

Connecticut Early Learning and Development Standards

FOSTERING COMPETENT LEARNERS: Essential Dispositions

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

- Be Creative
- Be Inquisitive
- Be Flexible
- Be Critical Thinkers
- Be Purposeful and Reflective
- Be Social Learners

Language and Literacy

Early learning experiences will support children to:

Understand Language

- Word Comprehension
- Language Comprehension
- Vocabulary

Use Language

- Vocabulary
- Expression of Ideas, Feelings, and Needs
- Language Structure

Use Language for Social Interaction

- Conventions of Conversation
- Language for Interaction

Gain Book Appreciation and Knowledge

- Interest and Engagement with Books
- Understanding of Stories or Information

Gain Knowledge of Print and its Uses

- Book Concepts
- Print Concepts
- Letter Recognition

Develop Phonological Awareness

- Convey meaning through drawing, letters, and words
- Drawing and Writing



Social and Emotional Development

Early learning experiences will support children to:

Develop Trusting, Healthy Attachments and Relationships with Primary Caregivers

- Trusting Relationships
- Managing Separation

Develop Self-Regulation

- Regulation of Emotions and Behavior
- Regulation of Impulses and Behavior

Develop, Express, Recognize, and Respond to Emotions

- Emotional Expression
- Recognition and Response to Emotions in Others

Develop Self-Awareness, Self-Concept, and Competence

- Sense of Self
- Personal Preferences
- Self-concept and Competency

Develop Social Relationships

- Adult relationships
- Play/Friendship
- Conflict Resolution



Science

Early learning experiences will support children to:

Apply Scientific Practices

- Questioning and Defining Problems
- Investigating
- Using Evidence

Engage in the Process of Engineering

- Design Cycle

Understand Patterns, Process, and Relationships of Living Things

- Unity and Diversity of Life
- Living Things, and Their Interaction with the Environment and Each Other

Understand Physical Science

- Energy, Force, and Motion
- Matter and its Properties

Understand Features of Earth

- Earth's Features, and the Effects of Weather and Water
- Earth and Human Activity



Cognition

Early learning experiences will support children to:

Develop Effective Approaches to Learning

- Curiosity and Initiative
- Engagement with Environment, People, and Objects
- Eagerness to Learn
- Cooperate with Peers in Learning Experiences

Use Logic and Reasoning

- Cause and Effect

Attributes, Sorting, and Patterns

- Problem Solving
- Symbolic Representation

Strengthen Executive Functioning

- Choosing and Planning
- Task Persistence
- Cognitive Flexibility
- Working Memory



Social Studies

Early learning experiences will support children to:

Understand Self, Family, and a Diverse Community

- Individual Development and Identity
- Culture

Learn About People and the Environment

- Power, Authority, and Governance
- People, Places, and Environments
- Civic Ideals and Practices

Develop an Understanding of Economic Systems and Resources

- Individuals, Groups, and Institutions
- Production, Distribution, and Consumption
- Science, Technology, and Society

Understand Change Over Time

- Time, Continuity, and Change

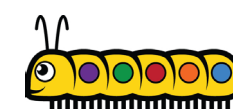
Creative Arts

Early learning experiences will support children to:

Engage In and Enjoy the Arts

- Music
- Visual Arts
- Drama
- Dance

Explore and Respond to Creative Works



Physical Development and Health

Early learning experiences will support children to:

Develop Gross Motor Skills

- Mobility
- Large Muscle Movement and Coordination

Develop Fine Motor Skills

- Visual Motor Integration
- Small Muscle Movement and Coordination

Acquire Adaptive Skills

- Feeding Routines/Nutrition
- Safety and Responsibility
- Dressing and Hygiene

Maintain Physical Health and Well-Being

- Physical Health Status
- Physical Activity
- Healthy Behaviors



Connecticut Office
of Early Childhood

For more information on the Connecticut Early Learning and Development Standards, go to www.ct.gov/oec/elds.