

**The Virginia Unified Early Learning and Development
Standards for All Children
Ages Birth – 5**

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Introduction

The first five years of a child's development have a significant impact on the developing brain and on 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 Need for a Unified Set of Early Learning and Development (ELD) 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, either lack that access - for one of any number of reasons - or 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. Many factors contribute to program quality, including the providers' understanding of how children learn and grow throughout early childhood, and what adults can do to best support the developing child. Virginia's Unified Early Learning and Development Standards provide parents and all early childhood providers with a resource for understanding what children should know and should be able to do as they grow and change from birth and before they enter Kindergarten and formal schooling.

How to Use the Virginia Early Learning and Development Standards

This document is designed for adults who teach and care for 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.

The Standards are a reference to help adult providers to understand what most children are able to know and to do, across different areas of development, by a given age. This information can further suggest ideas about what kinds of materials, experiences and conversations early educators can provide so that the children in their care have the opportunity to explore, practice, talk about and learn important ideas, behaviors and skills.

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 "normal" or "typical" development.

This document is not intended to serve as a developmental checklist, an assessment, or a curriculum. The Standards do, however, suggest the general path of development against which we might see that a child is not making expected progress. Attention to the Standards might also help a provider recognize a particular area of development (e.g., fine motor development, communication skills) in which a child needs more support or different approaches.

The Early Learning and Development Standards can be used by individual providers 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 educators.

The 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.

Grounding Knowledge and Guiding Principles

At the core of these 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 educators and caregivers need access to clear, actionable guidance that supports their understanding of how children develop, what skills children will need, and how adults can help children build their skills and master the milestones of early development.

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 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 for 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 Beliefs reflect knowledge that will help adults provide the best environments, experiences, and relationships for all the children in their care.

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, teachers and caregivers 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 standards include indicators that refer to behaviors such as curiosity, persistence, attention and exploration. As providers use these standards to help us understand learning and development in general, it is important that we 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. Some cultures value a child's learning by quietly observing as opposed to interrupting an adult with a question or initiating independent activity. 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 but one aspect of culture, but language requires its own considerations. Children who are dual language learners for example, need ongoing connection to, and learning in, their home language as they learn English as their second language. Both dual language learners and English learners will also benefit from teachers 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 barriers to a child's learning include illness, poverty and trauma. It is important that teachers and caregivers know and understand each child wholly in order to provide the best and most effective care and teaching. It is also important that teachers and caregivers are able to access the knowledge and develop the practices that will support children well across these differences.

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. Making sure that children are learning through their play is the role of the adults who are witnesses and guides to the process.

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 exploring and understanding about their world. Parents are a child's first and most important teachers and, with the child's other adult educators and caregivers, are key to making the most of the early years as the foundation for lifelong learning.

Design of the Virginia Early Learning and Development Standards Document

These standards organize information into five Areas of Development. This organization, while it does not reflect the true, integrated nature of development, 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*
- *Physical Health and 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 underscores the individual nature of development.

Organization of the Standards

Area: Approaches to Play and Learning (APL)

Sub-area

Focus Area ↓	APL1. Curiosity and Initiative					
	Developmental Progression					
	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
APL1.1. Being curious learners	<ul style="list-style-type: none"> Shows awareness of what is going on around them by turning head and looking around Uses their senses to explore people and objects Tries to get things that are out of reach 	<ul style="list-style-type: none"> Shows interest in new experiences such as reaching out to touch rain 	<ul style="list-style-type: none"> Participates in new experiences, begins to ask questions, and experiments with new materials 	<ul style="list-style-type: none"> Asks questions about materials and how they are used Tries out different ways of using new materials Shows interest and awareness in changes in the environment 	<ul style="list-style-type: none"> Seeks out new information, asks "Why?" Explores new play activities with adult support 	<ul style="list-style-type: none"> Actively seeks out new information and explores new play activities independently and with adult support Shows curiosity by saying things like, "I wonder what will happen next."

Indicators

Process

Many documents, studies and individuals were consulted in the process of developing the Early Learning and Development Standards. Virginia's standards have been informed by:

- the NAEYC Position Statement on Early Learning and Development (ELD) Standards
- the DEC/NAEYC Joint Position Statement on Early Childhood Inclusion
- the Summary Report of the North Carolina EAG Consortium
- existing Virginia Standards
 - Milestones of Child Development
 - Foundation Blocks of Learning
 - Kindergarten Standards of Learning
- the Head Start Framework for Early Learning Outcomes
- a review of relevant research literature

Additionally, standards from many states were consulted as part of the development of the Virginia Early Learning and Development Standards. See Appendix A for additional resources.

That body of work has provided the framework for a collaborative process in which a statewide cohort of stakeholders has guided the work of teams who have developed the five sections of the 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. Work Group members, also listed below, 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

We intended to write the Standards 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.

We also follow the Publication Manual of the American Psychological Association (APA), 7th 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 7th 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," we wrote "engages in an activity that interests them." Instead of "the person is saying his or her name" we chose "the person is saying their name."

Acknowledgements

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Area 1: Approaches to Play and Learning (APL)

This Area focuses on *how* young children learn. Regardless of content area or subject matter, learning ultimately requires children to embrace a goal and, in order to reach that goal, call upon a set of habits and skills including curiosity, initiative, creativity, imagination, and “self-regulation” or the ability to control their attention, thoughts and behaviors. These habits and skills begin to develop during infancy as babies explore through their senses and physical actions. Skills build and grow throughout the toddler and preschool years, as children begin to share their play and inquiry with other children and with adults. Through their actions and interactions, young children develop the motivation to explore and learn. Through early experiences - and especially through early relationships with adults - children learn 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. The Standards in this Area reflect the development of these abilities which, in turn, help children acquire knowledge, attain new skills, and solidify their motivation to explore and learn. Children will show some variation in whether and how they demonstrate each indicator. While some children approach people and materials eagerly, others may be more cautious. Some children may show high levels of excitement and energy while other children may be quiet and observant. These differences may reflect the child’s temperament or the child’s home culture. Children with disabilities may need adaptive materials and environments to support their learning. Children who are English learners or dual language learners may need alternative language support and multiple interactions with new words.

APL1. Curiosity and Initiative

- APL1.1. Being curious learners
- APL1.2. Being active explorers

APL2. Play, creativity and imagination


- APL2.1. Playing with toys and materials
- APL2.2. Playing with people

APL3. Executive Functions and Cognitive Self-regulation

- APL3.1. Focusing and paying attention
- APL3.2. Building working memory
- APL3.3. Thinking flexibly
- APL3.4. Inhibiting responses
- APL3.5. Persisting and Problem-Solving
- APL3.6. Taking risks and embracing goals

Focus Area ↓	APL1. Curiosity and Initiative					
	Developmental Progression					
	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
APL1.1. Being curious learners	<ul style="list-style-type: none"> Shows awareness of what is going on around them by turning their head and looking around (APL1.1a) Shows excitement with facial expression, vocalizations, or physical movements (APL1.1b) Uses their senses to explore people and objects (APL1.1c) 	<ul style="list-style-type: none"> Shows interest in new experiences such as reaching out to touch rain, hearing a new song, or examining new items (APL1.1d) 	<ul style="list-style-type: none"> Participates in new experiences, begins to ask questions, and experiments with new materials (APL1.1e) 	<ul style="list-style-type: none"> Asks questions about materials and how they are used (APL1.1f) Tries out different ways of using new materials (APL1.1g) Shows interest and awareness in changes in the environment (APL1.1h) 	<ul style="list-style-type: none"> Seeks out new information, asks "Why?" (APL1.1i) Explores new play activities with adult support (APL1.1j) 	<ul style="list-style-type: none"> Actively seeks out new information and explores new play activities independently, for increasing periods of time (APL1.1k) Shows curiosity by saying things like, "I wonder what will happen next." (APL1.1l)

Focus Area ↓	APL1. Curiosity and Initiative					
	Developmental Progression					
	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
APL1.2. Being active explorers	<ul style="list-style-type: none"> • Explores their own body by mouthing and clapping hands and by kicking and touching feet (APL1.2a) • Explores indoor and outdoor environments using senses (APL1.2b) • Imitates interactions with a familiar adult by repeating the adult's expressions, gestures, or sounds (APL1.2c) 	<ul style="list-style-type: none"> • Explores objects using their senses and manipulating them in a variety of ways (e.g., bangs, shakes, throws) (APL1.2d) • Moves toward interesting people, sounds, objects, and activities (APL1.2e) • Seeks out objects an adult hides (APL1.2f) 	<ul style="list-style-type: none"> • Manipulates objects; observes and explores surroundings by using all senses (APL1.2g) • Initiates activities of interest and tries to get others involved (APL1.2h) <p>Uses toys to make things happen (e.g., pushes a button on a toy to create a sound) (APL1.2i)</p>	<ul style="list-style-type: none"> • Explores environments more freely and independently (APL1.2j) • Uses whole body to explore (e.g., climbs into empty boxes) (APL1.2k) 	<ul style="list-style-type: none"> • 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) (APL1.2l) • Drops objects in water to see if they sink or float (APL1.2m) • Increases the length of independent play (APL1.2n) 	<ul style="list-style-type: none"> • Chooses different ways to explore the environment based on prior experiences with tools or actions (APL1.2o) • Participates in new activities and experiences eagerly (APL1.2p)

Focus Area 	APL2. Play, Creativity and Imagination					
	Developmental Progression					
	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
APL2.1. Playing with materials	<ul style="list-style-type: none"> Manipulates with toys and safe objects in indoor and outdoor settings (APL2.1a) 	<ul style="list-style-type: none"> Uses realistic objects in pretend play (e.g., pretends to fit toy keys into a door lock) (APL2.1b) Observes other people's use of objects (APL2.1c) Imitates simple actions (e.g., claps hands together, covers eyes with hands) (APL2.1d) 	<ul style="list-style-type: none"> Creates different combinations of blocks, toys and other materials that are easy to manipulate (APL2.1e) Shows imagination by using objects to stand-in for other objects (e.g., uses a block to represent a phone or a car) (APL2.1f) 	<ul style="list-style-type: none"> Shows imagination, using props and imitating actions to reenact familiar events (e.g., pats a doll on the back, says, "night, night" and puts it in the toy bed) (APL2.1g) Creates three dimensional structures using blocks and "found" materials (APL2.1h) 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) (APL2.1i) 	<ul style="list-style-type: none"> Transitions between reality and imagination in cooperative, dramatic play or during guided drama experience (APL2.1j) Begins to sequence actions in dramatic play (e.g., gathers pots, spoons, and plastic vegetables to "make soup") (APL2.1k) Connects dramatic play to story (APL2.1l) 	<ul style="list-style-type: none"> Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) (APL2.1m) Utilizes realistic and open-ended materials in cooperative play (APL2.1n)


Focus Area ↓	APL2. Play, Creativity and Imagination					
	Developmental Progression					
	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
APL2.2. Playing with people	<ul style="list-style-type: none"> 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) (APL2.2a) Engages in solitary play when exploring toys and safe objects in indoor and outdoor settings (APL2.2b) Plays social games like peek-a-boo with a familiar adult (APL2.2c) 	<ul style="list-style-type: none"> Begins to engage in solitary play with materials, and observes other people's use of objects (APL2.2d) Imitates simple actions (e.g., claps hands together, covers eyes with hands) (APL2.2e) 	<ul style="list-style-type: none"> Engages in solitary play, watching other children nearby while continuing to play alone (e.g., putting a puzzle together or stacking blocks) (APL2.2f) 	<ul style="list-style-type: none"> Engages in parallel play, playing near or beside other children using similar materials (e.g. playing in the sand box using shared objects) (APL2.2g) 	<ul style="list-style-type: none"> Engages in associative play (e.g., playing in housekeeping with each child assuming individual roles) (APL2.2h) Begins to engage in cooperative play, playing with a few other children to carry out familiar roles (APL2.2i) 	<ul style="list-style-type: none"> 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 (APL2.2j)


Focus Area ↓	APL3. Executive Functions and Cognitive Self-regulation					
	Developmental Progression					
	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
APL3.1. Focusing and paying attention	<ul style="list-style-type: none"> • Kicks a toy repeatedly and notices the movement of the toy (APL3.1a) • With adult support, starts to filter distractions to focus on people or objects in environment (APL3.1b) • Limits sensory input by breaking gaze and shifting attention (APL3.1c) 	<ul style="list-style-type: none"> • Demonstrates increasing ability to attend to people, objects and activities (e.g., quiets motor movements and shows intense concentration) (APL3.1d) • Notices when something expected does not happen (APL3.1e) 	<ul style="list-style-type: none"> • Participates in activities with people and materials that require attention like listening to simple stories as they are read (APL3.1f) 	<ul style="list-style-type: none"> • Pays attention to activities that are not self-initiated (e.g., works on a puzzle with an adult) (APL3.1g) • Begins to briefly delay gratification and inhibit impulses (APL3.1h) • Shows ability to wait (e.g., for a turn to speak, for a place in line, for an activity to begin) (APL3.1i) 	<ul style="list-style-type: none"> • 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 (APL3.1j) • Shows ability to shift attention from one task or activity to another when necessary (APL3.1k) 	<ul style="list-style-type: none"> • Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1l) • With adult prompts and support, uses strategies to help sustain attention (e.g., activity breaks, deep breathes, self-talk, fidgets) (APL3.1m)

Focus Area ↓	APL3. Executive Functions and Cognitive Self-regulation					
	Developmental Progression					
	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
APL3.2. Building Working Memory	<ul style="list-style-type: none"> Shows recognition of familiar faces and voices by attending to that person (APL3.2a) Develops expectations of what will happen based on prior experiences (APL3.2b) 	<ul style="list-style-type: none"> Shows recognition and memory of familiar faces and objects over longer periods of time since last seen (APL3.2c) Correctly looks and reaches toward a toy's hiding place when the place has been changed from one location to another (APL3.2d) 	<ul style="list-style-type: none"> Points to and names parents, siblings, body parts, and familiar objects (APL3.2e) Sings some of the words to a favorite song (APL3.2f) Follows simple 1-step verbal directions like "put your spare clothes in your cubby" (APL3.2g) 	<ul style="list-style-type: none"> Practices remembering by recounting a story or verbally describing a picture no longer in view (APL3.2h) Participates in more than one activity at the same time (e.g., sings a favorite song while stringing beads) (APL3.2i) 	<ul style="list-style-type: none"> Repeats a list of items need for self-care or play (APL3.2j) Plays simple memory and matching games (APL3.2k) Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then sign in") (APL3.2l) 	<ul style="list-style-type: none"> Remembers increasing amounts of information to complete multi-step directions (APL3.2m) Remembers actions that go with stories or songs (APL3.2n) Teaches another child the steps taken for a given action (e.g., using art materials, or washing hands) (APL3.2o)

Focus Area ↓	APL3. Executive Functions and Cognitive Self-regulation					
	Developmental Progression					
	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
APL3.3. Thinking flexibly and adapting	<ul style="list-style-type: none">Shows repetitive patterns in actions or behaviors (APL3.3a)Explores objects by putting in the mouth and then rattling or shaking (APL3.3b)Modifies expressions and actions based on others’ responses (APL3.3c)	<ul style="list-style-type: none">Shows ability to shift focus to attend to something else (APL3.3d)Participates in a new activity, or tries new ways to solve a problem with little protest (APL3.3e)Allows caregiver to interrupt an activity to perform a routine as long as the caregiver notifies in advance (APL3.3f)	<ul style="list-style-type: none">Tries a variety of approaches to get what is wanted (APL3.3g)Modifies actions or behavior in social situations, daily routines, to problem solve (APL3.3h)	<ul style="list-style-type: none">Adjusts to changes in routines when informed in advance (APL3.3i)Makes transitions that are part of a daily schedule (APL3.3j)Chooses a different toy when another child wants the same toy (APL3.3k)	<ul style="list-style-type: none">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) (APL3.3l)	<ul style="list-style-type: none">Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) (APL3.3m)Uses “self-talk” to slow down, name a problem and consider a new solution (APL3.3n)Considers ideas from adults and other children in finding a solution or strategy (APL3.3o)Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) (APL3.3p)Responds consistently to adult suggestions to try out different activities (APL3.3q)

Focus Area ↓	APL3. Executive Functions and Cognitive Self-regulation					
	Developmental Progression					
	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
APL3.4. Inhibiting responses			<ul style="list-style-type: none"> Follows basic safety rules (e.g. “one step at a time when climbing stairs”) (APL3.4a) 	<ul style="list-style-type: none"> Takes turns and waits in line for short period of time (APL3.4b) Complies with rules and limits in the indoors and outdoors (e.g., “don’t take materials from a shelf with a STOP sign”; “sand is not for throwing”) (APL3.4c) 	<ul style="list-style-type: none"> Seeks adult help when distressed with behavior of or interaction with a peer (APL3.4d) Uses words or signs to express distress with peers (instead of biting or pushing) (APL3.4e) Cooperates with rules of simple games (e.g., “green means go and red means stop”) (APL3.4f) 	<ul style="list-style-type: none"> Waits to take turn for a longer period of time (APL3.4g) With adult help, uses strategies to help control own actions such as creating physical distance; finding a distracting alternative toy or activity; focusing on the rules and consequence for impulsive actions (APL3.4h)

Focus Area 	APL3. Executive Functions and Cognitive Self-regulation					
	Developmental Progression					
	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
APL3.5. Persisting and problem solving	<ul style="list-style-type: none"> • Cries persistently until needs are met (APL3.5a) • Repeats attempts to reach a desired object by crawling or scooting (APL3.5b) • Uses more than one strategy to get what they want (e.g., vocalizing as well as reaching or moving toward) (APL3.5c) 	<ul style="list-style-type: none"> • Repeats attempts to communicate, or repeats actions to get desired action or object (APL3.5d) • Persists in looking to find things that are hidden (APL3.5e) • Uses trial and error to solve problems (APL3.5f) 	<ul style="list-style-type: none"> • Shows increasing ability to stay engaged and complete task (e.g., putting all shapes in a shape sorter) (APL3.5g) • Repeats preferred activities and gestures, signs or asks for “more” (APL3.5h) • Turns puzzle pieces different ways to complete a puzzle (APL3.5i) • Begins to use different strategies to solve a problem when one approach does not work (APL3.5j) • Uses language to request help (APL3.5k) 	<ul style="list-style-type: none"> • Persists in attending, learning new skills and solving problems despite disruptions (APL3.5l) • 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) (APL3.5m) • Alters approach to tasks when initial approach does not work (e.g., tries different techniques when assembling a shape puzzle) (APL3.5n) 	<ul style="list-style-type: none"> • Persists on preferred tasks that may be challenging (with or without adult support) (APL3.5o) • Shows motivation for increased independence in daily routines (APL3.5p) • Remembers solutions discovered before and uses them (e.g., uses a stool at home to reach the sink and then uses chair at school to reach) (APL3.5q) 	<ul style="list-style-type: none"> • Sometimes persists on less preferred activities with or without adult support (APL3.5r) • Figures out more than one solution to a problem (e.g., standing on a stool to try to reach a shelf, then using a chair to get higher) (APL3.5s)

Focus Area 	APL3. Executive Functions and Cognitive Self-regulation					
	Developmental Progression					
	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
APL3.6. Embracing goals	<ul style="list-style-type: none"> Reaches, stretches, works to crawl towards a desired object or person (APL3.6a) Repeats actions to get same reaction from an adult (e.g., smiling, laughing, verbalizing) (APL3.6b) 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) (APL3.6c) 	<ul style="list-style-type: none"> Initiates turn-taking with familiar adults (e.g., gives parent a toy and parent offers a new toy) (APL3.6d) Follows adult prompt to attend to objects and activities (APL3.6e) 	<ul style="list-style-type: none"> Following adult's demonstration, continues to explore an object or toy on their own (APL3.6f) Tries out new skills in a familiar environment (e.g., climbs stairs on the small slide) (APL3.6g) Attempts to do things independently, "Me do it!" (APL3.6h) Begins to participate in self-care routines such as eating and dressing (APL3.6i) 	<ul style="list-style-type: none"> Responds to adult's verbal encouragement to try a new object or experience (APL3.6j) With adult's encouragement, tries again after unsuccessful attempt (e.g., to build a taller block tower; to practice drawing new shapes) (APL3.6k) Explores and plays independently with occasional support and feedback from adult (APL3.6l) Shows preferences and to reject alternatives (e.g., insisting on wearing favorite hat over another) (APL3.6m) 	<ul style="list-style-type: none"> Responds to adult's praise for effort to continue trying or practicing a new skill (APL3.6n) Expresses belief that they can do hard things (e.g., "I can carry the big blocks") (APL3.6o) Makes attempts at new and challenging activities (e.g., climbs a new, higher slide) (APL3.6p) 	<ul style="list-style-type: none"> Makes independent choices for activity, and continues playing with only occasional encourage, help, and feedback from adults (APL3.6q) Seeks new challenges with familiar materials and activities Independently (e.g., climbs up the slide, goes up stairs without using hands) (APL3.6r) Creates play experiences of danger (e.g., escaping from bad guys or testing physical skills on outside equipment) (APL3.6s)

Area 2: Social and Emotional Development (SED)

During the first five years children grow understanding of themselves, their feelings, and their interactions and relationships with other children and adults within the context of family, community and culture. Emotional health, established through close, caring relationships, enables a child to adopt strategies and skills for managing and expressing the full range of their feelings. Children with disabilities may express their emotions in different ways or 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 dual language learners may use different languages to show their understanding of different emotions. Yet, all children develop and learn social skills. Social skills help a child connect with other children and adults. Together, they enable children to explore, risk and learn. Children who lack caring, responsive adults and who experience ongoing stress and trauma face the greatest risk for healthy emotional and social development that ultimately affects their ability to learn.


- SED1. Self-concept and positive self-identity
 - SED1.1. Developing self-awareness
 - SED1.2. Developing self-esteem and confidence
 - SED1.3. Learning self-management and self-direction
 - SED1.4. Becoming autonomous and independent
- SED2. Emotional competence
 - SED2.1. Seeing and naming emotions in self and others
 - SED2.2. Expressing emotions
 - SED2.3. Communicating wants and needs
 - SED2.4. Regulating emotions
- SED3. Relationships with others
 - SED3.1. Developing relationships with adults
 - SED3.2. Developing relationships with other children
 - SED3.3. Demonstrating social interaction skills
 - SED3.4. Solving social interaction problems

Focus Area ↓	SED1. Self-concept and positive self-identity					
	Developmental Progression					
	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
SED1.1. Developing Self-awareness	<ul style="list-style-type: none"> • Learns about self by exploring hands, feet, body, and movement (SED1.1a) • Turns to familiar voice (SED1.1b) • Displays personal preferences and individual temperament (SED1.1c) 	<ul style="list-style-type: none"> • Recognizes own name (e.g., looks up, or turns head toward a person who is saying their name) (SED1.1d) • 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) 	<ul style="list-style-type: none"> • Shows awareness of one's own thoughts, feelings, and preferences (e.g., child hits peer, then says, "I'm mad") (SED1.1f) • Shows awareness of others' behaviors or feelings (e.g., "he's crying") (SED1.1g) • Uses own first name (SED1.1h) 	<ul style="list-style-type: none"> • Shows awareness of being part of a family and a larger community (e.g., identifies siblings in family photo) (SED1.1i) • Describes own physical characteristics and behaviors (SED1.1j) • Indicates likes and dislikes when asked (SED1.1k) 	<ul style="list-style-type: none"> • Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or boots) (SED1.1l) • Uses own first and last name (SED1.1m) • Describes their physical characteristics, behavior, and abilities positively (e.g., tells a peer, "My hair is curly and beautiful.") (SED1.1n) 	<ul style="list-style-type: none"> • Identifies self as a member of a specific culture or group that fits into a larger world picture (SED1.1o) • Uses own first and last name and can share other identifying information (e.g., parent's name) (SED1.1p) • Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people (SED1.1q)

Focus Area ↓	SED1. Self-concept and positive self-identity					
	Developmental Progression					
	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
SED1.2. Developing self-esteem and confidence	<ul style="list-style-type: none"> Smiles or is comforted when a trusted caregiver speaks to them (SED1.2a) 	<ul style="list-style-type: none"> Shows likes and dislikes consistently with the family's cultural expectations (e.g., happily eats the curry mashed vegetables and signs "more") (SED1.2b) 	<ul style="list-style-type: none"> Shows awareness of being seen by others such as repeating an action when someone is watching (SED1.2c) Begins to recognize own abilities; is aware of self and own preferences (SED1.2d) 	<ul style="list-style-type: none"> Performs the tasks requested of them and may initiate tasks on their own (SED1.2e) Shows positive self-image (e.g., "I am smart") (SED1.2f) Knows and states independent thoughts (e.g., "I do it myself") (SED1.2g) Expresses likes and dislikes, including favorite foods, colors, or activities (SED1.2h) 	<ul style="list-style-type: none"> Begins to experiment with their own potential (e.g., sees how high they can climb on the playground equipment) (SED1.2i) Exhibits positive self-concept (SED1.2j) Shows confidence in abilities (e.g., "Look how high I jumped.") (SED1.2k) 	<ul style="list-style-type: none"> Shows confidence, self-direction, purpose, and inventiveness in play (SED1.2l) Displays pride in their accomplishments (SED1.2m) Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) (SED1.2n)


Focus Area ↓	SED1. Self-concept and positive self-identity					
	Developmental Progression					
	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
SED1.3. Learning self-management and self-direction	<ul style="list-style-type: none"> Plays with one object for a few minutes before focusing on a different object (SED1.3a) 	<ul style="list-style-type: none"> Focuses on one object or activity for a brief period of time, but still easily distracted (e.g., plays with shape sorter even with ball in close proximity) (SED1.3b) 	<ul style="list-style-type: none"> Demonstrates increasing self-direction, resists adult control, and shows independence (SED1.3c) Remains focused while engaged in self-initiated play or to reach a goal (e.g., plays for 3-5 minutes with blocks) (SED1.3d) 	<ul style="list-style-type: none"> Sustains interest with one or two tasks that interest them (e.g., plays at the sensory table for 5-10 minutes) (SED1.3e) Begins to make choices for play activities and follows through with self-direction and independence (SED1.3f) 	<ul style="list-style-type: none"> Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes) (SED1.3g) Makes choices for play activities regularly and follows through with self-direction and independence (SED1.3h) 	<ul style="list-style-type: none"> Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating a watercolor painting for 30 minutes) (SED1.3i) Begins to attend to adult-initiated tasks that are not based on their interests (e.g., in a teacher-led small or large group) (SED1.3j) Suggests new ideas for play activities and follows through with self-direction and independence (SED1.3k)

Focus Area ↓	SED1. Self-concept and positive self-identity					
	Developmental Progression					
	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
SED1.4. Becoming autonomous and independent	<ul style="list-style-type: none"> • Uses facial expressions and body movements to express comfort or discomfort (e.g., turns head away when no longer hungry) (SED1.4a) • Relies on familiar adults to meet all basic needs (SED1.4b) 	<ul style="list-style-type: none"> • Becomes calm when needs are met (SED1.4c) • Relies on familiar adults for help or assistance (SED1.4d) 	<ul style="list-style-type: none"> • Shows anxiety upon separation from primary caregiver and/or familiar adults (SED1.4e) • Asks for help from familiar adults but may attempt to complete parts of tasks independently (SED1.4f) 	<ul style="list-style-type: none"> • Shows signs of security and trust when separated from familiar adults (SED1.4g) • Asks for help from familiar adults, but may push away and refuse help (SED1.4h) 	<ul style="list-style-type: none"> • Transitions into unfamiliar settings with assistance of familiar adults (SED1.4i) • Asks for help from adults when needed, but may prefer to complete tasks independently (SED1.4j) 	<ul style="list-style-type: none"> • Acts independently in unfamiliar settings with unfamiliar adults (SED1.4k) • Attempts to complete tasks independently (SED1.4l) • Asks for support from adults when needed (SED1.4m)


Focus Area 	SED2. Emotional Competence and Behavioral Self-regulation					
	Developmental Progression					
	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
SED2.1. Seeing and naming emotions in self and others	<ul style="list-style-type: none"> • Watches and observes adults and other children (SED2.1a) • Responds to interactions from familiar caregiver (e.g., smiles when caregiver smiles, turns head when hears familiar voice) (SED2.1b) 	<ul style="list-style-type: none"> • Shows a range of emotions (e.g., shares in wonders, amazement, delight, and disappointment) (SED2.1c) • Begins to have a greater awareness of own emotions (e.g., says or gestures “no” to refuse, babbles or laughs when happy) (SED2.1d) • Reacts to others’ expressions of feelings (SED2.1e) 	<ul style="list-style-type: none"> • Imitates comforting behaviors from caregiver(s) (e.g., pats or hugs a child or adult when upset) (SED2.1f) • Recognizes emotions of others (e.g., “mama sad”, “papa happy”) (SED2.1g) 	<ul style="list-style-type: none"> • 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) (SED2.1h) • 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) (SED2.1i) 	<ul style="list-style-type: none"> • Begins to demonstrate appropriate reaction to situations (e.g., does not shout when upset) (SED2.1j) • Identifies complex emotions in a book, picture or on a person’s face (e.g., frustrated, confused, excited) (SED2.1k) 	<ul style="list-style-type: none"> • Demonstrates appropriate reaction to situations (SED2.1l) • Becomes aware of their own emotions before reacting (e.g., pauses and takes deep breath when mad) (SED2.1m) • Recognizes the emotions of peers and responds with empathy and compassion (SED2.1n) • 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) (SED2.1o)

Focus Area ↓	SED2. Emotional Competence and Behavioral Self-regulation					
	Developmental Progression					
	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
SED2.2. Expressing emotions	<ul style="list-style-type: none"> Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort (SED2.2a) 	<ul style="list-style-type: none"> Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation (SED2.2b) Recognizes and expresses emotion toward a familiar person (e.g., shows emotion by hugging a sibling) (SED2.2c) 	<ul style="list-style-type: none"> Uses gestures and symbolic actions to demonstrate feelings and needs (e.g., lays head on caregiver's lap when tired) (SED2.2d) Names some emotions, (e.g., "me sad") (SED2.2e) Uses movement to express an emotion (e.g., jumps up and down when excited, stomps feet when upset) (SED2.2f) 	<ul style="list-style-type: none"> Recognizes and labels own feelings with adult support (SED2.2g) Uses some self-comfort strategies (SED2.2h) Accepts adult suggestions for managing feelings by themselves (SED2.2i) Begins to express complex emotions such as pride, embarrassment, shame, and guilt (SED2.2j) 	<ul style="list-style-type: none"> Expresses feelings that are appropriate to the situation (SED2.2k) 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) (SED2.2l) 	<ul style="list-style-type: none"> Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play; "I'm excited to play with my cousin Jose tomorrow") (SED2.2m)
SED2.3. Communicating wants and needs	<ul style="list-style-type: none"> Signals for needs (e.g., cries when hungry, arches back in discomfort) (SED2.3a) 	<ul style="list-style-type: none"> Communicates with a wide range of signals as crying diminishes (e.g., smiles, gestures, uses words) (SED2.3b) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Communicates wants and needs verbally (e.g., "pick me up") (SED2.3d) 	<ul style="list-style-type: none"> Uses appropriate communication skills when expressing needs, wants, and feelings (e.g., uses communication device to tell adults when they are hungry) (SED2.3e) 	<ul style="list-style-type: none"> Demonstrates confidence in meeting own needs (SED2.3f) Seeks and accepts help when needed (SED2.3g)

Focus Area ↓	SED2. Emotional Competence and Behavioral Self-regulation					
	Developmental Progression					
	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
SED2.4. Regulating emotions	<ul style="list-style-type: none"> • Uses preferred adult to help soothe (SED2.4a) • Disengages when overstimulated (e.g., turns head, pushes hand away from body, falls asleep) (SED2.4b) 	<ul style="list-style-type: none"> • Self-soothes more effectively (e.g., sucks thumb, holds on favorite toy) (SED2.4c) 	<ul style="list-style-type: none"> • Uses caregiver's facial cues and body language to assist in novel and uncertain situations (e.g., hides behind parent until encouraged to interact with an unfamiliar person) (SED2.4d) • Has difficulty regulating strong feelings (SED2.4e) 	<ul style="list-style-type: none"> • 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) • Seeks caregiver support when feeling overwhelmed by emotion; may reject support (SED2.4g) 	<ul style="list-style-type: none"> • 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") (SED2.4h) • Begins to understand the impact of their behavior (e.g., asks to join in peer play rather than grabbing toy) (SED2.4i) 	<ul style="list-style-type: none"> • 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) (SED2.4j) • Exhibits behavioral control with or without adult support (e.g., follow classroom expectations) (SED2.4k)

Focus Area 	SED3. Relationships with Others					
	Developmental Progression					
	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
SED3.1. Developing relationships with adults	<ul style="list-style-type: none"> • Responds differently to familiar and unfamiliar adults (SED3.1a) • Develops trust and attachment toward significant adults (e.g., stops crying when familiar caregiver picks child up) (SED3.1b) • Needs additional comforting (e.g., swaddling in a blanket and being held by an adult) (SED3.1c) 	<ul style="list-style-type: none"> • Looks to familiar adults for emotional support and encouragement (SED3.1d) • Reacts or may become distressed when separated from familiar adults (SED3.1e) • Expresses joy and mutual enjoyment in interactions with familiar adults (e.g., giggles during peek-a-boo) (SED3.1f) 	<ul style="list-style-type: none"> • Continues to need the security of a trusted adult; asks for help, if needed, in verbal and non-verbal ways (continues to return to familiar adult when at the playground) (SED3.1g) 	<ul style="list-style-type: none"> • Imitates and attempts to please familiar adults (e.g., puts plates on table before lunch) (SED3.1h) • Engages in positive interactions in a wide variety of situations with familiar adults (SED3.1i) • Looks to or seeks familiar adults for comfort when distressed or tired (SED3.1j) 	<ul style="list-style-type: none"> • Develops positive relationships and interacts comfortably with familiar adults (SED3.1k) • Begins to interact with less familiar adults (e.g., substitute teacher) (SED3.1l) 	<ul style="list-style-type: none"> • Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.1m) • Comfortable with being with less familiar adults in a safe setting (e.g., engages with classroom visitor) (SED3.1n)

Focus Area ↓	SED3. Relationships with Others					
	Developmental Progression					
	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
SED3.2. Developing relationships with other children	<ul style="list-style-type: none"> Notices peers by looking, touching or making sounds directed toward the child (e.g., while lying on a blanket close to them) (SED3.2a) 	<ul style="list-style-type: none"> Shows interest in peers who are playing nearby and interacts with them briefly (SED3.2b) 	<ul style="list-style-type: none"> Participates in simple back-and-forth interactions with another child (SED3.2c) Interacts with a few children on a regular basis, knows some of their names, knows their likes or dislikes (SED3.2d) 	<ul style="list-style-type: none"> Plays alongside peers and engages in simple turn-taking (e.g., takes turns on the slide at the playground) (SED3.2e) 	<ul style="list-style-type: none"> Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time) (SED3.2f) Shows preference for particular playmates, such as greeting friends by name (SED3.2g) Follows activity rules and class routines (SED3.2h) 	<ul style="list-style-type: none"> 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) (SED3.2i) 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) (SED3.2j) Maintains friendships over time (SED3.2k)

Focus Area 	SED3. Relationships with Others					
	Developmental Progression					
	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
SED3.3. Demonstrating social interaction skills	<ul style="list-style-type: none"> Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions (SED3.3a) 	<ul style="list-style-type: none"> Responds to others' emotional expressions, often by sharing an emotional reaction (e.g., smiles when an adult smiles) (SED3.3b) Looks sad or concerned when another child is crying or upset (e.g., may offer comfort items such as a blanket) (SED3.3c) 	<ul style="list-style-type: none"> Shows awareness of own thoughts, feelings, and preferences as well as those of others (SED3.3d) Uses different words or signs to refer to self and others (e.g., joyously shouts "titi!" when sees aunt) (SED3.3e) Enjoys playful interactions and social exchanges games (SED3.3f) 	<ul style="list-style-type: none"> Shows understanding of some emotional expressions of others by asking questions about them, or responding in appropriate verbal and non-verbal ways (e.g., gives peer a hug after noticing they are sad) (SED3.3g) Demonstrates awareness of group membership (e.g., goes to teacher and classmates when leaving playground) (SED3.3h) 	<ul style="list-style-type: none"> 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) (SED3.3i) Expresses a sense of belonging to a group (e.g., "There's Ahmed from my class.") (SED3.3j) 	<ul style="list-style-type: none"> Shows care and concern for others, including comforting others in distress (SED3.3k) Responds to the needs of others and tries to help others with simple tasks (SED3.3l) Communicates a sense of belonging and connection to family and community (e.g., sharing a story about a family gathering) (SED3.3m)

Focus Area ↓	SED3. Relationships with Others					
	Developmental Progression					
	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
SED3.4. Solving social interaction problems	<ul style="list-style-type: none"> • Begins emerging awareness of others (SED3.4a) 	<ul style="list-style-type: none"> • Notices difference between positive and negative emotional expressions of others (SED3.4b) • Becomes upset when another infant is crying (SED3.4c) 	<ul style="list-style-type: none"> • Tries to comfort another child or an adult who is upset (e.g., brings a comfort object, pat the person on the back) (SED3.4d) • Responds to others' tone and emotions during interactions (e.g., shows similar tones and emotions) (SED3.4e) 	<ul style="list-style-type: none"> • Expresses empathy toward other children who are crying by showing concerned attention; tries to comfort them with words or actions (SED3.4f) • Expresses empathy toward adults who are sad by comforting them with words or actions (SED3.4g) 	<ul style="list-style-type: none"> • Responds differently to positive vs. negative emotional expressions of others (SED3.4h) • Begins to use problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area) (SED3.4i) 	<ul style="list-style-type: none"> • Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict (SED3.4j) • Gives reasons for their feelings that may include thoughts and beliefs as well as outside events (e.g., "I'm feeling upset because you have the truck I need for my racetrack") (SED3.4k) • 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) (SED3.4l)

Area 3: Communication, Language and Literacy Development (CLLD)


All children communicate in meaningful social contexts with purpose. Children communicate using facial expressions, gestures, signs and language to initiate interactions and respond to others. Their experiences reading text with others and writing text to communicate their own ideas provide a foundation for understanding connections among letters, sounds, and words. These early experiences lay the foundation for learning how to speak, listen, read and write. Children with disabilities or delays may need additional support to demonstrate their ideas. They may benefit from visuals 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 dual language 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. The literacy development of all children is enhanced when they receive instruction in an environment that invites them to express themselves in verbal and nonverbal language.

- CLLD1. Communication
 - CLLD1.1. Understanding verbal and nonverbal cues
 - CLLD1.2. Using vocabulary and nonverbal cues to communicate
 - CLLD1.3. Learning and engaging in conversational interactions
- CLLD2. Foundations of reading
 - CLLD2.1. Learning to match letters and sounds
 - CLLD2.2. Learning to separate and combine sounds
 - CLLD2.3. Paying attention to print
 - CLLD2.4. Understanding ideas, vocabulary and information in stories and texts
- CLLD3. Foundations of writing
 - CLLD3.1. Writing to communicate
 - CLLD3.2. Developing writing habits and skills
 - CLLD3.3. Handling writing tools

Focus Area ↓	CLLD1. Communication					
	Developmental Progression					
	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
CLLD1.1. Understanding verbal and nonverbal cues	<ul style="list-style-type: none"> • Responds to speaker by turning head (CLLD1.1a) • Responds to tone or voice changes (CLLD1.1b) • Directs attention to sounds or object pointed at/to (CLLD1.1c) • Responds by looking when name is called (CLLD1.1d) 	<ul style="list-style-type: none"> • Follows simple requests paired with gestures (CLLD1.1e) • Begins to respond through sounds or gestures to others' questions (CLLD1.1f) • Makes different sounds to get attention (CLLD1.1g) • Understands and responds to simple commands and gestures (CLLD1.1h) • Recognizes common objects when named (e.g., cup) (CLLD1.1i) • Begins to show understanding of approximately 50 words (CLLD1.1j) 	<ul style="list-style-type: none"> • Uses sounds or nonverbal cues to respond to oral reading (CLLD1.1k) • Responds to simple requests (CLLD1.1l) • Identifies familiar people, animals, and objects (CLLD1.1m) • Begins to understand nouns (CLLD1.1n) • Begins to understand action words (e.g., hop, jump) (CLLD1.1o) • Completes a task in response to a request (e.g., pick up your cup, go find your coat) (CLLD1.1p) • Identifies familiar people, animals, and objects (using gestures, words, or sounds) (CLLD1.1q) • Begins to recognize some body parts (CLLD1.1r) • Understands and responds to some pronouns (mine, you, me) (CLLD1.1s) 	<ul style="list-style-type: none"> • Listens to and attends to spoken language and read-aloud texts (CLLD1.1t) • Follows simple and short directions for routine practices (CLLD1.1u) • Understands and responds to approximately 300 words or more (CLLD1.1v) • Understands and responds to basic attribute word differences (e.g., big/little, one/all, hot/cold) by selecting the appropriate object (CLLD1.1w) 	<ul style="list-style-type: none"> • Demonstrates understanding by answering questions (CLLD1.1x) • Follows two-step unrelated directions (CLLD1.1y) • Understands and responds to spatial concepts (e.g., in/out, under, front, behind) (CLLD1.1z) 	<ul style="list-style-type: none"> • Answers questions and adds comments relevant to the topic (CLLD1.1aa) • Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (CLLD1.1ab) • Understands and responds to words for descriptive concepts (e.g., hard, square) (CLLD1.1ac) • Follows 2-3 step related directions and some new directions related to familiar and daily routines (CLLD1.1ad) • Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (CLLD1.1ae)

Focus Area ↓	CLLD1. Communication					
	Developmental Progression					
	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
CLLD1.2. Using vocabulary and nonverbal cues to communicate	<ul style="list-style-type: none"> • Uses sound, inflection and gestures to communicate needs, desires, or emotions (CLLD1.2a) • Cries, coos, babbles and makes other sounds (CLLD1.2b) • Reaches and points to communicate (CLLD1.2c) 	<ul style="list-style-type: none"> • Imitates actions of others as nonverbal communication (CLLD1.2d) • Makes vocal or non-vocal protests (CLLD1.2e) • Vocalizes or gestures to communicate or to direct adult attention (CLLD1.2f) 	<ul style="list-style-type: none"> • Repeats words heard in conversations (CLLD1.2g) • Builds and uses vocabulary through repeated exposure with language, pictures and books (CLLD1.2h) • Participates and initiates communication with family members or familiar others by using consistent sounds, gestures, and some words (CLLD1.2i) • Uses pronouns (e.g., me, mine, my) (CLLD1.2j) 	<ul style="list-style-type: none"> • Asks short questions, and requests clarifications (CLLD1.2k) • Speaks in short sentences and some expanded sentences and is understood by familiar peers or adults most of the time (CLLD1.2l) • Begins to use color words (CLLD1.2m) • Uses vocabulary for familiar items and events (e.g., hat, ball) (CLLD1.2n) 	<ul style="list-style-type: none"> • Begins to use complex sentences and ask simple questions (CLLD1.2o) • Answers questions from unfamiliar people (CLLD1.2p) • Uses adjectives to describe people, objects, or environments (CLLD1.2q) • Begins to use prepositions (e.g., in, on) (CLLD1.2r) 	<ul style="list-style-type: none"> • 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) • Answers open ended questions (CLLD1.2t) • Retells stories and events in sequence with multiple details (CLLD1.2u)

Focus Area ↓	CLLD1. Communication					
	Developmental Progression					
	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
CLLD1.3. Learning and engaging conversational interactions	<ul style="list-style-type: none"> • Responds and engages with an adult or older peer (CLLD1.3a) • Reacts to facial cues and eye contact (CLLD1.3b) • Engages in vocal exchanges by babbling (CLLD1.3c) 	<ul style="list-style-type: none"> • Takes turn in “conversation” or vocal plays with adults (CLLD1.3d) • Turns, smiles and begins to speak when name is spoken (CLLD1.3e) • Begins to follow adult pointing or gaze to establish joint attention (e.g., looks in the direction of adult’s pointing gesture or gaze toward an object) (CLLD1.3f) 	<ul style="list-style-type: none"> • Responds with facial expressions, vocalizations, and/or gestures to engage in conversation with others (CLLD1.3g) • Follows adult pointing or gaze to establish joint attention (e.g., looks in the direction of adult’s pointing gesture or gaze while the adult looks at an object) (CLLD1.3h) 	<ul style="list-style-type: none"> • Uses simple verbal responses and nonverbal gestures (CLLD1.3i) • Uses words, gestures, signs and phrases of two or three words to converse with others (CLLD1.3j) 	<ul style="list-style-type: none"> • Continues a conversation through several transactions with or without adult help (CLLD1.3k) • Alternates between speaker/listener roles (CLLD1.3l) 	<ul style="list-style-type: none"> • Begins to match language to contexts (e.g., voice volume, inflection, parting/greeting rituals) (CLLD1.3m) • Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) (CLLD1.3n)

Focus Area 	CLLD2. Foundations of reading					
	Developmental Progression					
	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
CLLD2.1. Learning to match letters and sounds	<ul style="list-style-type: none"> Listens and attends to culturally and linguistically familiar words (including rhymes and songs) (CLLD2.1a) 	<ul style="list-style-type: none"> Begins to imitate sounds they hear in their everyday environment (CLLD2.1b) 	<ul style="list-style-type: none"> Orally repeats a few words of familiar rhymes and repetitive refrains in stories or songs or directions/requests from adults or peers (CLLD2.1c) 	<ul style="list-style-type: none"> Orally produces or reproduces simple familiar rhymes or sings favorite songs (CLLD2.1d) Imitates most sounds of language using familiar words (CLLD2.1e) 	<ul style="list-style-type: none"> Imitates and enjoys rhyme and alliteration (CLLD2.1f) With support, distinguishes when two words rhyme and when two words begin with the same sound (CLLD2.1g) 	<ul style="list-style-type: none"> Begins to rhyme and produce rhymes of simple words (CLLD2.1h) Begins to segment and combine compound words (CLLD2.1i) Begins to segment and combine syllables (CLLD2.1j) Begins to identify the initial and final sound in words (CLLD2.1k)
CLLD2.2. Learning to separate and combine sounds					<ul style="list-style-type: none"> Identifies sound and letter associated with beginning of first name and last name (CLLD2.2a) Begins to connect alphabet letters and corresponding sounds (e.g., connecting letters and sounds of common letters/words) (CLLD2.2b) 	<ul style="list-style-type: none"> Matches the sound with the corresponding letter (CLLD2.2c) Matches the letter with the corresponding sound (CLLD2.2d)

Focus Area ↓	CLLD2. Foundations of reading					
	Developmental Progression					
	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
CLLD2.3. Paying attention to print	<ul style="list-style-type: none"> • Explores a book by touching it, patting it, or putting it in mouth (CLLD2.3a) 	<ul style="list-style-type: none"> • 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 (CLLD2.3b) 	<ul style="list-style-type: none"> • Recognizes and engages with print and pictures in their environment (CLLD2.3c) • Demonstrates interest in written forms of language, such as print in books or signs on building (CLLD2.3d) • Distinguishes print from pictures (CLLD2.3e) 	<ul style="list-style-type: none"> • Attributes meaning to some symbols, such as a familiar logo or design (CLLD2.3f) • Points to and names some letters or characters in their names when seen in other words (CLLD2.3g) 	<ul style="list-style-type: none"> • Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others (CLLD2.3h) • Demonstrates an understanding of the conventions of print (e.g., directionality of print and texts) (CLLD2.3i) 	<ul style="list-style-type: none"> • Identifies common words in the environment (e.g., name, exit, stop) (CLLD2.3j) • Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) (CLLD2.3k) • Identifies an understanding that the print communicates the message in stories or other texts (CLLD2.3l) • Begins to track individual words in text by pointing (CLLD2.3m)

Focus Area ↓	CLLD2. Foundations of reading					
	Developmental Progression					
	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
CLLD2.4. Understanding ideas, vocabulary and information in stories and texts	<ul style="list-style-type: none"> Looks at picture books and listens to an adult talk about pictures in a book (CLLD2.4a) 	<ul style="list-style-type: none"> Points to pictures in response to external prompt (CLLD2.4b) 	<ul style="list-style-type: none"> Expresses empathy for characters and problems in text and stories (CLLD2.4c) Engages in stories verbally (e.g., fills in a word when the reader pauses) or with motions (e.g., imitates actions) (CLLD2.4d) Listens to explanations of words (CLLD2.4e) 	<ul style="list-style-type: none"> Asks to be read to or asks the meaning of written text (CLLD2.4f) Makes connections to the story through talking about characters and events (CLLD2.4g) Identifies the feelings of characters in a book or story (CLLD2.4h) Repeats words heard during story reading (CLLD2.4i) 	<ul style="list-style-type: none"> Asks or answers questions about what is happening in a book or story (CLLD2.4j) Retells 1-2 key events from a story (CLLD2.4k) Narrates a story using pictures as a guide (CLLD2.4l) Memorizes and recites words, phrases and parts of favorite stories (CLLD2.4m) Appears to recognize nouns (CLLD2.4n) 	<ul style="list-style-type: none"> Listens and responds to a variety of texts and media (e.g., audio book, music and movement) (CLLD2.4o) Tells fictional or personal stories sequentially and with multiple details (3+) (CLLD2.4p) Begins to understand cause and effect relationships in fiction and nonfiction texts (CLLD2.4q) Predicts what will happen next in an unfamiliar story (CLLD2.4r) Uses new words learned through listening to stories (CLLD2.4s)

Focus Area ↓	CLLD3. Foundations of writing					
	Developmental Progression					
	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
CLLD3.1. Writing to communicate		<ul style="list-style-type: none"> • Makes scribbles or marks on writing materials (CLLD3.1a) • Understands marks on a page can communicate meaning (CLLD3.1b) • Uses writing instruments to make distinct marks (CLLD3.1c) 	<ul style="list-style-type: none"> • Begins to use controlled marks like swoops, circles, and waves to represent their ideas (CLLD3.1d) • Writes in a linear fashion and connects marks with repetitive up/down or looping motions (CLLD3.1e) • Begins to use scribbles or intentional marks to represent objects Attempts to “read” their writing or drawing to others, including their name (CLLD3.1f) 	<ul style="list-style-type: none"> • 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 with or without drawing (CLLD3.1g) • Begins to draw/write for a variety of audiences (e.g., family members and teachers) (CLLD3.1h) • Begins to draw/write for a variety of purposes (e.g., grocery lists, invitations, birthday cards) (CLLD3.1i) 	<ul style="list-style-type: none"> • Begins to use letter strings to represent words, ideas, phrases, sentences, and stories or events (CLLD3.1j) • Begins to use print in the environment as part of their writing (CLLD3.1k) • Begins to break letter strings into chunks to represent the spaces between words (CLLD3.1l) • Begins to represent all letters in their name (CLLD3.1m) Begins to recognize name as separate from other pictures or writing produced (CLLD3.1n) Begins to distinguish print from images or illustrations (CLLD3.1o) 	<ul style="list-style-type: none"> • Begins to represent initial letter sounds to represent a whole word (CLLD3.1p) • Begins to represent the initial and final sounds to represent a word (CLLD3.1q) • Reads back their writing (CLLD3.1r) • Begins to copy or write letters or numbers (CLLD3.1s) • Represents all letters in their own name, with sequencing, positioning and reversals still evidenced (CLLD3.1t) • Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both (CLLD3.1u) • Begins to copy names of familiar people and objects (CLLD3.1v)

Focus Area ↓	CLLD3. Foundations of writing					
	Developmental Progression					
	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
CLLD3.2. Developing writing habits and skills		<ul style="list-style-type: none"> Shows interest in exploring writing by watching others write and experimenting with writing tools (CLLD3.2a) 	<ul style="list-style-type: none"> Shares drawings/writing and assigns meaning (CLLD3.2b) 	<ul style="list-style-type: none"> Shares writing with others as a way to represent their understandings and ideas (CLLD3.2c) 	<ul style="list-style-type: none"> Begins to revise writing in the moment based on interactions with peers and adults (CLLD3.2d) 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) 	<ul style="list-style-type: none"> Continues to revise writing in the moment based on interactions with peers and adults (CLLD3.2f) Begins to revise by adding details to drawings/writings to express their ideas (CLLD3.2g) Begins to make a plan for the writing they will produce (CLLD3.2h)
CLLD3.3. Handling writing tools		<ul style="list-style-type: none"> Begins to grasp writing tools to make random marks on a paper with limited control over results (CLLD3.3a) Begins to use a whole hand grip to manipulate the writing tool (CLLD3.3b) 	<ul style="list-style-type: none"> Uses the whole arm to control and direct the scribbles, marks, drawing, and writing intentions (CLLD3.3c) 	<ul style="list-style-type: none"> Attempts to use their fingertips to grip writing tools, although finger grip surrounding the writing tool may be loose or too tight and finger positioning along the writing tool may be too high or too close to the tip to make writing efficient (CLLD3.3d) 	<ul style="list-style-type: none"> Begins to show increased fine motor strength in writing (CLLD3.3e) Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk) (CLLD3.3f) 	<ul style="list-style-type: none"> Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools (CLLD3.3g) Uses a variety of digital tools to write or draw (CLLD3.3h)

Area 4: 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 in 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 need alternative opportunities for participation and interaction with their typically developing peers and may benefit from accommodations or adaptive equipment. Children who are English learners or dual language learners may need support to help them connect with home experience to ensure full participation. Participation in daily routines of self-care, health, safety, rest and physical activity lays the foundation for a healthy lifestyle.

- HPD1. Use of 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

Focus Area ↓	HPD1. Using senses					
	Developmental Progression					
	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
HPD1.1. Learning through all senses	<ul style="list-style-type: none"> • Uses the senses to explore objects and people in the environment (HPD1.1a) • Turns head or body in the direction of a sound to learn more about the environment (e.g., a young infant turns towards an adult and repositions their body to be picked up) (HPD1.1b) • Adjusts balance and movement with the changing size and proportion of their body, (e.g., rolls over and moves from sitting to crawling) (HPD1.1c) 	<ul style="list-style-type: none"> • Understands properties of objects in matching and associating them with each other through play and interaction (e.g., uses a bottle to feed a baby) (HPD1.1d) • Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs (HPD1.1e) • Uses depth perception, scans for obstacles, and plans movement while learning to crawl, walk or move in another way (HPD1.1f) 	<ul style="list-style-type: none"> • Demonstrates sensory preferences (e.g., chooses clothes of a particular color or enjoys putting their feet in sand or grass) (HPD1.1g) • 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) (HPD1.1h) 	<ul style="list-style-type: none"> • 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 going to get their own coat) (HPD1.1i) • 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 (HPD1.1j) • Shows increased balance and coordination in play activities and daily routines, such as playing a game or singing a song with hand motions (HPD1.1k) 	<ul style="list-style-type: none"> • Develops the ability to use one sense to predict what they would perceive with another (e.g., realizes food is hot or cold) (HPD1.1l) • Somewhat shows awareness of one's own body, space, and relationship to other objects, such as stating that they are standing next to someone and responding to teacher directions (e.g., jumps three times and then turns around) (HPD1.1m) • Learns about ways to protect sensory body parts (e.g., wears helmets to protect heads, gloves to protect hands, and earphones to protect ears) (HPD1.1n) 	<ul style="list-style-type: none"> • Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) (HPD1.1o) • 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) (HPD1.1p)

Focus Area ↓	HPD2. Gross Motor					
	Developmental Progression					
	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
HPD2.1. Developing large muscle control	<ul style="list-style-type: none"> • Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects while lying on back (HPD2.1a) 	<ul style="list-style-type: none"> • Moves from crawling to cruising to walking, learning new muscle coordination for each new skill (HPD2.1b) • Manages moving around on different types of surfaces, like carpet and grass (HPD2.1c) • Moves around in their environment by pulling to stand, cruising, and standing alone (HPD2.1d) 	<ul style="list-style-type: none"> • Moves through the world with more independence (HPD2.1e) • 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) 	<ul style="list-style-type: none"> • Gains control of a variety of movements including standing, running, and jumping with increasing independence (e.g., run, jump, pedal) (HPD2.1g) • Uses familiar objects that encourage large motor movements (e.g., riding toys, crawl tubes, slides, etc.) (HPD2.1h) • 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) 	<ul style="list-style-type: none"> • Identifies parts of the body that help us move and understands how movement leads to a rise in heart and breathing rates (HPD2.1j) • Understands that physical fitness is important identifies activities they enjoy doing with their family (HPD2.1k) • Moves body in space with good coordination (e.g., running, hopping in place, galloping) (HPD2.1l) • Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps (HPD2.1m) • Uses a variety of toys and equipment that 	<ul style="list-style-type: none"> • Demonstrates more coordinated movement when jumping for height and distance, hopping, and running (HPD2.1o) • 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) • 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)

					enhance gross motor skills and coordination (e.g., throws and catches balls, slides) (HPD2.1n)	
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Focus Area ↓	HPD2. Gross Motor					
	Developmental Progression					
	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
HPD2.2. Explores the Environment	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Uses body position, balance, and movement to explore and examine materials, activities, and to move in environments (pulling up to stand holding on to couch, cruising around tables) (HPD2.2b) 	<ul style="list-style-type: none"> • 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) (HPD2.2c) 	<ul style="list-style-type: none"> • Uses a variety of increasingly complex movements and body positions, to participate in active and quiet, indoor and outdoor play (HPD2.2d) 	<ul style="list-style-type: none"> • 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 (HPD2.2e) 	<ul style="list-style-type: none"> • 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)

Focus Area ↓	HPD3. Fine Motor					
	Developmental Progression					
	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
HPD3.1. Using eyes and hands together	<ul style="list-style-type: none"> Coordinates hands and eyes when reaching for and holding items (HPD3.1a) Uses both hands to swipe at, reach for, grasp, hold, shake release objects, and begin to transfer objects from hand to hand (HPD3.1b) 	<ul style="list-style-type: none"> Performs more complex actions such as transferring objects from one hand to the other and dropping them into a container (HPD3.1c) 	<ul style="list-style-type: none"> Plays with objects such as putting together and taking apart toys (HPD3.1d) Uses simple tools (e.g., spoon, play hammer, crayon) (HPD3.1e) 	<ul style="list-style-type: none"> Uses tools that require finger and hand control (e.g., painting with a large paintbrush) (HPD3.1f) 	<ul style="list-style-type: none"> Plays with smaller objects with increasing control (HPD3.1g) Draws simple shapes and figures (square, circle) and copies straight lines and circles (HPD3.1h) Uses tools that require strength, control, and skills of small muscles such as a fork and scissors (HPD3.1i) 	<ul style="list-style-type: none"> Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) (HPD3.1j) Draws smaller figures and includes more detail (e.g., faces with features) (HPD3.1k)
HPD3.2. Developing small muscle control	<ul style="list-style-type: none"> Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around (HPD3.2a) 	<ul style="list-style-type: none"> Explores properties of objects and materials by using various hand actions, such as picking them up to examine them (HPD3.2b) Matches grasp to the task such as using an index finger and thumb to pick up pieces of cereal while using the 	<ul style="list-style-type: none"> Uses hands and fingers to build a tall tower, turns single book pages, twists toy nuts and bolts, uses one hand to hold and drink from a cup (HPD3.2d) Extends reach by using simple tools such as a stick, or rake to pull a distant 	<ul style="list-style-type: none"> Plans ways to use hands for various activities, such as stacking, building, connecting, drawing (HPD3.2f) Adjusts grasp to use different tools for different purposes, such as a spoon and marker (HPD3.2g) 	<ul style="list-style-type: none"> Demonstrates limited precision and control in tasks such as drawing and cutting with scissors (HPD3.2h) 	<ul style="list-style-type: none"> Performs tasks such as drawing and cutting with scissors, with moderate levels of precision and control (HPD3.2i) Manages self-help routines such as dressing self (e.g., zipping, buttoning, snapping) (HPD3.2j)

		whole hand to bang items together (HPD3.2c)	object closer (HPD3.2e)			
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Focus Area ↓	HPD4. Physical health and self-care					
	Developmental Progression					
	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
HPD4.1. Taking care of daily health needs	<ul style="list-style-type: none"> Accepts care routines (e.g., diapering, addressing, and brushing teeth) (HPD4.1a) 	<ul style="list-style-type: none"> Cooperates in daily routines, such as open mouth for spoon, toothbrush, or raise arms for dressings (HPD4.1b) Use gestures, sounds, or sign language to communicate need for food, drink, diaper change (HPD4.1c) Shows trust in familiar caregivers (e.g., calms down with adult help) (HPD4.1d) 	<ul style="list-style-type: none"> Cooperates and helps with care routines (e.g., dental care, hand-washing) (HPD4.1e) Uses gestures, words, or sign language to communicate what they need (HPD4.1f) Soothes themselves when needed (e.g., look at book before nap) (HPD4.1g) 	<ul style="list-style-type: none"> Takes care of personal self-care needs like hand-washing with some adult assistance (HPD4.1h) Uses words or sign language to ask for what they need (food when hungry, drink when thirsty, go outdoors) (HPD4.1i) Begins to use different strategies to calm themselves when needed (e.g., seeks out a quiet space) (HPD4.1j) 	<ul style="list-style-type: none"> Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active (HPD4.1k) Describes ways to participate in physical activity and can list alternatives to screen time (HPD4.1l) Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet (HPD4.1m) Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands (HPD4.1n) Uses a variety of strategies to calm themselves (e.g., changing activities, getting a comfort object) (HPD4.1o) Understands need for good dental hygiene, including brushing teeth (HPD4.1p) 	<ul style="list-style-type: none"> Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) (HPD4.1q) Uses language to ask adults or peers for the help needed in a particular situation (HPD4.1r) Consistently uses strategies to calm themselves when needed (HPD4.1s)

Focus Area 	HPD4. Physical health and self-care					
	Developmental Progression					
	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
HPD4.2. Adopting safe behaviors	<ul style="list-style-type: none"> • Cries to indicate stress and to seek help (HPD4.2a) • Responds to verbal or physical signals of danger with a cry or reach towards primary caregiver (HPD4.2b) 	<ul style="list-style-type: none"> • Seeks physical contact with primary caregivers when faced with new or unfamiliar people or environment (HPD4.2c) • Reacts to simple directions that support safety (HPD4.2d) 	<ul style="list-style-type: none"> • Cooperates with safety instructions and warnings (e.g., holding a caregiver's hand) (HPD4.2e) • Watches for adult reactions to unfamiliar people or situations (HPD4.2f) 	<ul style="list-style-type: none"> • Accepts adult guidance, support, and protection when encountering unsafe situations (HPD4.2g) • Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables (HPD4.2h) • Pays attention to simple safety instructions (HPD4.2i) 	<ul style="list-style-type: none"> • 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) • Tells peers and adults when dangerous situations are observed (HPD4.2k) • Tells a trusted adult when someone gets hurt (HPD4.2l) • Demonstrates safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted (HPD4.2m) • Identifies medicines and other household substances that can be harmful (HPD4.2n) 	<ul style="list-style-type: none"> • Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules (HPD4.2o) • Participates in safety practices by helping to use car seat restraints and helmets (HPD4.2p) • Identifies people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q) • Identifies emergency and non-emergency situations (HPD4.2r)

Focus Area ↓	HPD4. Physical health and self-care					
	Developmental Progression					
	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
HPD4.3. Eating with healthy habits	<ul style="list-style-type: none"> • Sucks and swallows liquids from breast or bottle (HPD4.3a) • Begins to eat solid foods (HPD4.3b) 	<ul style="list-style-type: none"> • Begins to eat food with fingers (HPD4.3c) • Shows preference for some foods (HPD4.3d) 	<ul style="list-style-type: none"> • Shows interest in new foods that are offered (HPD4.3e) • Begins to distinguish between food and non-food items (HPD4.3f) 	<ul style="list-style-type: none"> • Eats a variety of nutritious foods and recognizes healthy foods (HPD4.3g) • Prepares nutritious snacks with adult assistance by stirring and using measuring cups (HPD4.3h) 	<ul style="list-style-type: none"> • Can explain that food provides energy for movement (HPD4.3i) • Can identify at least 1 fruit and 1 vegetable and can explain that fruits and vegetables help our bodies move (HPD4.3j) • Helps prepare nutritious snacks, serving self and others (HPD4.3k) • Identifies a variety of healthy and unhealthy foods, sorting pictures of food by color or as “always” and “sometimes” foods (HPD4.3l) 	<ul style="list-style-type: none"> • Makes healthy eating choices both independently and with support (HPD4.3m) • Follows picture recipes to prepare snack (HPD4.3n) • Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, “milk makes my bones strong.” (HPD4.3o)

Focus Area ↓	HPD4. Physical health and self-care					
	Developmental Progression					
	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
HPD4.4. Developing healthy habits for rest and sleep	<ul style="list-style-type: none"> • Begins to sleep well and shows alertness when awake (HPD4.4a) • Sleeps for longer periods at a time (HPD4.4b) 	<ul style="list-style-type: none"> • Settles down and falls asleep after a familiar sleep routine (e.g., story and song before napping) (HPD4.4c) • Responds to verbal cues like “it’s time to take a nap” by moving toward favorite sleep toy (HPD4.4d) 	<ul style="list-style-type: none"> • Sleeps well and show alertness when awake (HPD4.4e) • Cooperates with sleep routines (HPD4.4f) 	<ul style="list-style-type: none"> • Sleeps well, wakes up rested and ready for daily activities (HPD4.4g) • Participates in sleep routines with guidance (HPD4.4h) • Indicates they are tired by saying, “I’m sleepy” (HPD4.4i) 	<ul style="list-style-type: none"> • With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping (HPD4.4j) • Recognizes when they are tired and tells an adult (HPD4.4k) • Gradually ends naps (HPD4.4l) 	<ul style="list-style-type: none"> • Independently starts and participate in sleep routines (HPD4.4m) • Can describe why sleep keeps us healthy (HPD4.4n)

Area 5: Cognitive Development (CD)

Children develop in their cognitive abilities through their earliest observations and experiences as they question, explore, describe, predict, think, and share their thinking. Much of infants', toddlers' and preschoolers' behavior is their way of trying and testing ideas about the world and how it works. Actions that are sometimes seen as mischief or misbehavior are often evidence of a young child's growing awareness of, and experimentation with, the things that happen when they do certain things - things like dropping, climbing, throwing, and dumping. Adults support children's cognitive development by allowing children to explore and experiment in their classrooms, homes, yards, and neighborhoods, and - particularly by talking with the child about what the child is seeing, doing and thinking. In these ways we also support children in their cognitive development as they begin to think mathematically, and to explore and use the creative and expressive tools of the visual and performing arts. 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, to show their progress. Children who are English learners or dual language learners may engage in different activities that are culturally meaningful to them.

- 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. Learning about numbers and counting
 - CD3.2. Understanding number relationships and operations
 - CD3.3. Exploring geometry
 - CD3.4. Learning about patterns and reasoning
 - CD3.5. Using measurement
- 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 dramatic play
 - CD4.4. Using visual arts media to develop skills and express thoughts and feelings


Focus Area	CD1. Science: The natural and physical world					
	Developmental Progression					
	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
CD1.1. Paying attention to the natural world	<ul style="list-style-type: none"> • Reacts with interest to nearby sights and sounds (CD1.1a) • Reaches for and moves toward objects (CD1.1b) 	<ul style="list-style-type: none"> • Explores objects and events with all senses briefly (e.g., watch, listen, touch, smell, taste) (CD1.1c) 	<ul style="list-style-type: none"> • Shows more focus and spends more time when observing or exploring (CD1.1d) • Handles toys and materials in different ways (e.g., filling, dumping, etc.) (CD1.1e) 	<ul style="list-style-type: none"> • Observes and describes natural phenomena using words, signs, or gestures (CD1.1f) • Observes and describes natural phenomena using the tools of the arts (e.g., expressions, sounds, movements, drawing) (CD1.1g) 	<ul style="list-style-type: none"> • Notices and talks with adults about similarities and differences among objects and living things (CD1.1h) • Notices and talks with adults about changes in nature and in substances (e.g., water to ice) (CD1.1i) 	<ul style="list-style-type: none"> • Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics) (CD1.1j) • Imitates and uses adults' words and ideas when talking about the physical and natural worlds (CD1.1k)

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

Focus Area ↓	CD2. Social science: People, community and culture					
	Developmental Progression					
	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
CD2.1. Learning about ways that people interact	<ul style="list-style-type: none"> Reacts to, and carefully observes, the actions of adults and peers (CD2.1a) 	<ul style="list-style-type: none"> Uses expressions, movements and vocalizations to get attention from adults and older children for play or basic needs (CD2.1b) 	<ul style="list-style-type: none"> Imitates sounds, gestures and actions observed in daily interactions and routines (CD2.1c) Shows preference for familiar adult over others (CD2.1d) 	<ul style="list-style-type: none"> Uses props and dramatic play to play out roles (mother/teacher/baby) and play out relationships and routines such as feeding, shopping or story time (CD2.1e) Makes comments about family members and friends, where they are and what they do (CD2.1f) Helps with daily routines at home or in the classroom (CD2.1g) 	<ul style="list-style-type: none"> Talks about family members in terms of relationships (e.g., "Riley is my sister.") (CD2.1h) Talks about family members in terms of roles (e.g., "Grandma picks me up from school.") (CD2.1i) Talks about past events and changes over time (CD2.1j) Talks about the roles of people encountered in the community (e.g., bus driver, letter carrier) (CD2.1k) Uses props and dramatic play to dramatize stories from books, movies and shows, including stories from different periods in history (CD2.1l) Uses visual arts such as drawing, sculpting, and building to show thinking (CD2.1m) 	<ul style="list-style-type: none"> Talks 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) 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) Shows more detail in drawings/buildings/models and performances, reflecting their thinking and understanding about social connections (CD2.1p)

Focus Area ↓	CD2. Social science: People, community and culture					
	Developmental Progression					
	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
CD2.2. Understanding relationships and connections	<ul style="list-style-type: none"> Shows preference for familiar people with smiles and an open facial expression (CD2.2a) 	<ul style="list-style-type: none"> Shows awareness of strangers and of separation from parents with hesitation and/or distress (CD2.2b) 	<ul style="list-style-type: none"> Pays attention to children nearby by watching and possibly imitating their play (CD2.2c) 	<ul style="list-style-type: none"> Talks about self and others in terms of physical characteristics (e.g., big/little, girl/boy) (CD2.2d) 	<ul style="list-style-type: none"> Talks about self as member of specific groups ("This my family reunion") (CD2.2e) Participates as a member of the group to work cooperatively, make plans and solve problems (CD2.2f) 	<ul style="list-style-type: none"> Talks about self as member of many different groups (family/classroom/family community/sport team) (CD2.2g) Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group (CD2.2h) With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions (CD2.2i)

Focus Area ↓	CD2. Social science: People, community and culture					
	Developmental Progression					
	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
CD2.3. Learning about differences	<ul style="list-style-type: none"> Notices an unfamiliar person whose face is near and briefly gazes at that new face (CD2.3a) 	<ul style="list-style-type: none"> Shows awareness of strangers or less familiar people by showing hesitation or distress (CD2.3b) 	<ul style="list-style-type: none"> Imitates other children's behavior (CD2.3c) 	<ul style="list-style-type: none"> Uses words to describe their own physical features (e.g., size, gender, assistive devices, etc.) and those of peers and adults (CD2.3d) 	<ul style="list-style-type: none"> Follows adult's lead to notice and talk about differences presented in books and other media (CD2.3e) Follows caregiver's model to talk accurately and respectfully about similarities and differences present in the group (CD2.3f) 	<ul style="list-style-type: none"> Learns simple vocabulary of other languages spoken in home, classroom or school community (CD2.3g) Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial and cultural differences (CD2.3h) With adult help, notices and talks about different family structures represented in the group (CD2.3i) Talks about own family's culture and traditions and accepts that children and families are different (CD2.3j)

Focus Area 	CD3. Mathematics					
	Developmental Progression					
	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
CD3.1. Understanding numbers and counting	<ul style="list-style-type: none"> Pays longer attention to a picture or display with a new, different number of images (up to 3) (CD3.1a) 	<ul style="list-style-type: none"> Says, signs, or gestures for “more” to request additional food or items (CD3.1b) 	<ul style="list-style-type: none"> Sings number words in chants or songs (CD3.1c) 	<ul style="list-style-type: none"> Points to numbers in the environment such as in books or on buildings or signs (CD3.1d) Compares quantities of items and indicates “same” or “more” (CD3.1e) Matches numerals to the correct quantity (CD3.1f) Uses number words for counting, though not necessarily in order (CD3.1g) Imitates an adult who is counting along 	<ul style="list-style-type: none"> Name some numbers accurately when they appear in print (CD3.1i) Continues counting from a running start, as in “What comes after 1, 2, 3, 4...?” (CD3.1j) Uses own fingers to show a number (CD3.1k) Recognizes and names a quantity shown in an image or arrangement (CD3.1l) Explores one-to-one correspondence (e.g., setting places at a table), counting up to 10 (CD3.1m) Counts up to 5 objects in a line accurately (CD3.1n) 	<ul style="list-style-type: none"> Counts forward to 20 by memory (CD3.1o) Counts backwards from 5 (CD3.1p) Counts 1-10 objects accurately (CD3.1q) Answers the question “How many?” (CD3.1r) Counts out 10-30 objects from a larger group (CD3.1s) Uses words that mean zero such as “nothing” or “none” (CD3.1t) Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects (CD3.1u) Shows different ways to “compose” a number by arranging objects (CD3.1v) Compares sets of objects that range in size from 1-10, as having “more”, “fewer” or “same” (CD3.1w) Arranges images with different numbers of objects in correct order (CD3.1x) Arranges numerals in correct order (CD3.1y)

				with actions such as clapping (CD3.1h)		
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Focus Area ↓	CD3. Mathematics					
	Developmental Progression					
	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
CD3.2. Understanding Number relationships and operations					<ul style="list-style-type: none"> • With adult help, adds 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) • 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) 	<ul style="list-style-type: none"> • Answers addition questions by using fingers or objects to represent numbers, and correctly announces the sum (CD3.2c) • Answers subtraction questions by using fingers or objects to represent numbers and correctly announces the remaining amount (CD3.2d) • With adult help, counts on from one number to reach total (e.g., “I have 3 and 2 more give me 4,5”) (CD3.2e) • With adult, subtracts by counting backwards from total (e.g., To take away 3 from 5, “5,4,3...leaves 2”) (CD3.2f)

Focus Area	CD3. Mathematics					
	Developmental Progression					
	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
CD3.3. Understanding geometry		<ul style="list-style-type: none"> Shows interest in space and location by looking in mirrors, noticing what is reflected, and looking for it (CD3.3a) Explores relationships of things in space by combining objects of different sizes and shapes with containers of different sizes and shapes (CD3.3b) 	<ul style="list-style-type: none"> Matches simple shapes in a sorting box or puzzle (CD3.3c) Places one block on another and says or signs "on" (CD3.3d) Plays with blocks by placing them side by side (CD3.3e) Uses blocks to represent a simple construction such as a road or a room (CD3.3f) 	<ul style="list-style-type: none"> Calls simple shapes (e.g., circle, square, triangle) by name (CD3.3g) Sorts items or pictures by shape (CD3.3h) Recognizes shapes in the classroom, building, or neighborhood (CD3.3i) Responds to and uses words describing a place in space such as "next to" "inside of" "under" (CD3.3j) Stacks 4 or more blocks vertically (CD3.3k) 	<ul style="list-style-type: none"> 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) Describes the spatial features of a block design or building (e.g., "It is a square house with a triangle roof") (CD3.3m) Uses and names lines and circles in drawing and painting (CD3.3n) Shows visual memory of shapes by "drawing" a shape with their finger in the air Uses words about position – "first", "last", "middle" – to describe the placement of a person or thing (CD3.3o) Uses words about direction and distance (e.g., "run toward the tree", "my car went farther than your car") (CD3.3p) In outside play, uses and responds to position words to follow directions or negotiate games with other children (CD3.3q) 	<ul style="list-style-type: none"> Uses smaller shapes to make larger and different shapes (e.g., two triangular blocks make one square) (CD3.3r) Uses and names squares and triangles in drawing, painting, and building (CD3.3s) Describes parts and attributes of two and three dimensional shapes (e.g., "A square has four corners", "a circle is drawn with a curvy line") (CD3.3t) Draws and describes maps, showing relative locations and using terms like "near to" or "closer to" (CD3.3u)

Focus Area ↓	CD3. Mathematics					
	Developmental Progression					
	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
CD3.4. Learning about patterns and reasoning	<ul style="list-style-type: none"> Shows a beginning alertness to something “different” by holding attention to briefly study the new item or face (CD3.4a) Anticipates the next move in a game of peek-a-boo (CD3.4b) 	<ul style="list-style-type: none"> Anticipates the next action in a pattern of clapping or bouncing on a caregiver’s knee (CD3.4c) 	<ul style="list-style-type: none"> Sorts and classifies objects according to one attribute or feature (e.g., sorts socks by color, sorts twigs from leaves) (CD3.4d) Imitates patterns in movement (e.g., clapping patterns) (CD3.4e) Imitates adult’s words in naming a pattern (e.g., blue - red - blue - red) (CD3.4f) 	<ul style="list-style-type: none"> Imitates an adult in naming a pattern and then predicts the next item in the chain (CD3.4g) Predicts the next word or phrase in a familiar story (CD3.4h) Recognizes and follows cumulative or growing patterns in stories or books such as “I Know an Old Lady Who Swallowed a Fly” or “The Very Hungry Caterpillar” (CD3.4i) 	<ul style="list-style-type: none"> Shows understanding of simple patterns by recognizing and extending simple, repeating patterns (e.g., of movements such as “tap head, tap knees, tap head...”; or of objects such as “red car, yellow care, red car...” (CD3.4j) With adult help, fills in missing elements of a simple pattern (CD3.4k) Recognizes that an abstract symbol represents something else (e.g. restroom signs, traffic signs) (CD3.4l) 	<ul style="list-style-type: none"> Creates, identifies, extends, and duplicates simple repeating patterns accurately (CD3.4m) Fills in missing elements of simple, repeating patterns (CD3.4n) Recognizes, names and extends basic growing patterns (CD3.4o) Describes qualitative changes (e.g.; “I am bigger than when I was a baby”) (CD3.4p) Describes quantitative changes (e.g., “I am two


						years older than when I started school”) (CD3.4q)
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Focus Area ↓	CD3. Mathematics					
	Developmental Progression					
	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
CD3.5. Using measurement				<ul style="list-style-type: none"> Describes people, objects and events using words that compare or measure (e.g., longer, heavier, etc.) (CD3.5a) Measure an object or surface using multiple copies of a standard size unit (e.g., lines up index cards to measure length of table) (CD3.5b) 	<ul style="list-style-type: none"> Explores objects and questions using non-standard units of measurement (e.g., “How many steps does it take to get to the tree?”) (CD3.5c) Recognizes that different attributes such as weight, height, and volume require different tools to measure (CD3.5d) Compares and orders objects according to measured attributes (e.g., places books on shelf according to measured size) (CD3.5e) 	<ul style="list-style-type: none"> Explores tools of measurement such as rulers, scales, measuring cup, using the appropriate tool for the attribute being measured (CD3.5f) Uses measurement vocabulary such as “inch” or “feet”, though not always accurately (CD3.5g) Uses a standard unit of measurement repeatedly to measure something larger than that unit (e.g., measuring a room or a sandbox with a single yardstick) (CD3.5h) Shows an awareness of time by talking about events with words such as before, after and later (CD3.5i)

Focus Area ↓	CD4. Fine Arts					
	Developmental Progression					
	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
CD4.1. Exploring and expressing ideas through movement and dance	<ul style="list-style-type: none"> • With feet on a flat surface, and with adult support, pushes down with legs (CD4.1a) 	<ul style="list-style-type: none"> • Stands alone very briefly with adult supporting nearby (CD4.1b) • Takes a step or more while holding on to adult or other supports (CD4.1c) • Responds to music by bouncing (CD4.1d) 	<ul style="list-style-type: none"> • Imitates a steady beat while clapping or marching (CD4.1e) • With adult help, practices moving through space and exploring different movements such as jumping, walking, bouncing, and turning (CD4.1f) 	<ul style="list-style-type: none"> • Follows adult's guidance for recognizing personal space (CD4.1g) • Moves to match the music or beat when adult changes from fast to slow or start to stop (CD4.1h) • Repeats short rhythm patterns (CD4.1i) 	<ul style="list-style-type: none"> • Imitates adult's model of moving body parts in isolation or coordination (CD4.1j) • Uses words that describe movement (e.g., roll, gallop, etc.) (CD4.1k) • Follows adult's guidance for recognizing other children's personal space (CD4.1l) • Repeats longer rhythm patterns (CD4.1m) • Imitates dance movements or patterns of movement (CD4.1n) • Contributes ideas to create dance movements (CD4.1o) 	<ul style="list-style-type: none"> • Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing one foot during guided movement experiences (CD4.1p) • Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion (CD4.1q) • Changes tempo of movements in response to changes in tempo or beat of music (CD4.1r) • Follows directions or example to stop moving on cue (CD4.1s) • Reproduces dance steps or movements several times (CD4.1t) • Uses dance to communicate ideas or feelings (CD4.1u)

Focus Area ↓	CD4. Fine Arts					
	Developmental Progression					
	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
CD4.2. Learning about and through music	<ul style="list-style-type: none"> • Responds to adult by copying sounds (CD4.2a) • Engages in a “conversation” with adult by taking turns making sounds (CD4.2b) • Responds to music by either quieting or becoming more active (CD4.2c) 	<ul style="list-style-type: none"> • Imitates adults sounds including multiple syllables (e.g., mamama, dadada) (CD4.2d) • Responds to music by dancing to a steady beat (CD4.2e) 	<ul style="list-style-type: none"> • Directs attention to the source of sound and shows interest or pleasure when provided music (CD4.2f) • 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) 	<ul style="list-style-type: none"> • Asks with words, signs or gestures to hear music again (CD4.2h) • Participates in group musical experiences (CD4.2i) • Changes the tempo of a beat between fast and slow (CD4.2j) • Repeats short rhythm patterns (CD4.2k) • Responds to and follows changes in tempo (CD4.2l) 	<ul style="list-style-type: none"> • Shows preferences for music by requesting songs (CD4.2m) • Participates in conversations about music dynamics, including sound qualities and pitch (high or low) (CD4.2n) • Repeats longer rhythm patterns (CD4.2o) • Creates beats, patterns or simple melodies using the voice or simple materials in the environment (CD4.2p) 	<ul style="list-style-type: none"> • Creates original lyrics and songs (CD4.2q) • Draws to represent patterns in sound (e.g., “clap, clap, stomp, stomp” drawn as “dot, dot, dash, dash”) (CD4.2r) • Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships (CD4.2s)

Focus Area 	CD4. Fine Arts					
	Developmental Progression					
	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
CD4.3. Building understanding, empathy, and relationship skills through dramatic play skills through dramatic play	<ul style="list-style-type: none"> • Responds to people whose faces are nearby by smiling and copying basic facial expressions (CD4.3a) • Protests with expression or vocalization when playful interactions stop (CD4.3b) 	<ul style="list-style-type: none"> • Explores materials by using them in different ways such as shaking, banging, throwing (CD4.3c) • Copies simple gestures such as waving goodbye (CD4.3d) 	<ul style="list-style-type: none"> • Recognizes and demonstrates actual uses of objects (e.g., combing hair with comb) (CD4.3e) • Interacts with an adult in role play (e.g., acting out the characters and story in a familiar book) (CD4.3f) 	<ul style="list-style-type: none"> • Shows imagination by substituting items to represent actual items (e.g., using a block as a cell phone) (CD4.3g) • Uses figures (e.g., dolls, action figures) to role play interactions and relationships (CD4.3h) • Transitions between imagination and reality in dramatic play or in a guided drama experience (CD4.3i) 	<ul style="list-style-type: none"> • Uses props and dramatic play to explore roles in their circle of family and friends (CD4.3j) • Uses props and dramatic play to act out emotions related to fear, excitement, happiness, sadness and anger (CD4.3k) • When engaged in role play, contributes dialogue, gesture, and facial expressions to convey meaning, ideas and feelings (CD4.3l) • With adult guiding dramatic play, explores character, plot and setting (CD4.3m) 	<ul style="list-style-type: none"> • Uses props and dramatic play to explore roles and events in the larger community and world (CD4.3n) • Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play (CD4.3o)

Focus Area 	CD4. Fine Arts					
	Developmental Progression					
	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
CD4.4. Using visual arts media to develop skills and express thoughts and feelings	<ul style="list-style-type: none"> Responds to visual elements in the environment by gazing at light, color, and patterns (CD4.4a) 	<ul style="list-style-type: none"> Watches faces and responds to presence of familiar figures (CD4.4b) Pays attention to and studies own face in a mirror (CD4.4c) Participates in a variety of tactile/sensory experiences such as feeling different fabrics and textures, playing with water (CD4.4d) 	<ul style="list-style-type: none"> Begins to use materials (e.g., crayons, chalk) to leave marks on paper (CD4.4e) Begins to make controlled marks and drawings on paper (CD4.4f) Shows interest in certain images or objects by vocalizing or reaching (CD4.4g) 	<ul style="list-style-type: none"> Explores a variety of media including paper, tape, glue, clay, watercolor, etc. (CD4.4h) 	<ul style="list-style-type: none"> Begins to transition drawings from spontaneous loops and lines to intentional shapes, including ovals, circles, and rectangles (CD4.4i) Shows control and facility with scissors (CD4.4j) 	<ul style="list-style-type: none"> Begins to draw with planning and purpose to show or tell a story about something in their experience (CD4.4k) Draws the human form with more accuracy and detail (CD4.4l) Begins to describe art and the story it tells (CD4.4m) With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. collage) (CD4.4n)

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

A section of the standards document that reminds us of the 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, 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

A section of the standards that emphasizes the behaviors and 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 the standards that addresses the skills and behaviors through which a child learns to communicate. The section details the experiences and skills that prepare a child for eventually mastering letters, sounds and words, and for using these systems to learn how to read and to 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 or original ideas to move beyond conventional thinking

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

Dual Language Learners

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

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.

English learners

Students 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

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

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

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 in order to conform with instructions or rules

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

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

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 the standards that outlines 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 the 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 standards that details the development of social skills and emotional well-being. Emotional health enables a child to adopt strategies and skills for managing and expressing the full range of their feelings. Social skills help a child connect with other children and adults. Together, they enable children to explore, risk 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

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

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Additional resources

Virginia's Unified 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
Louisiana

Massachusetts
New Hampshire
New York

North Carolina
Oregon
Tennessee

Texas
Washington, DC
Wisconsin

DRAFT