

**CROSSWALK: VIRGINIA'S EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) AND  
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

revised (01/30/2026)

Virginia's Early Learning & Development Standards (ELDS)	Early Learning Matters (ELM) Curriculum: 3 – 5 Years <a href="http://www.elmcurriculum.org">www.elmcurriculum.org</a>
<p>The process for this crosswalk</p> <ol style="list-style-type: none"> <li>1. Identifying and pairing of the areas of Virginia's ELDS to the areas of development in ELM</li> <li>2. Identifying and pairing of the sub areas of Virginia's ELDS to the foundation skills promoted in ELM</li> <li>3. Identifying and pairing of the focus area of Virginia's ELDS to specific examples of activity plans, teaching strategies, or additional learning supports within ELM.</li> </ol>	
Approaches to Play and Learning	Self- Regulation
APL1. Curiosity and Initiative	<p>The ELM Curriculum provides opportunities for children to learn through responsive interactions and child-initiated, staff-led, and guided play learning experiences. ELM activities include the use of developmentally appropriate teaching strategies such as acknowledging children's abilities and explorations and encouraging children's curiosities and interests. Additionally, staff are encouraged to adapt and individualize ELM activities to support meaningful learning by providing challenging and achievable experiences to each child.</p>
APL1.1. Being curious learners	
APL1.2. Taking initiative	
APL2. Creativity and Imagination	<p>ELM promotes children's skills that support creative expression through the use of fine arts, music, dance, and drama in the area of Creative Expression as well as cooperative and dramatic play in the area of Social-Emotional.</p>
APL2.1. Showing creativity and imagination	<ul style="list-style-type: none"> <li>• cooperating (Week 4 – Social-Emotional)</li> <li>• creating art (Week 5 – Creative Expression)</li> <li>• pretending (Week 30 – Creative Expression)</li> </ul>
APL3. Executive Functions and Cognitive Self-Regulation	<p>ELM promotes children's self-control of behaviors, emotions, and thoughts, ability to concentrate on experiences, self and others, as well as executive function in the area of Self-Regulation.</p>
APL3.1. Focusing and paying attention	<ul style="list-style-type: none"> <li>• concentration on a puzzle, breathing (Week 4)</li> <li>• deep breathing with props (beginning in Week 10)</li> <li>• yoga poses (beginning in Week 11)</li> </ul>
APL3.2. Building working memory	<p>To promote children's executive function skills, ELM offers 12 different circle time games such as the <i>Freeze Game</i> throughout the curriculum beginning in Week 8 and repeated with incremental increases in challenge to:</p> <ul style="list-style-type: none"> <li>• focus on and remember a set of requests</li> <li>• attend carefully to verbal or aural cues that signal when to carry out a particular action</li> </ul>
APL3.3. Thinking flexibly and adapting	

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	<ul style="list-style-type: none"> <li>• successfully switch an action when a rule changes</li> </ul>
APL3.4. Inhibiting responses	<ul style="list-style-type: none"> <li>• listening and waiting for turn (Week 3)</li> <li>• thinking before acting and resisting temptations (Week 5)</li> <li>• waiting for desired object (Weeks 6 –7)</li> </ul>
APL3.5. Persisting and problem-solving	
APL4. Behavioral Self-Regulation	ELM promotes children's self-control of behaviors
APL4.1. Managing actions and behaviors	<ul style="list-style-type: none"> <li>• understanding reasons for rules and routines (Week 2)</li> <li>• listening and waiting for turn (Week 3)</li> <li>• thinking before acting and resisting temptations (Week 5)</li> </ul>
<b>Social and Emotional Development</b>	<b>Social-Emotional</b>
SED1. Positive Self-Concept	ELM promotes children's personal responsibility
SED1.1. Developing self-awareness	<ul style="list-style-type: none"> <li>• how to make good choices (Self-Regulation-Week 5)</li> <li>• decision-making (Week 33)</li> <li>• setting goals (Week 32).</li> <li>• acting responsibly (Weeks 34-36)</li> </ul>
SED1.2. Developing self-confidence	
SED1.3. Becoming autonomous and independent	
SED2. Emotional Competence	ELM promotes children's emotional knowledge and perspective-taking
SED2.1. Seeing and naming emotions in self and others	ELM introduce a wide range of emotions one at a time beginning in Week 10 by: <ul style="list-style-type: none"> <li>• identifying feelings in self and others</li> <li>• learning a label for an emotion (facial expressions/body postures)</li> <li>• help children talk about how they feel on the inside</li> <li>• how others might feel</li> <li>• creating and using feeling faces (Week 11)</li> <li>• what another person might be feeling and thinking (week 28-31)</li> </ul>
SED2.2. Expressing emotions	
SED2.3. Communicating feelings, wants, and needs	
SED2.4. Regulating emotions	
SED2.5. Showing care and concern for others	
SED3. Interacting with Others	ELM promotes children's relationship skills, including social problem-solving skills
SED3.1. Developing relationships with adults	ELM promotes important aspects of getting along with others: <ul style="list-style-type: none"> <li>• initiating play (Weeks 1–2)</li> <li>• sharing and taking turns (Week 3)</li> <li>• cooperating (Week 4)</li> <li>• social problem-solving (Weeks 5–6)</li> <li>• helping others (Week 7)</li> <li>• being friendly (Week 8)</li> <li>• offering compliments (Week 9)</li> </ul>
SED3.2. Developing relationships with other children	
SED3.3. Engaging in cooperative play	
SED3.4. Solving social interaction problems	

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Communication, Language and Literacy Development	Language/Literacy
CLLD1. Communication	ELM supports children's understanding and use of oral language including vocabulary in multiple ways. Examples of these supports include: opportunities for children to follow directions; naming and labeling objects, people, and events; and engaging in back-and-forth conversations. ELM encourages staff to ask children questions during ELM activities to help children to focus on the topic, recall, and to engage in high-level thinking (e.g., thinking about why or how certain things work).
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	ELM curriculum uses a shared book reading approach to encourage active engagement of book's text and illustrations. ELM uses repeated reading of the same book to strengthen children's understanding, comprehension, and interpretation of the book's basic information.
CLLD2.1. Paying attention to print as meaningful	ELM promotes children's print knowledge beginning in Week 1 by introducing parts of a book and how books work. Activity plans also describe how words form sentences in Week 7.
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts	ELM curriculum uses a shared book reading approach to promote children's oral language including vocabulary knowledge as well as understanding, comprehension, and interpretation of book text and illustrations beginning in Week 2. Additionally, ELM provides 18 additional Repeated Reading Activity Plans for staff to implement with children.
CLLD2.3. Learning spoken language is composed of smaller segments of sound	<p>ELM promotes children's phonological awareness moving from larger to smaller units of sounds in words.</p> <ul style="list-style-type: none"> <li>• rhyming words: B-at and C-at (Week 4, Day 2)</li> <li>• compound word: Foot-ball (Week 8, Day 2)</li> <li>• syllables: Ma • de • line (Week 13, Day 2)</li> <li>• initial sound: /h/, /h/, /h/, /h/, Hunter (Week 17, Day 2)</li> <li>• body-coda: Ha-t (Week 24, Day 2)</li> <li>• onset-rime: F-ox (Week 28, Day 2)</li> <li>• final sound: Bed (Week 33, Day 2)</li> </ul>
CLLD2.4. Learning how letters and print work to create words and meaning	<p>ELM promotes letter knowledge by introducing one letter each week beginning in Week 7.</p> <p>For each letter, children are invited to:</p> <ul style="list-style-type: none"> <li>• search for the letter in the child's first name and another child's name;</li> </ul>

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	<ul style="list-style-type: none"> <li>• identify the name of several pictured items that begin with the letter;</li> <li>• find the letter in the classroom;</li> <li>• think of other words that begin with the letter;</li> <li>• connect the letter to the first letter of a word emphasized in other learning activities during or near the week the letter is introduced;</li> <li>• learn the letter's name, sound, and shape (both uppercase and lowercase);</li> <li>• write as much of the letter as possible with the help of a letter card.</li> </ul>
CLLD3. Foundations of Writing	<p>Writing is a central part of activities and center activities included in many activity plans. ELM recommends the following teaching practices:</p> <ul style="list-style-type: none"> <li>• Establish a routine of children signing in for program attendance or signing up for a center or job on the job chart.</li> <li>• Encourage children to write their names on their work.</li> <li>• Provide regular opportunities (at least once or twice a week) for children to write and draw in their journals. Writing topics might include writing/drawing an idea from a book or an experience during a field trip.</li> <li>• Provide meaningful reasons for children to write, such as writing a note to a parent or peer.</li> </ul>
CLLD3.1. Drawing, scribbling, and writing to communicate	Children are introduced to the use of a science journal for learning how to represent and record what they observe beginning in Week 14.
CLLD3.2. Developing writing habits and skills	Activity plans consistently describe and demonstrate two ways to write a letter—uppercase and lowercase—and explain that an uppercase (big) letter is used at the beginning of a name beginning in Week 7
CLLD3.3. Handling writing tools	<p>ELM recommends the following classroom arrangements:</p> <ul style="list-style-type: none"> <li>• Provide a distinct area for writing that is not used for other purposes. Include varieties of paper and writing tools, such as pencils, markers, colored pencils, chalk, and a whiteboard. Include one or more alphabet books in the writing area.</li> <li>• Provide writing materials in key areas, such as dramatic play (examples: order pads for a restaurant, prescription pads for a doctor's office).</li> <li>• Display children's writing attempts in the classroom.</li> </ul>

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Health and Physical Development	Physical/Health
HPD1. Using Senses	ELM promotes the use of the five senses—seeing, hearing, touching/feeling, tasting, and smelling— as ways to learn about something in multiple areas of development including Language/Literacy, Science.
HPD1.1. Learning through all senses	<ul style="list-style-type: none"> <li>• several sounds and sequence of sounds (Language/Literacy - Weeks 2-3)</li> <li>• understanding and using the five senses to promote inquiry skills (Science – Weeks 8–9)</li> </ul>
HPD2. Gross Motor	ELM promotes gross motor movements by introducing and practicing through games in the area of Physical/Health.
HPD2.1. Developing large muscle control	<ul style="list-style-type: none"> <li>• galloping (Week 6), hopping (Week 7), balancing (Week 8)</li> <li>• combination of physical movements (Week 22)</li> <li>• kicking and throwing a ball (Week 31)</li> </ul>
HPD2.2. Exploring the environment	<ul style="list-style-type: none"> <li>• moving our body, or part of our body, from one place to another place (Week 4)</li> <li>• walking and marching (Week 5)</li> </ul>
HPD3. Fine Motor	ELM's promotion of fine motor development occurs in multiple areas of development including Mathematics, Language/Literacy and Physical/Health.
HPD3.1. Using eyes and hands together	<ul style="list-style-type: none"> <li>• making patterns with blocks, beads (Mathematics - Weeks 19 and 20)</li> <li>• using clothespins or fingers to pick up objects (Physical/Health - Week 25)</li> </ul>
HPD3.2. Developing small muscle control	<ul style="list-style-type: none"> <li>• holding up a specified number of fingers (Mathematics – beginning Week 1)</li> <li>• using drawing/writing tools (Science – beginning Week 14; Creative Expression Weeks 6 and 7; Language/Literacy - beginning Week 7)</li> </ul>
HPD4. Physical Health and Self-care	Children are introduced to basic care practices that contribute to healthy bodies and a broad range of ways to stay safe.
HPD4.1. Taking care of daily health needs	<ul style="list-style-type: none"> <li>• handwashing (Week 1)</li> <li>• brushing teeth (Week 11)</li> <li>• visiting a healthcare provider and dentist (Week 34)</li> </ul>
HPD4.2. Adopting safe behaviors	<ul style="list-style-type: none"> <li>• not getting hurt or sick or into danger (Week 3, Day 4)</li> <li>• germs and how not to spread germs (Weeks 1 and 2)</li> <li>• what to do during classroom emergencies (Week 3),</li> <li>• keeping safe while riding a bike and in a vehicle (Week 27)</li> </ul>

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	<ul style="list-style-type: none"> <li>the importance of protecting our skin from sun (Week 33)</li> </ul>
HPD4.3. Eating with healthy habits	<ul style="list-style-type: none"> <li>eating nutritious foods (Weeks 19–20 and 24–25)</li> </ul>
HPD4.4. Developing healthy habits for rest and sleep	<ul style="list-style-type: none"> <li>rest and sleep (Week 13)</li> </ul>
<b>Cognitive Development</b>	<b>Science/Social Studies/Mathematics/ Creative Expression</b>
CD1. Science: The Natural and Physical World	<p>ELM promotes children's knowledge of the natural and physical world across a series of skills and topics with in the areas of Science and Social Studies.</p> <p>Skill/topics include:</p>
CD1.1. Paying attention to the natural world	<ul style="list-style-type: none"> <li>Science: Knowledge of <ul style="list-style-type: none"> <li>living things (Weeks 13 and 14),</li> <li>life cycles (Weeks 19–23),</li> <li>animal habitats (Weeks 26–28 and 32–34),</li> <li>earth and space (Weeks 37-39 and 42-44)</li> </ul> </li> <li>Social Studies: Knowledge of physical environments including <ul style="list-style-type: none"> <li>geography (Week 19),</li> <li>types of homes (Week 10),</li> <li>neighborhood (Week 13)</li> </ul> </li> </ul>
CD1.2. Testing questions and ideas	<ul style="list-style-type: none"> <li>Science: Inquiry skills of observing, comparing, experimenting, measuring (Weeks 3 and 4)</li> </ul>
CD2. Social Science: People, Community, and Culture	<p>ELM promotes children's positive sense of self, respecting individual and family differences; knowledge of social and physical environments, and concepts of time in the area of Social Studies.</p>
CD2.1. Learning about ways that people interact	<ul style="list-style-type: none"> <li>how people live, work, and get around in different communities (beginning Week 16)</li> <li>community helpers (Week 22-23)</li> <li>how communities work (rules –Week 26) (news- Week 27)</li> </ul>
CD2.2. Understanding relationships and connections	
CD2.3. Learning about differences	<ul style="list-style-type: none"> <li>differences in individuals' physical characteristics: <ul style="list-style-type: none"> <li>full body (Week 1)</li> <li>disabilities (Weeks 3 and 4)</li> </ul> </li> <li>similarities and differences in families (Week 5),</li> <li>special family activities (Week 6),</li> <li>Family differences (Week 9)</li> </ul>

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CD3. Mathematics	The ELM curriculum promotes children's understanding of mathematics in four skill areas 1) number knowledge, 2) geometric and spatial knowledge, 3) pattern knowledge and 4) measurement knowledge.
CD3.1. Comparing numbers, counting, and recognizing quantities	<ul style="list-style-type: none"> <li>• identify the written number that tells the number of dots on a card (Week 13)</li> <li>• counting small sets of items (Week 1) and larger quantities (Week 16)</li> <li>• identify the quantity in a group of counters without counting (Week 3)</li> <li>• last number tells "how many" (Week 11)</li> <li>• adding "one more" counter above each number on a number list (Week 21)</li> </ul>
CD3.2. Understanding number relationships and solving problems using operations	
CD3.3. Geometric thinking and spatial reasoning	<ul style="list-style-type: none"> <li>• recognize (characteristics) and label (find) shapes (Week 4)</li> <li>• create basic shapes (Week 5)</li> <li>• combining shapes (Week 9)</li> </ul>
CD3.4. Sorting, classifying, and patterning	<ul style="list-style-type: none"> <li>• sorting shapes by size (Week 10)</li> <li>• understanding patterns (Week 14)</li> <li>• creating patterns (Week 15; Week 19)</li> </ul>
CD3.5. Describing, comparing, and measuring	<ul style="list-style-type: none"> <li>• comparing height (Week 24), weight (Week 25), and length (Week 26)</li> <li>• using hands (Week 24) and rulers to measure (Week 25)</li> </ul>
CD4. Fine Arts	ELM provides opportunities for children to learn about and engage in creative expression in art, music, drama, and dance.
CD4.1. Exploring and expressing ideas through movement and dance	<ul style="list-style-type: none"> <li>• understanding and doing different types of movements (Week 11)</li> <li>• dancing to music (Weeks 24)</li> <li>• creating dance movements (Week 25)</li> </ul>
CD4.2. Learning about and through music	<ul style="list-style-type: none"> <li>• understanding and using musical instruments including voices to make music (Weeks 16-18)</li> </ul>
CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts	<ul style="list-style-type: none"> <li>• imitating people, animals, characters in a story (Weeks 29 and 30)</li> <li>• using props such as puppets, costumes to tell stories (Weeks 31, 41 and 42)</li> </ul>
CD4.4. Using visual arts media to express thoughts and feelings	<ul style="list-style-type: none"> <li>• create own art using different tools and media (Weeks 6, 7, and 36)</li> <li>• use own artwork to tell a story (Week 50)</li> </ul>