and been inspired by standards from:

California  
Colorado  
Florida  
Georgia

Hawaii  
Illinois  
Louisiana  
Massachusetts

New Hampshire  
New York  
North Carolina  
Oregon

Tennessee  
Texas  
Washington, DC  
Wisconsin