



***What children, birth to five,  
should know and be able to do***



*Connecticut's Early Learning and Development Standards  
were developed to help families, communities and schools  
work together to support children's early learning and growth.*



*April 2014*

*Photos taken at the Connecticut Early Childhood Block Party in Hartford's Bushnell Park on August 24, 2013, courtesy of Leah Grenier (cover photo and pages 4, 5, 6 and 10)*

*CT ELDS logo design by Andrea Wadowski, Connecticut State Department of Education.*

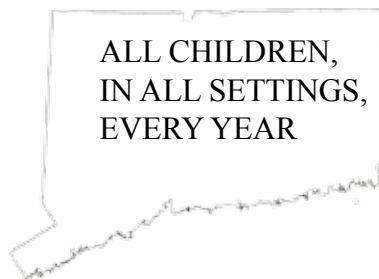
*Document design and layout by EASTCONN Communications, Hampton, Connecticut.*

I am pleased to introduce the Connecticut Early Learning and Development Standards (CT ELDS) which serve as the foundation for supporting ALL young children in Connecticut, no matter where they live, play and learn. The CT ELDS are statements of what children from birth to age five should know and be able to do across the earliest years of development.

The learning progressions within the Connecticut Early Learning and Development Standards promote:

- Equity for all children, through the setting of high, but appropriate, expectations;
- High-quality early learning experiences, by providing clear goals and trajectories of learning;
- Provision of individual support, based on each child's growth and development;
- Families' understanding of what their children are learning and how they can support them;
- Teachers' understanding of age-appropriate content and approaches to children's learning; and,
- Communication across sectors, based upon these common goals for children.

The CT ELDS were developed through the work of the Connecticut Early Childhood Education Cabinet and its Learning Standards Workgroup. In addition, over 100 state and national experts participated in some way during the development process, helping to ensure a strong and comprehensive set of learning standards.



Connecticut's vision is that all young children will have high-quality learning experiences, across all types of settings, and that children's growth and development will be supported across every year of their lives. The CT ELDS serve as a foundation for achieving this vision as they provide the basis for planning learning environments, supporting individual children and communicating around common goals.

A handwritten signature in black ink, appearing to read "Myra Jones-Taylor". The signature is fluid and cursive, with a large, stylized "M" and "J".

Myra Jones-Taylor, Ph.D.  
Executive Director, Connecticut Office of Early Childhood

# Table of Contents



Guiding Principles .....	pages 5-6
Organization of the Document.....	pages 7-9
Fostering Competent Learners — Essential Dispositions .....	page 10
Domain Wheel .....	page 11
Action Guides: What Can I Do to Support Early Learning and Development? .....	pages 12-20
The Early Learning and Development Standards	
Cognition .....	pages 22-25
Social and Emotional Development .....	pages 26-30
Physical Development and Health.....	pages 31-34
Language and Literacy .....	pages 35-40
Creative Arts .....	pages 41-43
Mathematics.....	pages 44-46
Science.....	pages 47-49
Social Studies .....	pages 50-51
Dual Language Development Framework .....	pages 52-54
Appendix	
A: CT ELDS to Common Core State Standards Alignment — ELA.....	pages 55-58
B: CT ELDS to Common Core State Standards Alignment — Mathematics ...	pages 59-61
C: Connecticut Early Learning & Development Standards (CT ELDS)	
Development Process.....	pages 62-64
D: CT Early Childhood Education Cabinet:	
Early Learning Standards Workgroup.....	page 65
E: Alignment, Drafting and Revision Process Participants.....	pages 66-67
F: References.....	pages 68-71

## Guiding Principles

All children benefit from rich learning environments in homes, communities and early care and education settings. Connecticut's Early Learning and Development Standards provide the basis for supporting children's growth and development across settings. The following principles guided the work on the early learning and development standards.

The guiding principles are grouped into four broad categories: Young Children, Families, Early Learning Environments and Communities. The first category, Young Children, addresses what is known about young children's learning and development. The other categories address the roles and responsibilities of families, early childhood environments and communities in supporting children's health, learning and development.

These principles must be considered when this document is used to support children in any early learning environment. Although this document articulates learning standards for children from birth to age 5, these same principles apply throughout the early elementary years.

### Young Children:

- **Are capable and competent.** All children are capable of achieving positive early learning and developmental outcomes. There should be high expectations for all young children, regardless of their background, experience, language or developmental status.
- **Learn best when their basic needs are met.** Basic needs of young children include health (physical, mental and oral), safe and nurturing environments, positive social relationships, a sense of belonging and sound nutrition. If these basic needs are not met, a child's growth and development will be affected.
- **Are unique in their growth and development.** Each child will demonstrate knowledge, skills and abilities within a broad

range at any point in time. All children within an age range should not be expected to gain a particular skill at the same time. Variation in the growth and development of skills and competencies applies to all young children regardless of age, ability, developmental status or special health care needs. Respect and support for individual differences in achieving learning outcomes should be a cornerstone of early learning.

- **Develop and learn within the context of their family and culture.** Each child's family and culture lays the foundation of who they are and how they learn and grow.



### Families:

- **Are the primary caregivers and educators of young children.** Families lay the foundation for their children's success, through their relationship with their children and by providing experiences that are critical for their children's growth and development.
- **Are critical partners in all early learning environments.** It is important for families to be actively engaged with their child's early care and education. Ongoing communication and an active partnership are necessary to ensure positive outcomes; therefore, families must be supported as partners in all early learning environments.



### Early Learning Environments:

- **Support young children to learn in the context of relationships.** Positive interactions and sustained relationships with family members, caregivers, teachers and other children provide the foundation for learning. Every child, including those with social, emotional or behavioral challenges, should be provided the supports and services necessary to promote ongoing positive relationships with peers and adults.
- **Reinforce the importance of the cultural context of young children, families and communities.** Cultural context influences behavioral expectations, personal preferences, relationships and sense of self. It is imperative that each child's culture be respected and honored.
- **Provide opportunities for active exploration.** Young children construct their own understanding of the world around them through exploration and engagement with a variety of materials, experiences and interactions with both peers and adults. Every child should be provided the opportunity to actively explore, engage and interact by providing the supports necessary to ensure a child's full and active participation within an environment.
- **Provide meaningful inclusion of children with special needs.** Participation in these inclusive settings may require individualized modifications, adaptations and/or support services designed to provide each child with opportunities to benefit from inclusion in an early learning environment.

- **Provide experiences that are relevant and integrated across domains of development.** Developmental domains and content areas are highly interrelated. Children learn best when experiences incorporate multiple domains. Children with special health care needs, delays or disabilities should be provided the individualized supports needed to promote positive developmental outcomes in all areas.
- **Intentionally promote the development of skills and knowledge.** Planning and decision-making should be based upon research and best practices related to how young children grow and develop.
- **Provide opportunities for children to benefit from diversity.** Diversity (e.g., culture, ability, socioeconomic status, family constellation) provides opportunities for children to learn about the broader world.
- **Support children's language development in their primary language.** Children's success in their primary language supports their growth and development across all domains, including acquisition of a second language. Early learning environments may provide opportunities for children to use their primary language and should support families in speaking and reading to their children in the language(s) they prefer.

### Communities:

- **Believe that all children deserve high-quality early learning experiences.** They value families and invest in systems that support young children, families and early learning environments.
- **Offer a variety of resources that support early growth and development.** Thriving communities provide supports for children and families, including medical, social and educational opportunities for children, families and caregivers.
- **Strategically plan to meet the needs of children and families.** They plan together using information relevant to the unique circumstances in their community. This includes facilitating smooth transitions within and between programs and settings.

## Organization of the Document

Connecticut's Early Learning and Development Standards are statements of what children should know and be able to do from birth to age 5. These guidelines are intended to inform families, teachers, caregivers and other professionals about common developmental and learning progressions, so that they can work together to better support children's early learning and growth. These standards are intended to serve as a guide for considering the steps in children's development and to plan ways to support children in continued growth.

### Domain Action Pages: What Can I Do to Support Early Learning and Development

For each area of development (domain) there is a general information page that includes a brief description of the domain and strategies to support infants and toddlers as well as preschoolers.

### The Standards

The CT ELDS are organized by domain. There are eight domains in the document: Social and Emotional Development, Physical Health and Development, Language and Literacy, Creative Arts, Mathematics, Science, Cognition and Social Studies.

**Domain:** A general area of growth and development

**Strand:** Sub-categories within each domain

**Learning Progressions:** A series of skills and abilities that build upon each other as children grow and learn

**Indicators:** Examples of what children should know or be able to do at the end of each of the age ranges along the learning progression

**Numbering:** Each strand is assigned a letter designation within a domain. The indicators are numbered, using an abbreviation for the domain name, the number corresponding to the age in months at the end of the age range and the number of the indicators in sequence for that age range. For example, L.24.3 refers to 3<sup>rd</sup> indicator for the 18-24-month range in the Language and Literacy Domain.

### Age Ranges

The CT ELDS are grouped into age ranges, with the examples representing skills, dispositions or knowledge typical for the end of the age range for each domain. However, children develop at varying rates and may not demonstrate every example included in the CT ELDS or may demonstrate them with some variation in timing. While a pattern of skills that is not consistent with a child's age may raise some questions, the CT ELDS is not a screening or assessment tool. Concerns about a child's development may suggest a referral for further assessment or possible support services; however, this document is not designed as a tool for identifying children for referrals, services, or to make decisions about appropriate programs or placements. Instead, this tool is designed to support caregivers and professionals as they consider precursors and next steps, and to determine the environmental supports, activities and adult strategies that will help children to grow and learn.



Creative Arts				
Age Range	0-6 months	6-12 months	12-18 Months	18-24 Months
Learning Progression	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>
Strand: Early learning experiences will support children to engage in and enjoy the arts.				
Music	CA.6.1 React to music by turning to a sound source, cooing in response, wiggling or moving, soothing one's self, etc.	CA.12.1 Show interest in singing, moving, and dancing, using their body	CA.18.1 Use instruments to explore rhythm and melody	CA.24.1 React to changes in music by joining in with more extended segments of familiar music, using voice, physical gestures and/or instruments

### Integrated Learning

The domains and strands within the CT ELDS reflect common areas of research and evidence-based practices. Although you may see other documents or resources that break down what children should know and be able to do into categories different from the CT ELDS, the structure and content of these standards are consistent with what is known about child development.

Children do not learn skills in these domains, strands or learning progressions in isolation, but it is helpful to think about growth across these areas to make sure that support is provided for the wide variety of skills children are learning. When planning early learning experiences, families and early care and education professionals should consider what is meaningful and engaging for young children and how skills from a variety of areas can be integrated into children's play.

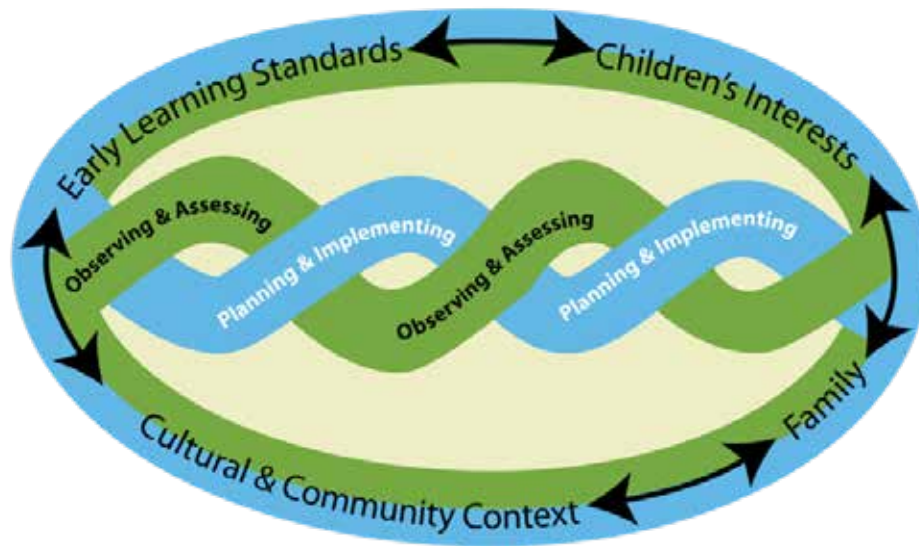
### Supplemental Dual Language Development Framework

In addition to the information for each domain, this document includes a Supplemental Dual Language Development Framework for use in supporting children who are learning multiple languages. This supplement is not applicable to all children, but rather is designed to raise awareness of the typical stages of acquiring a second language.

### Intentionally Supporting Growth and Development

The CT ELDS provide the basis for planning learning environments, supporting individual children and communicating around common goals. They do not exist in isolation and must be used in conjunction with guidance on effective strategies and/or appropriate assessment tools. A cycle of intentional teaching is composed of planning experiences to support children's development, gathering information about how they are progressing and adjusting what is being done to support them based upon this information.

## The Cycle of Intentional Teaching



All adults who support young children are “teachers,” although their planning, observation and assessment may involve differing levels of detail. Teachers in a classroom environment might develop detailed learning experience plans and use formal assessment tools. A family is also engaging in a cycle of intentional teaching when they take their child to the playground to develop gross-motor skills, observe that she cannot yet climb the stairs to the slide and then help her learn this skill. By being intentional, adults can make sure that they are supporting children in meaningful ways.

### Assessment

An assessment tool aligned to the CT ELDS should be used to determine how children are progressing across these domains of development. Two types of tools, with different purposes, are appropriate for use in conjunction with the CT ELDS:

**Developmental Screenings** are tools designed to be brief surveys of children’s abilities and are used to determine if further assessment is necessary. (Note: The Ages and Stages Child Monitoring Program offers a developmental screening process that can be accessed by calling the Child Development Infoline at 1-800-505-7000.)

**Formative Assessments** are tools designed to determine how children are progressing in the development of certain abilities, so that further support can be planned (e.g., curriculum, instruction, family activities and adult support).

The CT ELDS are not a screening or assessment tool.

### Communication

Communication between all of the adults supporting children is critical. The CT ELDS provide a common language to communicate about children’s skills and progress and to plan supports. The Action Guides include general information about each area of development and evidence-based strategies to support infants and toddlers and preschoolers. The more detailed strands and learning progressions for each domain will support more in-depth discussion and planning.

By using these CT ELDS as part of a thoughtful process, families and early care and education professionals can work together to ensure that children are eager and ready to learn and grow.

## Fostering Competent Learners: Essential Dispositions



**Across all ages and domains, early learning experiences will support children to:**

### ■ **Be creative**

Support young children's growth and development by encouraging creative thinking and novel approaches to solving problems. Children should have opportunities to create, express themselves in a variety of ways and approach problems from new perspectives. The focus of early learning experiences should be on the process instead of the product, promoting learning, exploring and thinking over achieving a specific result or answer.

### ■ **Be inquisitive**

Encourage children to explore, seek new information and ask questions. Children should feel comfortable questioning information, testing out new ideas and simply playing with materials

in new and unusual ways. Those supporting young children's growth and development should create safe environments in which children can explore and experiment.

### ■ **Be flexible**

Foster children's ability to adapt to new situations, to be flexible in their responses and to actively engage in new environments. Exposure to new ideas, environments and situations in meaningful ways can promote resilience.

### ■ **Be critical thinkers**

Encourage children to use critical thinking skills to help them organize and use the great amount of information available today. Those supporting young children's growth and development should promote an understanding of the concepts behind specific skills (e.g., understanding quantity as well as learning the sequence of counting), provide opportunities to engage in higher-order thinking skills and encourage children to question the accuracy of information they receive.

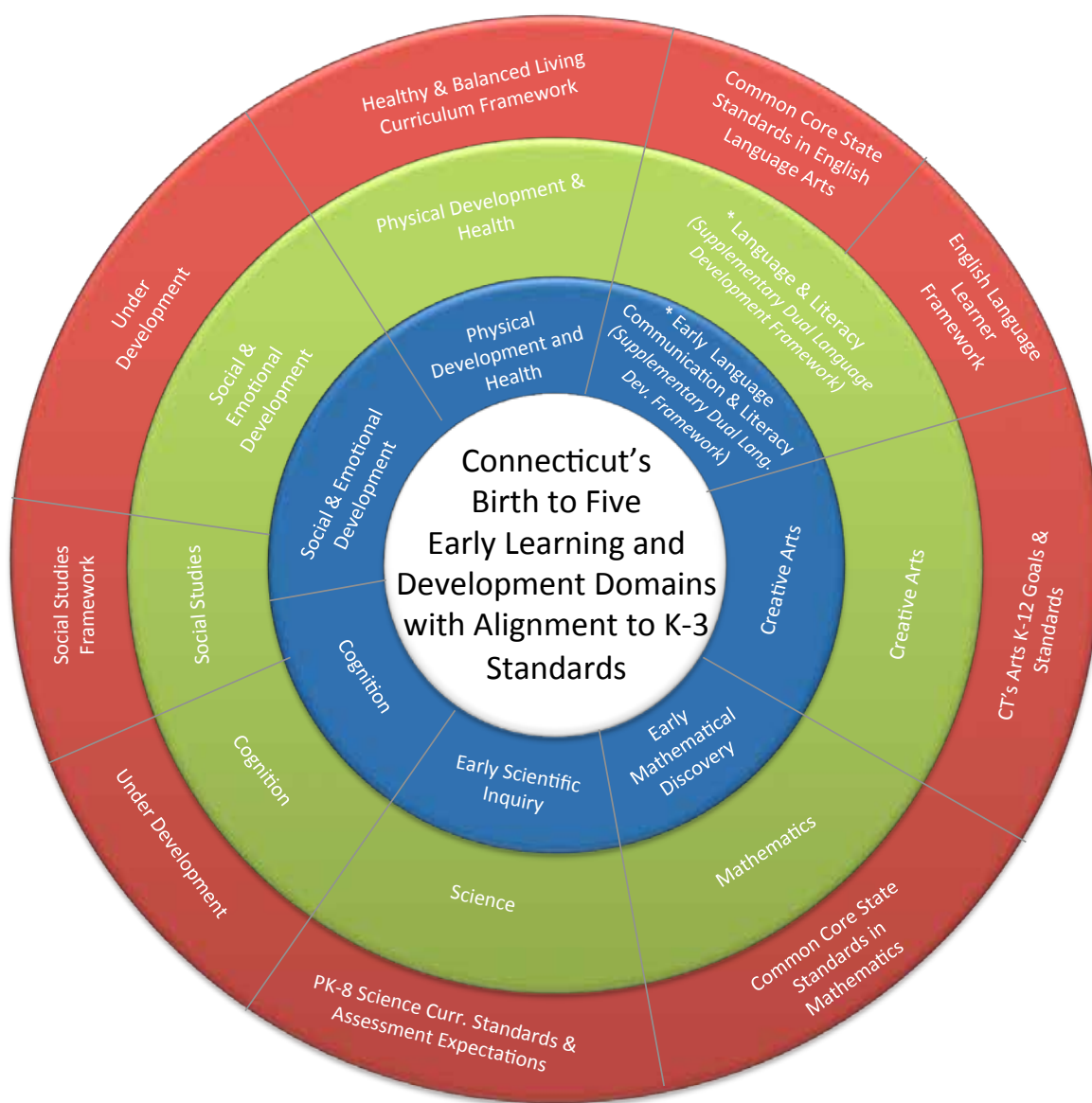
### ■ **Be purposeful and reflective**

Promote children's engagement in purposeful action. Very young children should be actively involved in play and will benefit from reminders of the results of their actions. Three- and four-year-olds should play an active role in planning experiences, setting goals and celebrating accomplishments. They should be encouraged to be reflective and to learn from mistakes.

### ■ **Be social learners**

Social interactions form the basis for children's learning. Encourage children to interact with adults and peers, ask questions and jointly solve problems. Those supporting young children's growth and development should provide opportunities to learn through cooperative experiences with adults and children.

# Domain Wheel



\*The supplemental Dual Language Development Framework applies to children learning multiple languages. Early learning environments must respect family language preference and honor children's development in their primary language and promote continued bi-lingual development.

**Action Guides:  
What Can I Do  
To Support  
Early Learning  
and Development?**



## Cognition

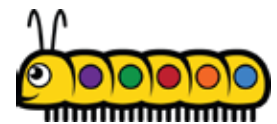
Making sense of the world, staying with something  
and working hard to solve problems



### What adults can do...

#### Encourage

- Exploring
- Asking Questions and Making Choices
- Pretending and Having Fun
- Remembering
- Trying New and Difficult Things



#### Infants and Toddlers

**Pretend with your child.** Pretend a banana is a phone or feed a doll.

**Give your child choices.** Let your child choose a snack or what to wear.

**Give your child lots of different experiences.** Explore your neighborhood parks, libraries and museums. Play with things that are used in different ways (to make sounds, build, etc.)

**Show your baby how things work.** “Look at how the car rolls.”

**Play games that involve back-and-forth.** As your child gets older, help them wait for a short time.

#### Preschoolers

**Use everyday routines to notice patterns.** Point out familiar routines (first we wash hands, then we eat).

**Sort and categorize throughout the day.** Picking up toys and laundry are great sorting activities.

**Wonder with your child.** “I wonder if it’s going to rain today.” Encourage your child to ask questions.

**Point out and use symbols.** Encourage your child to recognize and name signs and symbols.

**Support your child to finish things they start.** Help them plan and stick with things for longer periods of time.

## Social & Emotional Development

Understanding yourself, your feelings and how to play with other people



### What adults can do...

#### Encourage

- Caring
- Affection
- Relationships
- Safety and Security

#### Infants and Toddlers

**Spend time holding, talking and playing with your baby.** Caring contact builds a strong relationship.

**Comfort your baby when he cries.** This helps your baby feel secure and learn how to calm down.

**Talk about your baby's actions, feelings and body.** This will help your baby learn about themselves.

**Have family routines.** Routines help babies feel safe.

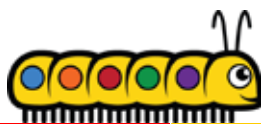
#### Preschoolers

**Let your child do some things on their own.** Support them to do new things and solve problems.

**Talk to your child about feelings.** Help them find ways to calm themselves.

**Help your child understand routines.** Be sure to say goodbye when you leave your child.

**Make time to play with other children.** Go to the park, have playdates or join a playgroup.



## Physical Health & Development

Learning to take care of yourself and to do things with your body and hands so that you grow strong and healthy



### What adults can do...

#### Encourage

- Healthy Eating
- Physical Activity
- Helping with Self-care

#### Infants and Toddlers

**Lay your baby on their tummy while they are awake.** “Tummy time” helps build strong muscles.

**Talk while you take care of them.** Have them be a part of healthy routines such as waking up, eating and dressing.

**Encourage exploring objects with their hands.** Give them small, but safe, items to use with their hands.

**Make sure they are healthy.** Children who get enough rest and healthy food learn better.

#### Preschoolers

**Find a time and place for your child to run and play.** Running, jumping and climbing help build strong muscles and bones.

**Have your child take part in self-care.** Talk to them about why being clean is important; show them how to use buttons and zippers, etc.

**Offer your child healthy food choices.** Talk about healthy food and eating a variety of good things.

**Make sure they get enough rest.** Preschoolers need 11-13 hours of sleep each day to stay healthy and learn.



## Language & Literacy

Communicating using your body, language, signs and written communication



### What adults can do...

#### Encourage

- Interacting with people
- Gesturing, making noise and talking
- Enjoying books, songs and writing
- Expressing ideas, needs and feelings
- Writing

#### Infants and Toddlers

**Share books everyday.** Read stories at bedtime or when riding on the bus.

**Talk and sing with your baby.**  
Encourage them to “sing” and “talk” too.

**Respond to your baby’s noises.**  
Repeat the noises they make or comment, “You sound happy.”

**Help them learn new words by naming and describing what you see.** “I see a shiny, silver mirror.”

**Read books to your child  
EVERY DAY!**

#### Preschoolers

**Show interest in what your child is saying.** Look at them when they talk and comment on what they’re saying.

**Ask questions that make them think.**  
When reading a story ask, “What do you think will happen next?”

**Talk to your child about what happens during the day.** Talk about what you do together and ask about what happens when you are apart.

**Let them practice “writing.”** Ask them to draw a picture or make a list, even if they use shapes instead of letters.

**Read books to your child  
EVERY DAY!**



## Creative Arts

Enjoying music, dance and art and expressing yourself in these ways



### What adults can do...

#### Encourage

- Listening and dancing to music
- Describing art and music
  - Looking at pictures
  - Being creative
- Making music and art

#### Infants and Toddlers

**Play music for your child.** Describe the music and how it makes you feel.

**Sing to your child.** Move to the music while you're singing.

**Show your child pictures.** Talk about the picture, what's in it, its colors, the shapes...

**Encourage your child to create.**  
Give children art supplies that are appropriate and safe.

#### Preschoolers

**Display your child's art work.** Talk about what they did to make it.

**Give your child space to move to music.**  
Play music with different beats and styles.

**Encourage your child to be creative.**  
Don't worry about what the project looks like.

**Expose them to the arts.** Watch dancing, look at paintings, listen to music, read books about art, theater and music.



## Mathematics

Understanding numbers and how to use them,  
counting, patterns, measuring and shapes



### What adults can do...

#### Encourage

- Counting
- Measuring
- Comparing

#### Infants and Toddlers

**Use words that describe how much.**

Talk about wanting more or having one or two of something.

**Talk about shapes.** Describe everyday things such as food, toys, or household items, saying things like, “Your plate is a circle.”

**Compare sizes.** Use words such as big, little, long and short.

**Use math words.** Talk about adding one, taking away, dividing something.

#### Preschoolers

**Count things.** Count how many steps it takes to get somewhere, how many pieces of fruit you buy at the store, etc.

**Cook together.** Let your child help measure and count what goes into the recipe.

**Sort and match.** Match clothes, sort silverware, play with shape sorters.

**Compare size, shape and position.** Talk to your child about where things are, measure and compare sizes and talk about the shape of everyday items.



## Science

Understanding the world around us,  
including living things, the earth and space and energy



### What adults can do...

#### Encourage

- Exploring
- Experimenting
- Investigating
- Learning about Living Things

#### Infants and Toddlers

**Be excited about their discoveries.**

Point out the things they see, hear or feel. “You saw the bird fly down from the nest to get food for its babies! Wasn’t that exciting?”

**Answer their questions.** Encourage them to ask about things they want to know.

**Make sure they have many different kinds of experiences.** Find opportunities to explore new places, see nature and investigate.

#### Preschoolers

**Give them toys that they can use to explore.** Boxes, balls, ramps, bubbles, magnets, containers, magnifying glasses, etc.

**Grow things.** Plant seeds and talk about what will happen and what seeds need to grow.

**Go outside.** Look at the sky, trees, plants, animals...collect things and talk about them.

**Ask questions.** “What do you think will happen next?” “What do you see?”



## Social Studies

Understanding the world and knowing about the people in it.  
This starts with knowing about your family, then the community and world.



### What adults can do...

#### Encourage

- Understanding family
- Hearing stories about the past
- Recognizing how people are the same and different

#### Infants and Toddlers

**Help them learn about themselves.**

Children need to learn about their own bodies, their family and their feelings so they can learn about others.

**Talk about family.** Talk about who is a part of your family and about other people's families.

**Talk about the places you go.** Children will learn about the community when you talk about the store, the library, the park, etc.

#### Preschoolers

**Point out where things are in the community.** Draw maps of your home or school.

**Talk about how people are the same and different.** Help your child to appreciate people who are different from them.

**Talk about when you were little.** Children love to hear stories and can begin to learn about time and history.

**Play "store."** Children can learn about buying and selling through play.



# **Early Learning & Development Standards**



## Cognition

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to develop effective approaches to learning.</b>							
Curiosity and Initiative	C.6.1 Use senses to explore immediate environment	C.12.1 Seek familiar people and/or objects that are not there	C.18.1 Use senses to actively investigate and explore the effects of new actions on objects	C.24.1 Explore objects, activities and environments	C.36.1 Ask questions and seek answers from a variety of sources	C.48.1 Explore and investigate a variety of experiences and topics using different materials	C.60.1 Investigate ways to make something happen
Engagement with Environment, People and Objects	C.6.2 Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment	C.12.2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults	C.18.2 Focus attention on interesting sights or sounds, often in shared experiences with adults	C.24.2 Engage in interactions and self-selected activities for increasing lengths of time	C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions	C.48.2 Maintain interest in exploring specific topics over time	C.60.2 Express interest in learning about a specific topic over time
							C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer
Eagerness to Learn	C.6.3 Laugh, babble, increase movement, and engage in repetition of a learning activity	C.12.3 Seek out new materials and experiences	C.18.3 Explore new ways to use objects and observe results	C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations	C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	C.48.3 Seek out new challenges and novel experiences	C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others
Cooperation with Peers in Learning Experiences						C.48.4 Engage in and complete learning activities with peers	C.60.5 Plan and complete learning activity with a peer
						C.48.5 Help and cooperate in group	C.60.6 Model or teach peers how to use materials or complete a task

Strand B: Early learning experiences will support children to use logic and reasoning.							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Cause and Effect	C.6.4 Show interest in the results of their actions and “accidental” discoveries	C.12.4 Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes a sound)	C.18.4 Learn by observing or listening to others and repeating their actions or verbalizations	C.24.4 Repeat actions over and over and notice results	C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes)	C.48.6 Manipulate materials and communicate about the impact of own actions	C.60.7 Try multiple uses of same materials and observe differing results
Attributes, Sorting and Patterns	C.6.5 Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects)	C.12.5 Respond to new or novel objects with interest, recognizing differences	C.18.5 Match objects that are the same (simple categorizing)	C.24.5 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest)	C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size)	C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)
						C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)
							C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, “But my dad says...”)

**Strand B: Early learning experiences will support children to use logic and reasoning (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Problem Solving	C.6.6 Sometimes will show they can solve problems by reaching for desired toys or blanket	C.12.6 Use a variety of actions to obtain desired objects  C.12.7 Solve simple manipulative challenges through observation and imitation (e.g., putting something "into a bucket")	C.18.6 Purposefully experiment with the effects of new actions upon objects  C.18.7 Utilize shapes and sorting boxes. May use trial and error to fit objects together	C.24.6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck)  C.24.7 Take things apart and try to put them back together	C.36.6 Use objects in new and unexpected ways to solve problems through trial and error  C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle)	C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful	C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)
Symbolic Representation			C.18.8 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog)	C.24.8 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll)	C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon)	C.48.10 Use or make a prop to represent an object (e.g., build a telephone)	C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)
			C.18.9 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call)	C.24.9 Act out familiar functions in play (e.g., sweeping floor, pouring milk)	C.36.9 Act out relational roles in play (e.g., mom or dad with baby)	C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter)	C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality
						C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction	C.60.14 Represent people, places or things through drawings, movements and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure)

**Strand C: Early learning experiences will support children to strengthen executive function.**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Choosing and Planning		C.12.8 Indicate preferences nonverbally	C.18.10 Indicate preferences by pointing and using one or two words	C.24.10 Indicate preferences using simple language	C.36.10 Make choices based on preferences	C.48.13 With adult assistance, choose activities and plan what to do	C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan
Task Persistence	C.6.7 Repeat actions to obtain similar results	C.12.9 Practice an activity many times until successful	C.18.11 Complete simple activities	C.24.11 Complete simple activities despite frustration	C.36.11 Complete self-selected short-term activities many times to gain mastery	C.48.14 Continue working through moderately difficult activities, despite some frustration	C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration
Cognitive Flexibility			C.18.12 Use objects in new and unexpected ways	C.24.12 Purposefully try multiple ways of using the same objects	C.36.12 Realize when something is not working and with adult assistance can try another approach	C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	C.60.17 Generate or seek out multiple solutions to a problem
Working Memory				C.24.13 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage)	C.36.13 Remember where recently used objects were placed	C.48.16 Engage in games that involve remembering (e.g., memory)	LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.")
Regulation of Attention and Impulses				C.24.14 Engage in interactions and self-selected activities for increasing length of time	C.36.14 Maintain focus on high-interest activities in the face of routine distractions	C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions	C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer
					C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time	C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting)	C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)

Social and Emotional Development							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.</b>							
Trusting Relationships	SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed	SE.12.1 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults	SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support	SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing	SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations	SE.48.1 Engage in interactions with less familiar adults	SE.60.1 Seek help and approval from a wider array of adults in trusted roles
Managing Separation	SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger	SE.12.2 Display preference for trusted adults which may include exhibiting fear and protesting at separation	SE.18.2 Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places	SE.24.2 Manage routine separations from caregivers with little distress and calm quickly after a separation	SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult	SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult	SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult
<b>Strand B: Early learning experiences will support children to develop self-regulation.</b>							
Regulation of Emotions and Behavior	SE.6.3 In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier	SE.12.3 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure	SE.18.3 Show increasing regulation through daily routines, activities and familiar adults	SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time)	SE.36.3 With adult support, use self-soothing techniques to calm	SE.48.3 Use strategies to self-soothe with limited adult support	SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family
							SE.60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state

Strand B: Early learning experiences will support children to develop self-regulation (continued)							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Regulation of Impulses and Behavior	SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed)	SE.12.4 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning)	SE.18.4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices)	SE. 24.4 Accept some redirection from adults	SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult	SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine)	SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support
		SE.12.5 Show anticipation and respond to familiar routines in their lives	SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met	SE.24.5 Is aware of typical routine and shows some understanding of rules, but may need adult support	SE.36.5 Make transitions and follow basic routines and rules with adult supervision	SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders	SE.60.6 Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)
			SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair)				SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.							
Emotional Expression	SE.6.5 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike)	SE.12.6 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing	SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction	SE.24.6 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective)	SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., “I miss my mommy. I sad,” “He mad you took his toy.” “I sad so Papa hug me.”)	SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways	SE.60.8 Describe emotions and feelings to trusted adults and peers

Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions (cotinued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Recognition and Response to Emotions in Others	SE.6.6 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces)	SE.12.7 Notice and react to feelings of others. (e.g., may frown when another baby is crying or be upset if hears yelling)	SE.18.8 Recognize basic feelings in self and others	SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset)	SE.36.7 Label a variety of emotions in pictures and others' expressions	SE.48.7 Recognize, label and respond to a wide variety of emotions in others	SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say "thank you," share with others, notice issues of fairness)
			SE.18.9 Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior		SE.36.8 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play)		
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.							
Sense of self	SE.6.7 React when hearing their own name through movement or expressions	SE.12.8 Consistently respond to their name	SE.18.10 Demonstrates self-awareness though response to name and use of "me" and "mine"	SE.24.8 Identify own family members by relationship and/or name	SE.36.9 Identify self, family members, teacher and some peers by name	SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)
	SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth	SE.12.9 Show awareness of body parts of self and others	SE.18.11 Recognize self in mirror				
Personal Preferences	SE.6.9 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person)	SE.12.10 Develop preferences for food, objects, textures. May reject non-preferred items (e.g., pushing them away)	SE.18.12 Begin to communicate own likes and dislikes	SE.24.9 Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.")	SE.36.10 May want to keep what belongs to them close by and often will not want to share	SE.48.10 Recognize and describe themselves in terms of basic preferences	SE.60.12 Describe self by referring to preferences, thoughts and feelings

Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Self-Concept and Competency		SE.12.11 Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise)	SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support	SE.24.10 Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult	SE.36.11 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them	SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks	SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials
		SE.12.12 Respond to own actions with pleasure (e.g., coos, laughs)	SE.18.14 React positively (e.g., smiles, claps) to accomplishments		SE.36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.")		SE.60.14 Show pride in accomplishments and abilities
Strand E: Early learning experiences will support children to develop social relationships.							
Adult Relationships (see note below)	SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body	SE.12.13 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling)	SE.18.15 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people	SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction	SE.36.13 Enjoy sharing new experiences with familiar adults	SE.48.12 Communicate with familiar adults and accept or request guidance	SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.
	SE.6.11 Show interest in interacting with others. May gain an adult's attention and wait for a response	SE.12.14 Notice the activity of adults and other children and attend closely					

Note: Caregivers guide children during interactions with them, as well as other adults. Therefore, these markers of social relationships with adults are highly dependent upon child temperament, the adult temperament and the adult's guidance and regulation of the interplay.

**Strand E: Early learning experiences will support children to develop social relationships (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Play/ Friendship	SE.6.12 Notice other children and may touch, smile or coo to them	SE.12.15 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble	SE.18.16 Show interest in children who are playing nearby and may interact with them briefly	SE.24.12 Show interest in what other children are doing and play alongside them with similar materials	SE.36.14 Seek out other children and will interact with other children using common materials	SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project	SE.60.16 Cooperate with peers through sharing and taking turns
					SE.36.15 Show preference for certain peers over time although these preferences may shift		SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships
						SE.48.14 Interact with a variety of children in the program	SE.60.18 Seek help from peers and offer assistance when it is appropriate
Conflict Resolution						SE.48.15 Seek and accept adult help to solve conflicts with peers	SE.60.19 Engage in developing solutions and work to resolve conflict with peers

## Physical Development and Health

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> <i>This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to develop gross motor skills.</b>							
Mobility	PH.6.1 Show head control when in any position and during transitional movement	PH.12.1 Get into sitting position on own and play while in this position	PH.18.1 Use walking as main means of mobility and pull toy when walking	PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects	PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed	PH.48.1 Walk up and down stairs alternating feet while carrying an object	PH.60.1 Alternate direction while running and stop easily without losing balance
*Children may use adaptive equipment or an assistive device to achieve independence on these indicators	PH.6.2 Roll over, usually from both directions	PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose	PH.18.2 Stand from a squat position using arms to push off floor	PH.24.2 Begin to run	PH.36.2 Walk up and down stairs alternating feet on steps with railing held		
	PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back						
	PH.6.4 Push up and support weight on forearms when on stomach						
	PH.6.5 Sit with support						
		PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help	PH.18.3 Creep up and down stairs	PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time			

**Strand A: Early learning experiences will support children to develop gross motor skills (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Large Muscle Movement and Coordination			PH.18.4 Throw ball in forward direction	PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys	PH.36.3 Catch and throw a playground ball with an adult short distance away	PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives	PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)
					PH.36.4 Jump with two feet		
				PH.24.5 Catch a large ball tossed from a short distance against their body using both arms	PH.36.5 Kick a ball in forward direction	PH.48.3 Hop on one foot	
						PH.48.4 Kick ball at target a short distance away with accuracy and speed PH.48.5 Throw small ball overhand at target a short distance away with accuracy	

**Strand B: Early learning experiences will support children to develop fine motor skills.**

Visual Motor Integration	PH.6.6 Locate an object using vision or sound, reach and grasp the object	PH.12.4 Reach into containers or reach to activate a simple cause and effect toy	PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base	PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter	PH.36.6 Use common tools that require eye-hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato)	PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)	PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)
	PH.6.7 Follow an object with eyes across body, crossing the middle	PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order)					

**Strand B: Early learning experiences will support children to develop fine motor skills (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Small Muscle Movement and Coordination	PH.6.8 Use voluntary and purposeful movements to bring hands to mouth	PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together)	PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand)	PH.24.7 Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fistful grasp	PH.36.7 Use writing tools or paint objects with some control and purpose	PH.48.7 Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft	PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar)
	PH.6.9 Bring hands together while lying on back	PH.12.7 Use index finger to poke and point and grasp small objects between thumb and fingertips					PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement

**Strand C: Early learning experiences will support children to acquire adaptive skills.**

**Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**

Feeding Routines/ Nutrition	PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon	PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/ or using eating utensils	PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common	PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance	PH.36.8 Feed self with minimal spilling	PH.48.8 Pour liquid from a small pitcher	PH.60.6 Use butter knife to spread and cut. Open most containers to remove food
Safety and Responsibility			PH.18.8 Typically respond to adult requests to stop unsafe behavior	PH. 24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter)	PH.36.9 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring other children's rule-breaking to the attention of adults	PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults	PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community

**Strand C: Early learning experiences will support children to acquire adaptive skills (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Dressing and Hygiene		PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.	PH.18.9 Show interest in doing things for self including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes	PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands	PH.36.10 Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance	PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support	PH.60.8 Typically manage own dressing, toileting and basic hygiene

**Strand D: Early learning experiences will support children to maintain physical health status and well-being.**

**Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**

Physical Health Status	Children's physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).						
Physical Activity	PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills	PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement	PH.18.10 Interact with caregivers in a variety of physical activity experiences	PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles	PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day	PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day
Healthy Behaviors	Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition				PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep	PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep	PH.60.10 Identify healthy practices including hygiene, nutrition and sleep

The language, communication, and literacy learning progressions included here are intended to represent common development of language skills in a child's primary language or modes of communication. Children who are learning multiple languages or children who are learning to communicate in modes of communication different from that of their primary caregiver may demonstrate individual variation in their progress toward these language and literacy goals. Those supporting children who are learning multiple languages may also want to refer to the supplemental Dual Language Learner Framework to be used in conjunction with considering a child's progress in their primary language or mode of communication through the use of this domain.

Early Language, Communication, and Literacy						Language and Literacy	
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>	Indicators: <i>This is evident, for example, when children:</i>
Strand A: Early learning experiences will support children to understand language (receptive language).							
Word Comprehension	L.6.1 Respond to facial expressions or voices by changing own facial expression, crying or altering movements	L.12.1 Understand that words, gestures and/or signs represent objects, people or experiences	L.18.1 Understand that words, gestures or signs stand for people, objects, or experiences that are not present	L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts
				L.24.2 Point to familiar objects, people and body parts			L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects
Language Comprehension	L.6.2 Orient to the direction of sound or visual cues	L.12.2 Can carry out simple requests (e.g., "wave bye-bye")	L.18.2 Remember language heard repeatedly in stories, poems and interactive language experiences	L.24.3 Respond to questions and follow simple directions	L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.")	L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.")
	L.6.3 React when hearing own name or to positive facial expression						

**Strand B: Early learning experiences will support children to use language (expressive language).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Vocabulary	L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate	L.12.3 Begin to use word approximations (e.g., "ma-ma" or "da-da") or conventional gestures (e.g., waving, signing "more")	L.18.3 Begin to use words or conventional gestures to communicate	L.24.4 Name familiar objects and actions; use commands (e.g., "no"), possessives (e.g., "mine") or reactions (e.g., "ow")	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
			L.18.4 Has a 20+ word vocabulary	L.24.5 Use new words frequently to talk about familiar things or activities	L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she)	L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	
					L.36.5 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run)	L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)
Expression of Ideas, Feelings and Needs	L.6.5 "Talk" to self and others using various vocalizations	L.12.4 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures	L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures	L.24.6 Use words to request objects, have needs met or gain attention	L.36.6 Use inflection in phrases or sentences to ask a question	L.48.6 Communicate about current or removed events and/or objects	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer")
					L.36.7 Comment on a variety of experiences, interactions or observations	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	

**Strand B: Early learning experiences will support children to use language (expressive language) (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Language Structure			L.18.6 Increasingly use gestures and sounds in coordination to communicate	L.24.7 Combine words and speak in short, two-word phrases such as "Me up!"	L.36.8 Use basic grammar rules including pronouns, plurals, possessives and regular past tense  Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.48.8 Use basic grammar rules including irregular past tense and questions  Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals  Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community
					L.36.9 Use speech that is mostly intelligible to familiar adults	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts

**Strand C: Early learning experiences will support children to use language for social interaction.**

Conventions of Conversation	L.6.6 Show interest in back and forth pretend games	L.12.5 Begin to understand that a conversation is about taking turns	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.10 Maintain a topic of conversation over the course of several turns	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions
			L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful				

**Strand C: Early learning experiences will support children to use language for social interaction (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Language for Interaction	L.6.7 Coo, gurgle, smile in response to stimulation and to initiate social contact	L.12.6 Enjoy opportunities to “converse” with adults in a more sustained fashion, including playing simple imitation games	L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up)	L.24.9 Answer a basic question with a word	L.36.11 Converse with adults and peers about common experiences or events	L.48.11 Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information
	L.6.8 Express pleasure as adults imitate the faces and sounds they make	L.12.7 Intentionally use gestures and/or vocalizations to regulate the behavior of others and engage in social interaction		L.24.10 Use language to express wants, needs, likes and dislikes to others			

**Strand D: Early learning experiences will support children to gain book appreciation and knowledge.**

Interest and Engagement with Books	L.6.9 Respond to music, stories and pictures shared with an adult	L.12.8 Engage with adults, showing shared attention to a book	L.18.10 Point to preferred pictures in books or texts	L.24.11 Point to named pictures; may name or comment on familiar pictures	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	L.48.12 Select fiction and non-fiction books to be read and attend with interest	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction
				L.24.12 Chime-in on nursery rhymes or repeat words or phrases from familiar stories	L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song		

**Strand D: Early learning experiences will support children to gain book appreciation and knowledge (continued)**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Understanding of Stories or Information  (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)				L.24.13 Answer simple specific questions about familiar stories (e.g., "What does the cat say?"). Ask basic questions about pictures (e.g., "Who is that?")	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text
						L.48.14 Ask and answer simple who, what, where and why questions related to story or text	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)
						L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	L.60.14 Use connections between self and character, experience and emotions to increase comprehension

**Strand E: Early learning experiences will support children to gain knowledge of print and its uses.**

Book Concepts				L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)
						L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels)	L.60.16 Know that books have titles, authors, illustrators or photographers
							L.60.17 Recognize words as a unit of print and that letters are grouped to form words
Print Concepts					L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	L.60.18 Identify some familiar printed words out of context
							L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text

Strand E: Early learning experiences will support children to gain knowledge of print and its uses (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Letter Recognition						L.48.19 Recognize some letters especially those in one's own name	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words
							L.60.21 Make some letter-sound connections
Strand F: Early learning experiences will support children to develop phonological awareness.							
Phonological Awareness					L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as "Baa-baa" or "Beep-beep")	L.48.20 Recognize rhyming words in songs, chants or poems	L.60.22 Produce rhyming words or words that have same initial sound
						L.48.21 Identify when initial sounds in words are the same	L.60.23 Recognize which words in a set of words begin with the same sound
						L. 48.212 Distinguish individual words in a sentence	L.60.24 Distinguish syllables in words
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.							
Drawing and Writing			L.18.11 Use writing tools to make scribbles	L.24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	L.48.23 Draw or "write" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end
						L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word

## Creative Arts

	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Learning Progression	<i>Indicators This is evident, for example, when children:</i>	<i>Indicators This is evident, for example, when children:</i>	<i>Indicators This is evident, for example, when children:</i>	<i>Indicators This is evident, for example, when children:</i>	<i>Indicators This is evident, for example, when children:</i>	<i>Indicators This is evident, for example, when children:</i>	<i>Indicators This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to engage in and enjoy the arts.</b>							
Music	CA.6.1 React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc.	CA.12.1 Show interest in singing, moving and dancing, using their body	CA.18.1 Use instruments to explore rhythm and melody	CA.24.1 React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments	CA.36.1 Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm)	CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music	CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song)
		CA.12.2 Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/ slow; low/high; calm/jazzy)	CA.18.2 Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures)	CA.24.2 Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding)	CA. 36.2 Respond with voice, body and/ or instruments to longer segments/or patterns of music	CA.48.2 Imitate or spontaneously sing an entire verse of song	CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)
						CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance)	CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft)
		CA.12.3 Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a sing-song manner)	CA.18.3 Imitate parts of songs with words and/ or gestures	CA.24.3 Repeat words to songs, song gestures and/or sounds (pitches)	CA.36.3 Repeat parts of simple songs	CA.48.4 Spontaneously sing songs and/or participate in songs with gestures	CA.60.4 Create music using their voices and/or a variety of instruments and materials

**Strand A: Early learning experiences will support children to engage in and enjoy the arts (continued)**

	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Visual Arts	CA.6.2 React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity	CA.12.4 Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons	CA.18.4 Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software	CA.24.4 Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration CA.24.5 Experiment with strokes and lines using brushes, crayons, markers, etc.	CA.36.4 Create art in a variety of media with some control and own purpose	CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts
Drama				CA.24.6 Imitate simple aspects of a role using realistic props and sounds	CA.36.5 Engage in simple pretend play activities	CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play	CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time) CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play
Dance		CA.12.5 Respond to music with full body movements	CA.18.5 Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays)	CA.24.7 Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts) CA.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway).	CA.36.6 Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.)	CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet)	CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)

Strand B: Early learning experiences will support children to explore and respond to creative works.							
	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Appreciation of the Arts					CA.36.7 Describe or ask questions about a work of art	CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details)	CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)
					CA.36.8 Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language)	CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences	

Early Mathematical Discovery						Mathematics	
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>	Indicators <i>This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to understand counting and cardinality.</b>							
Number Names			M.18.1 Say or sign a few number names, but may not necessarily recite them in the correct order	M.24.1 Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with "one")	M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order	M.48.1 Say or sign the number sequence up to at least 10	M.60.1 Say or sign the number sequence up to at least 20
Cardinality			M.18.2 Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in a egg carton with one or several objects)	M.24.2 Put objects in one-to-one correspondence (e.g., puts one item in each compartment)	M.36.2 Count two to three objects using one-to-one correspondence	M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set
						M.48.3 Count out a set of objects up to four	M.60.3 Count out a set of objects up to five
Written Numerals						M.48.4 Recognize written numerals up to at least five	M.60.4 Recognize written numerals up to at least 10

Strand A: Early learning experiences will support children to understand counting and cardinality (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Recognition of Quantity				M.24.3 Name groups of one to two objects	M.36.3 Name and match a small collection of up to three objects	M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items
Comparison				M.24.4 Compare collections that are quite different in size	M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally	M.48.6 Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).							
Number Operations					M.36.5 Use some vocabulary related to relative quantity (e.g., “more,” “less”)	M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group	M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five
							M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).							
See Attribute, Sorting and Patterns learning progression in Cognition							
Measurement				M.24.5 Use some vocabulary related to size and quantity (e.g., say something is “big” or request “more”)	M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as “tall,” “long”)	M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)
							M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Data						M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	M. 60.11 Represent data using a concrete object or picture graph according to one attribute
Sorting and Classifying			M.18.3 Match objects that are the same	M.24.6 Sort objects using inconsistent strategies (e.g., favorite items, colors)	M.36.7 Sort on the basis of one attribute with adult support	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).							
Spatial Relationships			M.18.4 Adjust their reach and grasp based upon distance, size and weight of an object	M.24.7 Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under)	M.36.8 Find objects or locations based upon landmarks and position words (e.g., "Your blanket is on the couch.")	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object
Identification of Shapes				M.24.8 Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation	M.36.9 Match familiar shapes with different size and orientation	M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size
Composition of Shapes						M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose

Early Scientific Inquiry						Science	
	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>
Strand A: Early learning experiences will support children to apply scientific practices.							
Questioning and Defining Problems	See Curiosity and Initiative learning progression in Cognition			S.24.1 Observe and make comments on things observed through the senses	S.36.1 Ask simple questions related to things observed through the senses (“what” and “why”)	S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)
Investigating	See Cause and Affect learning progression in Cognition				S.36.2 Manipulate materials and comment on the impact of own actions	S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships
							S.60.3 Gather data by drawing, counting or otherwise documenting observations
Using Evidence	See Personal Preferences learning progression in Social and Emotional Development				S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., “I made this picture green because my mom likes green.”)	S.48.3 Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”)	S.60.4 Give evidence from observations or investigations
							S.60.5 Begin to distinguish evidence from opinion
Strand B: Early learning experiences will support children to engage in the process of engineering.							
Design Cycle					S.36.4 Gather information to help determine if something has been designed by humans	S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem	S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements

**Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.**

	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Unity and Diversity of Life				S.24.2 Explore characteristics of different plants and animals	S.36.5 Observe features of plants and animals and explore function of features	S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups	S.60.7 Group and classify living things based upon features, providing evidence to support groupings
						S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)
Living Things and Their Interactions with the Environment and Each Other				S.24.3 Observe living things	S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving	S.48.7 Explore how animals depend upon the environment for food, water and shelter	S.60.9 Provide examples of how animals depend on plants and other animals for food

**Strand D: Early learning experiences will support children to understand physical sciences.**

Energy, Force and Motion				S.24.4 Use trial and error to explore the way different objects move	S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide)	S.48.8 Investigate how objects' speed and direction can be varied	S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move
							S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction

Strand D: Early learning experiences will support children to understand physical sciences (continued)							
	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Matter and its Properties				S.24.5 Observe simple attributes of materials (e.g., hard, soft)	S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength)	S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)	S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties
							S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)
Strand E: Early learning experiences will support children to understand features of earth.							
Earth's Features and the Effects of Weather and Water				S.24.6 Observe natural features of the earth (e.g., land, rain)	S.36.9 Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars)	S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.)	S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)
						S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles)	
Earth and Human Activity				S.24.7 Talk about different foods humans eat	S.24.10 Give examples of natural resources that humans use to survive (e.g., food, water)	S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples)	S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)

## Social Studies

**Note: Precursors to the skills reflected in social studies can be found in the domain of Social and Emotional and Cognition.**

	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>
<b>Strand A: Early Learning experiences will support children to understand self, family and a diverse community.</b>		
Individual Development and Identity	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families
	SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)	
Culture	SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)
<b>Strand B: Early Learning experiences will support children to learn about people and the environment.</b>		
Power, Authority and Governance	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom
People, Places and Environments	SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them	SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling
	SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home	SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)
Civic Ideals and Practices	SS.48.7 Participate in jobs and responsibilities at home, classroom or community	SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)
<b>Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.</b>		
Individuals, Groups and Institutions	SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers
Production, Distribution and Consumption	SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs
Science, Technology and Society	SS.48.10 Understand the use of tools, including technology, for a variety of purposes	SS.60.9 Begin to be aware of technology and how it affects life

Strand D: Early Learning experiences will support children to understand change over time.		
	3 to 4 years	4 to 5 years
Time, Continuity and Change	SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)	SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community
	SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history

## Dual Language Development Framework: Learning Progressions for Second Language Acquisition

This is a basic framework for considering development of second language learning and was developed as a supplement to the Connecticut Early Learning and Development Standards. It is necessary to consider information about children's language development in all languages they are learning when looking at their skills and progress in other developmental domains and content areas. The Language and Literacy domain applies to all students and reflects what children should know and be able to do in their first or primary language(s). Although learning multiple languages may impact the timing of some development in the Language and Literacy domain, the learning progressions in that domain are considered the primary language and literacy acquisition standards. This section is not applicable to all students, but rather is designed to raise awareness of the typical stages of acquiring a second language. It shows a general progression of skills, loosely based on a child with some initial experiences in a first language (L1), who is receiving continued support of language and academic development in L1 at the same time he/she is learning a second language (L2). The general progression in the document is shown below.

Beginning Home language and first experiences with second language	Middle Beginning use of second language	Later Increasing use of second language
--	---	--

There is wide variation in the experiences and skills of children who are learning a second language. The degree to which children's use of their first or second language is supported at home and in other environments has a great impact on their language development, as does the age at which they begin to learn a second language. Children with different experiences and varying exposure to languages may vary from the developmental progression indicated in this document. Some examples are:

- Children who learn two languages at home on a continuing basis from birth may develop similar skills in both languages at the same time.
- Children with strong verbal skills in L1 may move from the beginning stages to later stages more quickly than a child who is very young or who has not had strong language models in L1.
- Children whose school experiences are provided in L2 may begin to demonstrate stronger skills in L2 than in L1 if their academic knowledge, vocabulary and expression of higher order thinking are not supported in L1.

All of these variables should be considered when looking at children's language and literacy development. This document can serve as a basis for considering a child's skills when they are learning a second language or when their home language is different from that learned at school.

Research widely supports the advantages of learning multiple languages and shows that greater skills in a first language support the development of skills in a second language. Therefore, this document promotes continuing support for children's language development in their first language. While the supports for first and second language development may not occur in the same settings, communication and coordination to ensure common goals across settings will help to ensure the best outcomes for children.

## Dual Language Development Framework

Learning Progression	Beginning Home Language and first experiences with second language	Middle Beginning use of second language	Later Increasing use of second Language
<b>Strand A: Early learning experiences will support children to develop listening skills.</b>			
Comprehension of Information Presented Orally	DLL.B.1 Demonstrate an understanding of words related to basic and advanced concepts in L1 that are appropriate for their age. May understand a few words in L2	DLL.M.1 Demonstrate listening comprehension of familiar information and concepts in L2, especially with visual and verbal supports (e.g., repetition of information, clarification)	DLL.L.1 Demonstrate listening comprehension of familiar and unfamiliar content and concepts in L2 with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Comprehension of Oral Instructions, Questions and Prompts	DLL.B.2 Respond to directions, prompts and questions in L1 and acknowledge or respond nonverbally to common words or phrases in L2 when accompanied by gestures and contextual cues	DLL.M.2 Begin to respond to age appropriate routine directions, prompts and familiar questions in L2, especially when there are contextual clues	DLL.L.2 Respond to age appropriate directions, prompts and questions in L2, including multi-step directions with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Vocabulary	DLL.B.3 Demonstrate growing vocabulary in L1 while beginning to attend to L2 language, relying on simplified speech and visual or nonverbal cues or the actual objects	DLL.M.3 Demonstrate understanding of familiar words and simple phrases in L2, especially objects, actions and basic common social vocabulary	DLL.L.3 Comprehend and respond to increasingly complex and varied L2 vocabulary with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Pronunciation and Intonation Patterns	DLL.B.4 Demonstrate an age-appropriate understanding of intonation patterns in L1 and recognize a couple of basic patterns in L2 (e.g., intonation used for question versus statement in English)	DLL.M.4 Respond appropriately to an increasing number of basic intonation patterns in L2 (e.g., can follow and use intonation of songs with or without the correct words)	DLL.L.4 Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations and commands in L2; May still demonstrate difficulty hearing some sounds
Conversations and Discussions	DLL.B.5 Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact (if culturally relevant) and attending to gestures	DLL.M.5 Use age-appropriate listening strategies during conversations and discussions, asking on-topic questions with support	DLL.L.5 Attend to speaker during conversation and discussion in L2, responding appropriately with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
<b>Strand B: Early learning experiences will support children to develop speaking skills.</b>			
Communication of Needs	DLL.B.6 May use L1 or L2 to attempt to communicate. In L2 dominant environments may rely on nonverbal communication, such as gestures or behaviors, to seek attention, request objects or initiate a response from others	DLL.M.6 Combine nonverbal and some verbal communication in L2 to be understood by others (may use L1 and L2 in combination or may use imitative, telegraphic and/or formulaic speech); Request items in L2. May use social greetings and common phrases (e.g., "I don't know") in L2	DLL.L.6 Show increasing ability to use verbal communication in L2 to be understood by others. Demonstrate increased participation in conversations with peers and adults
Conversation and Discussion	DLL.B.7 Use L1 during language exchanges and use basic non-verbal communication techniques such as gestures, etc. May occasionally use single words in L2 to communicate	DLL.M.7 Use both L1 and L2 to engage with peers/adults, request or respond. May use L1 and L2 interchangeably (code-switching) and engage in age-appropriate social discussions	DLL.L.7 Demonstrate ability to engage in age-appropriate conversations in L2 on a variety of topics

Pronunciation and Intonation	DLL.B.8 Produce age-appropriate sounds and phonemic structures in L1. May apply L1 patterns when using single words or short phrases in L2	DLL.M.8 Use approximations of sounds and some age-appropriate sounds in L2 but may still carry pronunciation patterns from L1. May add or omit sounds in L2 even when repeating after a model	DLL.L.8 Generally use age-appropriate pronunciation, enunciation, intonation and fluency in L2 but may still carry pronunciation patterns from L1
		DLL.M.9 Use age-appropriate pronunciation, enunciation, intonation and fluency using words, phrases and simple sentences when repeating after a model	
Grammar and Syntax	DLL.B.9 Use age-appropriate grammar in L1 (e.g., plurals, simple past tense, etc.). May apply L1 patterns when using single words or short phrases in L2	DLL.M.10 Begin to use some L2 grammatical structures but may still apply rules from L1 to L2	DLL.L.9 Increasingly use age-appropriate forms of grammar in L2, (e.g., plurals, simple past tense, subject-verb agreement)
Social Conventions	DLL.B.10 Use age-appropriate social communication skills in L1. May apply L1 conventions when using single words or short phrases in L2	DLL.M.11 Show a beginning understanding of social conventions in L2	DLL.L.10 Use age-appropriate verbal and non-verbal social conventions in L2
Vocabulary Production	DLL.B.11 Use age-appropriate vocabulary in L1 and begin to use and demonstrate understanding of (through nonverbal communication or gestures) basic, concrete labels in L2	DLL.M.12 Begin to use L2 vocabulary, especially concrete objects and routine verbs. Also begin to use social greetings and common phrases/words and appropriate nonverbal actions that indicated understanding of common phrases/words	DLL.L.11 Use age-appropriate and varied vocabulary in a variety of contexts with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)
Utterance Length and Complexity	DLL.B.12 Use age-appropriate range of utterance length in L1 and may use isolated words in L2	DLL.M.13 Use two and three word utterances in L2 while continuing to expand utterance length and complexity in L1	DLL.L.12 Use age-appropriate utterance length in L2 with increasing use of more complex grammatical structures and a wider variety of elements of speech (e.g., descriptors, pronouns, etc.)
Academic Information (inquiry, narrative development)	DLL.B.13 Prefer use of L1 to engage in learning and exploration across developmental domains or content areas (e.g., ask and answer age appropriate questions related to science and math, identifies emotions, retells stories, etc.)	DLL.M.14 Begin to use L2 to engage in inquiry and learning experiences; may rely on students that share common L2 for understanding and learning. Need concrete experiences to acquire understanding and make connections to L1, prior experiences and known concepts	DLL.L.13 Are able to use L1 or L2 in a range of learning and exploratory contexts with continued ongoing support in L1 and L2

**Strand C: Early learning experiences will support children to develop early literacy skills.**

**Note: These progressions apply to children approximately 3-5 years of age.**

Vocabulary, Symbols and Environmental Print	DLL.B.14 Begin to recognize that symbols (classroom, home or community) in the environment carry a consistent meaning in L1 or L2	DLL.M.15 Recognize in the environment (classroom, home or community) some familiar symbols, words and print labels in L1 or L2	DLL.L.14 Recognize in the environment (classroom, home or community) an increasing number of familiar symbols, words and print labels in L2
Connect written text and spoken language	DLL.B.15 Begin to recognize the first letter in their own name or the character for their own name in L1 or L2	DLL.M.16 Identify some letters or characters in L1 and L2 and the sounds associated with them	DLL.L.15 Begin to demonstrate that the letters or characters of the L2 alphabet or system are symbols that make up or represent words
Phonemic awareness	DLL.B.16 Attend to and experiment with different sounds or tone in words in L1	DLL.M.17 Attend to and experiment with different sounds or tone in words in L1 and L2 with support	DLL.L.16 Experiment with and vary sounds in words in L1 and L2 (e.g., manipulating onsets, rimes and phonemes to create rhymes, alliteration, etc.)
Written language	DLL.B.17 Begin to demonstrate an awareness that written language can be in L1 or L2	DLL.M.18 Begin to use marks or symbols to represent spoken language in L1 or L2	DLL.L.17 Continue to develop beginning writing skills by using letters or symbols from L2 to represent their ideas

## Appendix A: CT ELDS to Common Core State Standards Alignment — English Language Arts

Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
	3 to 4 years	4 to 5 years	Kindergarten
<b>Strand A: Understand Language (Receptive Language)</b>			
Word Comprehension	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real & symbolic contexts	L.60.1 Understand an increasing variety and specificity of words for objections, actions and attributes encountered in both real and symbolic contexts  L. 60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects	CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content CC.K.L.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck) CC.K.L.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word
Language Comprehension	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g., "Put the blue paper under the box.")	L.60.3 Understand increasingly complex sentences that include 2 to 3 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.")	CC.K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings CC.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent CC.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) CC.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful)
<b>Strand B: Use language (Expressive language)</b>			
Vocabulary	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts  L.48.4 Use simple pronouns (I, me, you, mine, he, she)	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts
	L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	
Expressing Ideas, Feelings and Needs	L.48.6 Communicate about current or removed events and/or objects  L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as under, beside and comparative words such as bigger or longer)	CC.K.SL.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail CC.K.SL.6 Speak audibly and express thoughts, feelings and ideas clearly

Language Structure	L.48.8 Use basic grammar rules including irregular past tense and questions	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular & irregular past tense, irregular plurals	CC.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when speaking CC.K.L.1.a Print many upper- and lowercase letters CC.K.L.1.b Use frequently occurring nouns and verbs CC.K.L.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) CC.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) CC.K.L.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) CC.K.L.1.f Produce and expand complete sentences in shared language activities
	Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	
	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	
Strand C: Use language for social interaction			
Conventions of Conversation	L.48.10 Maintain a topic of conversation over the course of several turns	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or asking questions	CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups CC.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) CC.K.SL.1.b Continue a conversation through multiple exchanges CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood
Language for Interaction	L.48.11 Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information	
Strand D: Book Appreciation and Knowledge			
Show Interest and Engagement with Books	L.48.12 Select fiction and non-fiction books to be read and attend with interest	L.60.11 Independently choose to 'read' books and select a variety of texts, including fiction and nonfiction	CC.K.R.F.4 Read emergent-reader texts with purpose and understanding CC.K.R.I.10 Actively engage in group reading activities with purpose and understanding CC.K.R.L.10 Actively engage in group activities with purpose and understanding
Understands Stories or Information  (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or share information learned from nonfiction text	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or shares key details from informational text	CC.K.R.I.1 With prompting and support, ask and answer questions about key details in a text CC.K.R.I.2 With prompting and support, identify the main topic and retell key details of a text CC.K.R.L.1 With prompting and support, ask and answer questions about key details in a text CC.K.R.L.2 With prompting and support, retell familiar stories, including key details CC.K.R.L.3 With prompting and support, identify characters, setting and major events in a story

	L.48.13 Ask and answer simple who, what, where and why questions related to story or text	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	CC.K.R.I.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
	L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	L.60.14 Use connections between self and character experience and emotions to increase comprehension	
Strand E: Knowledge of Print and Its Uses			
Book Concepts	L.48.16 Looks at pages of a book from left to right (or according to conventions of home language)	L.60.15 Know how print is read (left to right, top to bottom, front to back or according to convention of home language)	CC.K.R.F.1 Demonstrate understanding of the organization and basic features of print CC.K.R.F.1.a Follow words from left to right, top to bottom, and page by page CC.K.R.I.4 With prompting and support, ask and answer questions about unknown words in a text CC.K.R.I.5 Identify the front cover, back cover, and title page of a book CC.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text CC.K.R.L.4 Ask and answer questions about unknown words in a text CC.K.R.L.5 Recognize common types of texts (e.g., story-books, poems) CC.K.R.L.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story CC.K.R.I.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) CC.K.R.I.8 With prompting and support, identify the reasons an author gives to support points in a text CC.K.R.I.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) CC.K.R.L.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) CC.K.R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
	L.48.17 Recognizes that print represents spoken words (i.e., first name in print, environmental labels)	L.60.16 Know that books have titles, authors, illustrators or photographers  L.60.17 Recognize words as a unit of print and that letters are grouped to form words	
Print Concepts	L.48.16 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	L.60.18 Identify some familiar printed words out of context  L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	CC.K.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words CC.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant CC.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels CC.K.R.F.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) CC.K.R.F.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Letter Recognition	L.48.19 Recognize some letters especially those in one's own name	L.60.2 Recognize and names known letters of the alphabet in familiar and unfamiliar words	CC.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters CC.K.R.F.1.c Understand that words are separated by spaces in print CC.K.R.F.1.d Recognize and name all upper- and lower-case letters of the alphabet
		L.60.21 Make some letter-sound connections	
Strand F: Phonological Awareness:			
Phonological Awareness	L.48.20 Recognize rhyming words in songs, chants or poems	L.60.22 Produce rhyming words or words that have same initial sound	CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.K.R.F.2.a Recognize and produce rhyming words CC.K.R.F.2.b Count, pronounce, blend, and segment syllables in spoken words CC.K.R.F.2.c Blend and segment onsets and rhymes of single-syllable spoken words CC.K.R.F.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /l/, /r/, or /x/.) CC.K.R.F.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
	L.48.21 Identify when initial sounds in words are the same	L.60.23 Recognize which words in a set of words begin with the same sound	
	L. 48.22 Distinguish individual words in a sentence	L.60.24 Distinguish syllables in words	
Strand G: Conveying meaning through drawing, letters and words			
Conveying meaning through drawing, letters and words	L.48.23 Draw or “writes” to convey an idea, event or story. “Writing” involves scribbles, letters and/ or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end	CC.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .) CC.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
	L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound	CC.K.L.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing CC.K.L.2.a Capitalize the first word in a sentence and the pronoun I CC.K.L.2.b Recognize and name end punctuation CC.K.L.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes)

## Appendix B: CT ELDS to Common Core State Standards Alignment — Mathematics

Mathematics Early Learning and Development Standards			Common Core State Standards in Mathematics
	3 to 4 years	4 to 5 years	Kindergarten
<b>Strand A: Understand Counting and Cardinality</b>			
Number Names	M.48.1 Say or sign the number sequence up to at least 10	M.60.1 Say or sign the number sequence up to at least 20	K.CC.1. Count to 100 by ones and by tens. K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Cardinality	M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted c. Understand that each successive number name refers to a quantity that is one larger
	M.48.3 Count out a set of objects up to 4	M.60.3 Count out a set of objects up to 5	K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects
Written Numerals	M.48.4 Recognize written numerals up to at least five	M.60.4 Recognize written numerals up to at least 10	K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
Recognizing Quantities	M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	K.Introduction. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away
Comparison	M.48.6 Compare sets of 1-5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies* (* Include groups with up to ten objects) K.CC.7. Compare two numbers between 1 and 10 presented as written numerals

Strand B: Understand and describe relationships to solve problems (operations and algebraic thinking)			
Number Operations	M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group	M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through 5	K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed by ten ones and one, two, three, four, five, six, seven, eight, or nine ones  K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations  * Drawings need not show details, but should show the mathematics in the problem (This applies wherever drawings are mentioned in the Standards.)  K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem  K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ )  K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation  K.OA.5. Fluently add and subtract within 5
		M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)	
Strand C: Understand the attributes and relative properties of objects (measurement and data)			
Measurement	M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)	K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object  K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter
		M.60.10 Begin to use strategies to determine measurable attributes (length or capacity of objects). May use comparison, standard or non-standard measurement tools	
Data	M.48.9 Sort objects into two groups, counts and compares the quantity of the groups formed (e.g., indicates which is more)	M. 60.11 Represent data using a concrete object or picture graph according to one attribute	
Sorting and Classifying	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute	K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by\ count **  ** Limit category counts to be less than or equal to 10

Strand D: Understand shapes and spatial relationships (geometry and spatial sense)			
Spatial Relationships	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to K.G.2. Correctly name shapes regardless of their orientations or overall size K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")
Identifying Shapes	M.48.12 Identify 2- dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/ sphere, box/rectangular prism, can/cylinder) regardless of orientation and size	K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length)
Composing Shapes	M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes K.G.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"



## Appendix C: Connecticut Early Learning and Development Standards (CT ELDS)

### Development Process

Early learning and development standards are statements of what children from birth to age five should know and be able to do at various ages across their earliest years of development. These learning progressions serve as guides for the adults who support children's growth and development over time, providing a basis for planning experiences and providing support through the early childhood years. The Connecticut Early Learning and Development Standards (CT ELDS) will serve as the foundation for supporting ALL young children, no matter where they live, play and learn.

The Governor's Early Childhood Education Cabinet, along with the Connecticut State Department of Education (CSDE) and the newly formed Office of Early Childhood, has devoted significant fiscal and human resources to creating rigorous and developmentally appropriate early learning and development standards. This process has taken place over the course of 2 ½ years, with development completed in October 2013.

### Background Work

As a part of Connecticut's 2009 application for American Recovery and Reinvestment Act funds for Head Start State Advisory Councils, early learning standards were identified as a priority area. The goal for this priority area was: By September 2013, Connecticut will adopt comprehensive and multi-domain early learning standards that reflect a progression of skills, birth through age five, aligned with kindergarten through grade 12 standards. A workgroup to address this goal was selected with the intention of ensuring wide, cross-sector input. The first meeting of the Learning Standards Workgroup was convened on June 22, 2011, and included representatives from the Connecticut Early Childhood Education Cabinet, the Connecticut

Department of Education, Head Start, higher education, early intervention, the Regional Education Service Centers, home care provider networks, public schools and the state chapter of the National Association for the Education of Young Children. A full list of workgroup members and their affiliations can be found in Appendix D.

The Learning Standards Workgroup relied heavily upon two guiding documents to inform the process of standards development:

- The Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE): Early Learning Standards: Creating the Conditions for Success (NAEYC, 2012)
- Early Learning Guidelines Resource: Recommendations and Issues for Consideration When Writing or Revising Early Learning Guidelines (Scott-Little, Kagan, & Frelow, 2010)

In order to provide a strong background for members, the workgroup reviewed both current Connecticut documents and other state and national sets of early learning standards. After members had an opportunity to explore specific characteristics of these valuable documents, the group began addressing the various issues set forth by Scott-Little, Kagan & Frelow (2010) including: guiding principles, age ranges and groupings, domains and subject areas and the structure of the standards.

In the fall of 2011, shortly after the workgroup began this process, the United States Department of Education released its Race to the Top Early Learning Challenge application. Connecticut opted to address early learning and development standards as a key strategy under Focused Investment Area C of the Early Learning Challenge. The efforts of the



Standards Workgroup were coordinated with the Connecticut Leadership Team for the Race to the Top application and a detailed plan was developed for the learning standards work. Although funding was not granted to Connecticut, the plan outlined in the application served as a guide for the continued work of the Standards Workgroup.

The specific steps in the development process are outlined below. These efforts involved many local and national experts, in addition to the contribution of the Standards Workgroup members. A full listing of those who contributed to the various stages of this work is included in Appendix E.

### Alignment and Gap Analysis

The first critical step in creating new learning standards was a detailed and thorough alignment and gap analysis of Connecticut's current learning standards. The workgroup chose to draw upon existing documents as much as possible, both in an effort to ease the transition to new learning standards and to effectively capitalize on previous investments and resources used in creating standards documents. Determining the existing alignments of standards and identifying gaps involves intensive consideration of documents, which often have very different structure and language. Below is a list of the various alignment

projects conducted. The information gathered through this work was integral to the development of the first draft of the CT ELDS.

- Comparison of Common Core State Standards and Connecticut's preschool standards (the Connecticut Preschool Curriculum Framework): this process involved CSDE consultants as well as outside local experts in the area of Mathematics and English Language Arts. The alignment between documents was examined and a crosswalk document, including guidance for practice, was issued.
- Comparison of Connecticut's preschool standards (the Connecticut Preschool Curriculum Framework) and the Head Start Child Development and Early Learning Framework: the CSDE and the Connecticut Head Start Association engaged in an intensive and collaborative process to determine the alignments and gaps between these two documents. This process involved rating the degree of matches found, a cross check for agreement on the matches and the reconciliation of any discrepancies. The completion of this work resulted in the report: Crosswalk between the Head Start Child Development and Early Learning Framework

and the Connecticut Preschool Curriculum and Assessment Frameworks (Connecticut Head Start Association, 2012).

- SRI International's Standards Alignment Study. This study included the following documents: Connecticut's Preschool Curriculum Framework, Connecticut's Kindergarten Science Curriculum Standards, Connecticut's Kindergarten Social Studies Framework and the Connecticut Guidelines for the Development of Infant and Toddler Early Learning. A full report dated May 30, 2012, detailed the process and outcomes of this study (Hebbeler and Taylor, 2012).

## Drafting New Standards

On June 25 and 26, 2013, groups of experts in each of the identified domains were gathered to create a first draft based upon the structure outlined by the Learning Standards Workgroup. Each group utilized the information from the alignment and gap analysis studies, additional resources and research (including other state standards documents, K-12 standards and research) and crafted an initial draft of new birth-to-five standards across seven age bands.

This initial draft was reviewed by multiple experts throughout the state for further refinement in July and August of 2012. These reviewers considered the initial draft of the CT ELDS from one of several perspectives:

- Domain-specific feedback, including:
  - Breadth, depth and relative difficulty of skills addressed
  - The age appropriateness of the indicators
  - The placement of the indicators within the domain
  - The wording of the indicators
- The cultural relevancy of the indicators for diverse populations

- The appropriateness of the indicators for children who are dual-language learners
- The appropriateness of the indicators for children with special needs

Finally, EASTCONN, the acting fiduciary of the Connecticut Early Childhood Education Cabinet, worked with CSDE to synthesize the input and make revisions based upon the expert input. This resulted in the draft CT ELDS.

## Content Validation

The Standards Workgroup decided to adhere to the recommended practices for standards development set forth by Scott-Little, Kagan & Frelow (2010). Requests for Proposal were issued for both a Content Validation Study and an Age Validation Study. The review of the proposals submitted resulted in the recognition that additional funding would be necessary to support a methodologically sound age validation study. However, as a result of the RFP process, the Connecticut Early Childhood Education Cabinet entered into a contract with the National Association for the Education of Young Children to conduct a Content Validation Study. This study involved gathering feedback from national experts as to whether the skills, knowledge and dispositions in the Connecticut Early Learning and Development Standards reflect critical, comprehensive goals and a continuum of growth and development. This study was completed in September 2013 and revisions to the draft standards were made as a result of this report (Snow, 2013).

The Content Validation Study contributed greatly to the robust and thorough process Connecticut engaged in to create the Connecticut Early Learning and Development Standards, thereby ensuring that our efforts to support *All Children, In All Settings, Every Year*, are based on the strongest of foundations: sound early learning and development standards.

## Appendix D: Connecticut Early Childhood Education Cabinet: Early Learning Standards Workgroup

<b>Co-Chair: Harriet Feldlaufer .....</b>	<i>Chief, Bureau of Teaching &amp; Learning, Connecticut State Department of Education</i>
<b>Co-Chair: Dina Anselmi .....</b>	<i>Co-director, Trinity College Center for Teaching &amp; Learning and Associate Professor of Psychology</i>
<b>Elizabeth Ann Aschenbrenner .....</b>	<i>Director of Early Childhood Initiatives, EASTCONN</i>
<b>Andrea Brinnel .....</b>	<i>Consultant, Connecticut State Department of Education</i>
<b>Marcia Elliott .....</b>	<i>Principal, West Stafford School</i>
<b>Amparo Garcia .....</b>	<i>Lead Planning Analyst, Department of Education</i>
<b>Kristi Leutjen .....</b>	<i>Teacher, Whiting Lane School, West Hartford</i>
<b>Michelle Levy .....</b>	<i>Consultant, Connecticut State Department of Education</i>
<b>Sherry Linton-Massiah .....</b>	<i>Project Director, Early Childhood Education Cabinet</i>
<b>David Morgan .....</b>	<i>Chair, CT Head Start Association &amp; Director, TEAM, Inc.</i>
<b>Kathryn O'Connor .....</b>	<i>Director, Connecticut College Children's Program</i>
<b>Karen Rainville .....</b>	<i>Executive Director, CAEYC &amp; Co-Chair, EC Alliance</i>
<b>Jane Rothschild .....</b>	<i>SLC, HARC Stepping Stones</i>
<b>Carmelita Valencia-Daye .....</b>	<i>Professor, Gateway Community College</i>
<b>Janna Wagner .....</b>	<i>Chief Knowledge &amp; Learning Officer, All Our Kin</i>

## Appendix E: Standards Alignment, Drafting and Revision Process Participants

Dawn Abrahamson.....	Middletown Public Schools
Saud Anwar .....	Independent Consultant
Lauriston Avery.....	Five Mile River Nursery School
Atique Azam Mirza .....	Central Connecticut Cardiologists, L.L.C., St. Francis
Jean Bach .....	Scotland School
Kari Baransky .....	Meriden BOE
Amanda Bartone .....	Ansonia Public Schools
Katherine Benard .....	Branford Public Schools
Ellen Benham.....	Bristol Public Schools
Elizabeth Bicio .....	Early Childhood Consultation Partnership (Advanced Behavioral Health,Inc.)
Nancy Blackwell-Todd .....	New Haven Public Schools
Lori Blake .....	Goodwin College
Rebecca Breen .....	East Hartford Public Schools Birth-To-Three Program
Colleen Brower .....	Connecticut Charts-a-Course
Mary Budrawich .....	Early Childhood Consultant
Liz Buttner .....	Connecticut State Department of Education
Marilyn Calderon.....	Connecticut Parent Power
Shaleighne Fahey Cantner .....	Hartford Area Childcare Collaborative/Middlesex County Early Head Start Partnerships
Suzanne Clement .....	Cooperative Educational Services,
Julie Coakley.....	Cooperative Educational Services
Kristen Cool.....	Windsor Locks Public Schools
Jane Crowell.....	City of Hartford
Angela Crowley .....	Yale University School of Nursing
Joanne Cunard.....	University of St. Joseph
Anne Marie Davidson .....	The A.J. Pappanikou Center for Excellence in Developmental Disabilities
Michelle DellaCamera .....	Accreditation Facilitation Project
Anita Deschenes-Desmond .....	Capital Region Education Council (CREC)
Shawn Marie-Dummond.....	Education Connection
Jen Fagan .....	Bloomfield Public Schools
Karen Feder.....	Abilis, Inc.
Sandy Fowler .....	Accreditation Facilitation Project
Irene Garneau .....	Wintonbury Early Childhood Magnet School
Kathy Gavin.....	Goodwin College
Anne Giordiano .....	Education Connection
Erica Gittleman .....	Easter Seals
Anne Gobes .....	Bristol Public Schools
Mary Hincks .....	Annie Fisher S.T.E.M. Magnet School, Hartford
Mui Mui Hin-McCormick .....	Connecticut General Assembly
Margaret Holmberg.....	Connecticut Association for Infant Mental Health
Cindy Jackson .....	Children's Therapy Services
Mary Ann Kasperson .....	Reach Out, Inc.
Koleen Kerski .....	Connecticut Department of Developmental Services, Birth to Three
Kristi Laverty .....	West Hartford Public Schools
Jenny Levinson .....	Bloomfield Public Schools
June R. Levy, Ph.D. ....	Independent Consultant

## Standards Alignment, Drafting and Revision Process Participants (continued)

Tannis Longmore .....	Stafford Public Schools
Talhaht Mannan .....	Early Learning Program, Inc. at Central Connecticut State University
Rachael Manzer .....	Annie Fisher STEM Magnet School, Hartford
Connie Mazzetta .....	Enfield Public Schools
Anne Messecar .....	Manchester Head Start (retired)
Teresa Messervy.....	Thames Valley Council for Community Action (TVCCA)
Linda Miklos .....	Education Connection
Diane Morton .....	The School for Young Children at University of St. Joseph
Linda Page Neelly, Ph.D. ....	University of Connecticut
Laurie Noe .....	Housatonic Community College
Catherine O'Brien.....	LEARN
Joan Parris .....	Norwalk Community College
Mary Penniston .....	Child Health and Development Institute of Connecticut, Inc.
Barbara Perrone .....	CREC
Ann Perzan.....	Middletown Public Schools
Beth Purcell .....	Five Mile River Nursery School
Amy Radikas.....	Connecticut State Department of Education
Pat Reinhardt.....	Independent Consultant
Melissa Repko.....	UMASS Donahue Institute
Niloufar Rezai .....	Eastern Connecticut State University
Iris Rich.....	Women's League Child Development Center
Evelyn Rodriguez.....	Wellmore Behavioral Health, ECCP Program
Donna Rooney .....	CREC
Jane Rothschild .....	HARC, Stepping Stones
Michele Sabia.....	Stamford Public Schools
Katherine Sandgren.....	TVCCA Head Start
Kim Sandor .....	Independent Consultant
Ann Schenk.....	Regional Multicultural Magnet School, New London, CT
Sarah Schlegel, MD .....	Connecticut Children's Medical Center
Amy Sevell-Nelson.....	Independent Consultant
Anne Sousa .....	Manchester Preschool Center
Anne Marie Spinelli.....	Bristol Public Schools
Susan Sponheimer.....	New England Head Start Training and Technical Assistance Network
Debra Stipe .....	EASTCONN
Rachael Sunny .....	Connecticut Department of Energy and Environmental Protection
Cheryl Swett.....	INPLC Preschool, Boys and Girls Club, Bristol, CT
Heidi W Szobota .....	Housatonic Community College
Charlene Tate-Nichols.....	CSDE
Elisabeth Teller .....	SARAH, Inc. KIDSTEPS
Sue Tenorio .....	University of Massachusetts, Amherst
Shelley S. Tomey .....	Housatonic Community College
Kim Traverso .....	Connecticut State Department of Education
Carmelita Valencia-Day .....	Gateway Community College
Jaclyn Valley .....	Enfield Public Schools
Evie Velazquez.....	Parkville Community School
Sue Vivian .....	Education Connection
Kenneth Weiss.....	Central Connecticut State University
Yotisse Williams.....	State of Connecticut
Carolyn Woodman .....	Bloomfield Public Schools

## Appendix F: References

- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Public Safety in Child Care and Early Education. *Preventing Childhood Obesity in Early Care and Education Programs* 2010 [cited June 2012]. Available from [http://www.nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://www.nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)
- Bedrova, E, Leong, D J. 2007. *Tools of the Mind: The Vygotskian Approach to Early Childhood Education*. Columbus, OH: Pearson Merrill Prentice Hall.
- California Preschool Learning Foundations. State of California [cited June 2012]. Available from <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- Center on the Social and Emotional Foundations for Early Learning [cited June 2012]. Available from <http://csefel.vanderbilt.edu>
- Clay, M. 2000. *Concepts About Print: What Have Children Learned About the Way We Print Language?* Portsmouth, NH: Heinemann.
- Colorado Standards. The Colorado Department of Education [cited June 2012]. Available from [http://www.cde.state.co.us/cdeassess/UAS/Printable\\_Standards.html](http://www.cde.state.co.us/cdeassess/UAS/Printable_Standards.html)
- Committee on Early Childhood Mathematics, Center for Education, Division of Behavioral and Social Sciences and Education, National Research Council of the National Academies. 2009. *Mathematics Learning in Early Childhood: Paths Towards Excellence and Equity*. Edited by C.T. Cross, Woods, T.A, Schweingruber, H. Washington, DC: The National Academies Press.
- Connecticut Curricular Content Areas. Connecticut State Department of Education [cited June 2012]. Available from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=320954>
- Connecticut's Guidelines for the Development of Infant & Toddler Early Learning. 1997. Edited by Connecticut Department of Social Services. Hartford: State of Connecticut.
- Connecticut Preschool Assessment Framework. State of Connecticut 2005 [cited June 2012]. Available from [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool\\_Assessment\\_Framework.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf)
- Connecticut Preschool Curriculum Framework. State of Connecticut 2006 [cited June 2012]. Available from [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool\\_Assessment\\_Framework.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf)
- Connecticut State Department of Education. 2000. *Connecticut's Blue Print for Reading Achievement: The Report of the Early Reading Success Panel*. Hartford, CT: Connecticut State Department of Education.
- Developmental Milestones. Centers for Disease Control and Prevention [cited September 2013]. Available from <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>

## References (continued)

- Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success* [cited June 2012]. Available from [http://www.earlylearning.nc.gov/Foundations/pdf/BW\\_condensed.pdf](http://www.earlylearning.nc.gov/Foundations/pdf/BW_condensed.pdf)
- Early Head Start National Resource Center @ ZERO TO THREE®. The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years. In *Technical Assistance Paper No. 6*. Washington, DC.
- Foundations to the Indiana Academic Standards*. Indiana Department of Education [cited June 2012]. Available from <http://www.doe.in.gov/achievement/curriculum/early-childhood-education>
- Growing Minds: Building Strong Cognitive Foundations in Early Childhood*. 2012. Edited by C. Copple. Washington, DC: the National Association for the Education of Young Children.
- A Guide to Early Childhood Program Development*. 2007. Edited by State Board of Education: State of Connecticut.
- The Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old* [cited June 2012]. Available from [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS\\_Revised\\_Child\\_Outcomes\\_Framework\(rev-Sept2011\).pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)
- Healthy and Balanced Living Curriculum Framework: Comprehensive School Health Education Comprehensive Physical Education*. 2006. Hartford, CT: Connecticut State Department of Education.
- Hess, K K, Carlock, D, Jones, B & Walkup, J R. 2009. *What Exactly do “Fewer, Clearer, and Higher Standards” Really Look Like In The Classroom: Using A Cognitive Rigor Matrix To Analyze Curriculum, Plan Lessons, and Implement Assessments*. [cited June 2012]. Available from [http://www.sde.idaho.gov/site/common/webinars/Cognitive%20Rigor%20Matrix%20Article\\_Hess,%20Carlock,%20Jones,%20and%20Walkup.pdf](http://www.sde.idaho.gov/site/common/webinars/Cognitive%20Rigor%20Matrix%20Article_Hess,%20Carlock,%20Jones,%20and%20Walkup.pdf)
- Heroman, C, Burts, D.C., Berke, K., & Bickart, T. 2010. *Teaching Strategies Gold® Objectives for Development & Learning: Birth Through Kindergarten*. Washington, DC: Teaching Strategies, Inc.
- Infants-Toddlers: Pennsylvania Learning Standards for Early Childhood*. Office of Child Development and Early Learning, Pennsylvania Department of Education, Pennsylvania Department of Public Welfare 2009 [cited June 2012]. Available from [http://static.pdesas.org/content/documents/pennsylvania\\_early\\_childhood\\_education\\_standards\\_for\\_infant-toddler.pdf](http://static.pdesas.org/content/documents/pennsylvania_early_childhood_education_standards_for_infant-toddler.pdf)
- International Reading Association* [cited June 2012]. Available from <http://www.reading.org>.
- Kansas Curricular Standards for English Speakers of Other Languages (ESOL)*. 2012. Kansas State Department of Education [cited July 2012]. Available from <http://www.ksde.org/Default.aspx?tabid=4694>
- International Reading Association, The National Association for the Education of Young Children. 1998. “Learning to Read and Write: Developmentally Appropriate Practices for Young Children.” *Young Children* no. 53 (4):30-46.

## References (continued)

- Kansas Early Learning Guidelines and Standards*. Kansas State Department of Education [cited June 2012]. Available from <http://www.swprsc.org/vimages/shared/vnews/stories/4e6e327c97a4c/KS%20Curr%20Stnds%20for%20ESOL.pdf>
- Louisiana's Birth to Five Early Learning and Development Standards (ELDS)*. Louisiana Department of Education [cited September 2013]. Available from <http://www.louisianabelieves.com/docs/early-childhood/early-childhood---birth-to-five-standards.pdf?sfvrsn=4>
- Maine Early Childhood Learning Guidelines*. Department of Education, State of Maine [cited June 2012]. Retrieved from <http://www.maine.gov/education/fouryearold/guidelines.html>
- Massachusetts Association for the Education of Young Children. 2010. *Massachusetts Early Learning Guidelines for Infants and Toddlers*. Malden, MA: MA Department of Early Education and Care.
- Michigan Early Learning Standards* [cited June 2012]. Available from [http://www.michigan.gov/documents/Early\\_Childhood\\_Standards\\_of\\_Quality\\_160470\\_7.PDF](http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.PDF)
- Missouri's Early Learning Standards*. Missouri Department of Elementary and Secondary Education [cited June 2012]. Available from <http://dese.mo.gov/eel/el/PreK-Standards/index.html>
- The National Academy of Sciences, Achieve, The American Association for the Advancement of Science, The National Science Teachers Association. *Next Generation Science Standards (First Public Draft)* 2012. Available from <http://www.nextgenscience.org/>
- National Association for the Education of Young Children: Curriculum Standards* [cited June 2012]. Available from <http://lms.naeyc.org/iCohere/login/login.cfm?comseq=0221112395232439>
- The National Coalition for Core Arts Standards*. 2012 [cited June 2012]. Available from <http://www.arteducators.org/news/national-coalition-for-core-arts-standards-nccas>
- National Curriculum Standards for Social Studies: Chapter 2-The Themes of Social Studies*. National Council for Social Studies [cited June 2012]. Available from <http://www.socialstudies.org/standards/strands>
- National Early Childhood Dance Standards*. National Dance Education Association [cited June 2012]. Available from [http://www.ndeo.org/content.aspx?page\\_id=22&club\\_id=893257&module\\_id=55411](http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=55411)
- National Governor's Association for Best Practices, Council of Chief State School Officers 2010. *The Common Core State Standards* [cited June 2012]. Available from <http://www.corestandards.org/about-the-standards>
- Nebraska Early Development Network: Babies Can't Wait* [cited June 2012]. Available from <http://edn.ne.gov>
- Nebraska's Early Learning Guidelines for Ages 3 to 5: Creative Arts* [cited June 2012]. Available from [http://www.education.ne.gov/oec/pubs/ELG/3\\_5\\_domains/creative\\_arts.pdf](http://www.education.ne.gov/oec/pubs/ELG/3_5_domains/creative_arts.pdf)

## References (continued)

Paul, R. 2006. *Language Disorders From Infancy to Adolescence: Assessment and Intervention*. 3 ed. Philadelphia, PA: Elsevier Health Sciences.

*PBS Parent Child Development Tracker: Creative Arts* [cited June 2012].

Available from <http://www.pbs.org/parents/childdevelopmenttracker/one/language.html>

*Rhode Island Early Learning Standards*. Rhode Island Department of Education, Rhode Island Department of Human Services 2007 [cited June 2012]. Available from <http://www.ride.ri.gov/els/doc.asp>

Schickedanz, J.A., Casbergue, R.M. 2004. *Writing in Preschool: Learning to Orchestrate Meanings and Marks*. Newark, DE: International Reading Association.

*Washington State Early Learning and Development Guidelines*. Washington State Department of Early Learning [cited June 2012]. Available from <http://www.del.wa.gov/development/guidelines>

*West Virginia Early Learning Standards Framework: Content Standards and Learning Criteria for Pre-Kindergarten* [cited June 2012]. Available from <https://wvde.state.wv.us/policies/p2520.15.pdf>

WIDA: *A Theoretical Framework for Early English Language Development (E-ELD) Standards for Dual Language Learners* [cited September 2013] Available from [www.wida.us/standards/eeld.aspx](http://www.wida.us/standards/eeld.aspx)

ZERO TO THREE®, National Center for Infants, Toddlers, and Families. *Age-based Handouts* [cited June 2012]. Available from <http://www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides/age-based-handouts.html>



Connecticut Office of  
Early Childhood

To download this document,  
request copies or access additional resources,  
please visit: [www.ct.gov/oec/elds](http://www.ct.gov/oec/elds)

