

# Head Start Early Learning Outcomes (HSELOF) With Aligned Connecticut Early Learning And Development Standards (CT ELDS)



**HSELOF**

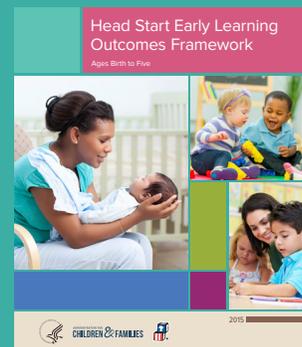
Head Start Early Learning  
Outcomes Framework

**CT ELDS**

Connecticut Early Learning  
and Development Standards

# Introduction

## Introduction-HSELOF with aligned CT ELDS learning progressions



This document outlines the alignment between two sets of early learning standards: the Head Start Early Learning Outcomes Framework (HSELOF) and the Connecticut Early Learning and Development Standards (CT ELDS). The Head Start performance standards [1302.32(a)(1)(ii)] state that curricula “are aligned with the Head Start Early Learning Outcomes Framework, Ages Birth to Five and, as appropriate, state early learning and development standards.” This document is designed to assist programs in meeting this Head Start performance standard. This version of the combined standards uses the HSELOF goals as a foundation and highlights the aligned CT ELDS learning progressions. In addition to noting the aligned CT ELDS learning progressions, this document includes the full content of any CT ELDS learning progressions that are not represented in the CT ELDS. When used with the CT ELDS, the result is a full set of early learning standards that can be used to ensure compliance with 1302.32(a)(1)(ii). An alternative version of the combined early learning standards is available which uses the CT ELDS learning progressions as a foundation.

In 2016, the Connecticut Office of Early Childhood and the Connecticut Head Start Association, in collaboration with the Region One Training and Technical Assistance Team, conducted a detailed cross walk of the CT ELDS and the HSELOF. After many group discussions and reviews of the outcomes of this detailed crosswalk, it was determined that the two documents include similar information, with some differences in focus and detail. Each document provides valuable information about young children’s learning and development and when used in combination, these two documents have the potential to increase understanding of children’s learning and development and assist in providing high quality learning opportunities. Ultimately, it was decided that the creation of documents that include a comprehensive set of combined standards would be most useful to programs. The

goal of the two versions of the crosswalk document is to provide a resource that will assist programs in addressing both sets of early learning standards without creating an undue burden.

As was stated previously, this document uses the HSELOF goals as a foundation and includes aligned CT ELDS learning progressions. When a CT ELDS learning progression is included as aligned to a HSELOF goal, this reflects that important aspects of what is included in the HSELOF goal are represented in that CT ELDS learning progression. However, because development across domains is highly interrelated in early childhood, some CT ELDS learning progressions may also be aligned to other HSELOF goals. This document was not designed to highlight all connections or alignment, but rather to provide a coherent document that merges the CT ELDS and HSELOF in a meaningful way.

Note that the HSELOF document includes important background information that is not printed as a part of this document, including guidance about the organization of the document and Guiding Principles. When using this alignment document, early care and education professionals should refer to this important background information as they work to address a comprehensive set of early learning standards. To access the full documents

Head Start Early Learning Outcomes Framework is available at:

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ohs-framework.pdf>

**Connecticut Early Learning and Development Standards:** <https://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

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## Sub-domain: Emotional and Behavioral Self-Regulation

### Goal IT-ATL Child manages feelings and emotions with support of familiar adults

Corresponding CT ELDS Learning Progressions	Social and Emotional Development, Strand A: Trusting Relationships, Managing Separation, Social and Emotional Development, Strand B: Regulation of Emotions and Behavior
Additional Related CT ELDS Learning Progressions	Social and Emotional Development, Strand B: Regulation of Impulses and Behavior

### Goal IT-ATL 2 Child manages actions and behavior with support of familiar adults

Corresponding CT ELDS Learning Progressions	Social and Emotional Development, Strand A: Trusting Relationships Social and Emotional Development, Strand B: Regulations of Impulses and Behavior
Additional Related CT ELDS Learning Progressions	Social and Emotional Development, Strand A: Managing Separation Social Emotional Development, Strand B: Regulation of Emotions and Behavior

## Sub-domain: Cognitive Self-Regulation (Executive Functioning)

### Goal IT-ATL 3 Child maintains focus and sustains attention with support

Corresponding CT ELDS Learning Progressions	Cognition, Strand A: Engagement with Environment, People and Objects Cognition, Strand C: Regulation of Attention and Impulses
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## Domain: Approaches to Learning

### Goal IT-ATL 4 Child develops the ability to show persistence in actions and behavior

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand B: Cause and Effect  
Cognition, Strand C: Task Persistence

### Goal IT-ATL 5 Child demonstrates the ability to be flexible in actions and behavior

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand C: Cognitive Flexibility  
Social and Emotional Development, Strand D: Self-Concept and Competency

## Sub-domain: Initiative and Curiosity

### Goal IT-ATL 6

Child demonstrates emerging initiative in interactions, experiences, and explorations.

Corresponding CT ELDS  
Learning Progressions

Social and Emotional Development,  
Strand E: Adult Relationships, Play/Friendship

### Goal IT-ATL 7

Child demonstrates emerging initiative in interactions, experiences, and explorations

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand A: Curiosity and Initiative; Engagement with Environment,  
People and Objects; Eagerness to Learn

## Sub-domain: Creativity

### Goal IT-ATL 8 Child uses creativity to increase understanding and learning

Corresponding CT ELDS  
Learning Progressions

Essential Dispositions (Be Creative)

Additional Related CT ELDS  
Learning Progressions

Creative Arts, Strand A: Music, Visual Arts, Drama, Dance  
Cognition, Strand B: Cause and Effect

### Goal IT-ATL 9 Child shows imagination in play and interactions with others

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand B: Symbolic Representation  
Social and Emotional Development, Strand E: Play/Friendship  
Essential Dispositions



## Sub-domain: Emotional and Behavioral Self-Regulation

### Goal P-ATL 1. Child manages emotions with increasing independence.

Corresponding CT ELDS  
Learning Progressions

Social and Emotional Development, Strand A: Managing Separation  
Social and Emotional Development, Strand B: Regulation of Emotions and Behavior  
Social and Emotional Development, Strand C: Emotional Expression

### Goal IT-ATL 2 Child follows classroom rules and routines with increasing independence

Corresponding CT ELDS  
Learning Progressions

Social and Emotional Development, Strand B: Regulation of Impulses and Behavior  
Social and Emotional Development, Strand D: Self-Concept and Competency

Notes:

### Goal P-ATL 3 Child appropriately handles and takes care of classroom materials.

Corresponding CT ELDS  
Learning Progressions

Physical Development and Health, Strand C: Safety and Responsibility  
Cognition, Strand C: Choosing and Planning

Additional Related CT ELDS  
Learning Progressions

Cognition, Strand C: Choosing and Planning  
Social and Emotional Development, Strand D: Self-Concept and Competency

Notes: HSELOF applies skills reflected in CT ELDS to the use of classroom materials.  
CT ELDS is not specific to a classroom or setting and is broader.

## Domain: Approaches to Learning

### Goal P-ATL 4 Child manages actions, words, and behavior with increasing independence

Corresponding CT ELDS Learning Progressions	Social and Emotional Development, Strand B: Regulation of Emotions and Behavior
Additional Related CT ELDS Learning Progressions	Cognition, Strand C: Regulation of Attention and Impulses

## Sub-domain: Cognitive Self-Regulation (Executive Functioning)

### Goal P-ATL 5 Child demonstrates an increasing ability to control impulses

Corresponding CT ELDS Learning Progressions	Cognition, Strand C: Regulation of Attention and Impulses Social and Emotional Development, Strand B: Regulation of Impulses and Behavior
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### Goal P-ATL 6 Child maintains focus and sustains attention with minimal adult support

Corresponding CT ELDS Learning Progressions	Cognition: Engagement with Environment, People and Objects Cognition. Strand C: Regulation of Attention and Impulses
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### Goal P-ATL 7 Child persists in tasks

Corresponding CT ELDS Learning Progressions	Cognition, Strand C: Task Persistence
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### Goal P-ATL 8 Child holds information in mind and manipulates it to perform tasks

Corresponding CT ELDS Learning Progressions	Cognition, Strand B: Cause and Effect Cognition, Strand C: Working Memory
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### Goal P-ATL 9 Child demonstrates flexibility in thinking and behavior

Corresponding CT ELDS Learning Progressions	Cognition, Strand B: Problem Solving Cognition, Strand C: Cognitive Flexibility
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## Domain: Approaches to Learning

### Sub-domain: Initiative and Curiosity

#### Goal P-ATL 10 Child demonstrates initiative and independence

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand A: Curiosity and Initiative, Eagerness to Learn  
Social and Emotional Development, Strand D: Self-Concept and Competency

#### Goal P-ATL 11 Child shows interest in and curiosity about the world around them

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand A: Curiosity and Initiative;  
Engagement with Environment, People and Objects

Additional Related CT ELDS  
Learning Progressions

Social Studies, Strand B: Power Authority and Governance; People, Places and  
Environments, Civic Ideals and Practices  
Social Studies, Strand C: Individuals, Groups and Institutions; Production,  
Distribution and Consumption; Science, Technology and Society

### Sub-domain: Creativity

#### Goal P-ATL 12 Child expresses creativity in thinking and communication

Corresponding CT ELDS  
Learning Progressions

Essential Dispositions (Be Creative)  
Cognition, Strand B: Problem Solving  
Language and Literacy, Strand B: Expression of Ideas, Feelings and Needs

Additional Related CT ELDS  
Learning Progressions

Creative Arts, Strand A: Music, Visual Arts, Drama, Dance

#### Goal P-ATL 13 Child uses imagination in play and interactions with others

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand B: Symbolic Representation

Additional Related CT ELDS  
Learning Progressions

Creative Arts, Strand A: Music, Visual Arts, Drama, Dance



### Sub-domain: Relationships with Adults

**Goal IT-SE 1** Child develops expectations of consistent, positive interactions through secure relationships with familiar adults

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand A: Trusting Relationships, Managing Separation

**Goal IT-SE 2** Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand E: Adult Relationships

**Goal IT-SE 3** Child learns to use adults as a resource to meet needs.

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand A: Trusting Relationships

# Domain: Social and Emotional Development

## Sub-domain: Relationships with Other Children

**Goal IT-SE 4** Child shows interest in, interacts with, and develops personal relationships with other children

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand E: Play/Friendship

**Goal IT-SE 5** Child imitates and engages in play with other children

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand E: Play/Friendship

## Sub-domain: Emotional Functioning

**Goal IT-SE 6** Child learns to express a range of emotions

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand C: Emotional Expression

**Goal IT-SE 7** Child recognizes and interprets emotions of others with the support of familiar adults

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand C: Recognition and Response to Emotions in Others

**Goal IT-SE 8** Child expresses care and concern towards others

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand C: Recognition and Response to Emotions in Others

**Goal IT-SE 9** Child manages emotions with the support of familiar adults

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand B: Regulation of Emotions and Behavior

# Domain: Social and Emotional Development

## Sub-domain: Sense of Identity and Belonging

### Goal IT-SE 10 Child shows awareness about self and how to connect with others

Corresponding CT ELDS Learning Progressions	Social and Emotional Development, Strand D: Sense of Self
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### Goal IT-SE 11 Child understands some characteristics of self and others

Corresponding CT ELDS Learning Progressions	Social and Emotional Development, Strand D: Personal Preferences
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### Goal IT-SE 12 Child shows confidence in own abilities through relationships with others

Corresponding CT ELDS Learning Progressions	Social and Emotional Development, Strand D: Sense of Self
Other Related CT ELDS Learning Progressions	Social and Emotional Development, Strand E: Adult Relationships, Play/Friendship

### Goal IT-SE 13 Child develops a sense of belonging through relationships with others

Corresponding CT ELDS Learning Progressions	Social and Emotional Development, Strand D: Self-Concept and Competency Social and Emotional Development, Strand E: Adult Relationships
Other Related CT ELDS Learning Progressions	Social and Emotional Development, Strand E: Peer Relationships



**Sub-domain: Relationships with Adults**

**Goal P-SE 1** Child engages in and maintains positive relationships and interactions with adults

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand E: Trusting Relationships

**Goal P-SE 2** Child engages in prosocial and cooperative behavior with adults

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand E: Adult Relationships

**Sub-domain: Relationships with Other Children**

**Goal P-SE 3** Child engages in and maintains positive interactions and relationships with other children

Corresponding CT ELDS Learning Progressions

Social and Emotional Development, Strand E: Play/Friendship

## Domain: Social and Emotional Development

### Goal P-SE 4 Child engages in cooperative play with other children.

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand A: Cooperation with Peers in Learning Experiences

### Goal P-SE 5 Child uses basic problem-solving skills to resolve conflicts with other children

Corresponding CT ELDS  
Learning Progressions

Social and Emotional Development, Strand E: Conflict Resolution

## Sub-domain: Emotional Functioning

### Goal P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others

Corresponding CT ELDS  
Learning Progressions

Social and Emotional Development, Strand C: Emotional Expression, Recognition and Response to Emotions in Others

### Goal P-SE 7 Child expresses care and concern toward others

Corresponding CT ELDS  
Learning Progressions

Social and Emotional Development,  
Strand C: Recognition and Response to Emotions in Others

### Goal P-SE 8 Child manages emotions with increasing independence

Corresponding CT ELDS  
Learning Progressions

Social and Emotional Development, Strand B: Regulation of Emotions and Behavior

## Sub-domain: Sense of Identity and Belonging

### Goal P-SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Corresponding CT ELDS  
Learning Progressions

Social and Emotional Development, Strand D: Sense of Self, Personal Preferences  
Social Studies, Strand A: Individual Development and Identity; Culture

### Goal P-SE 10 Child expresses confidence in own skills and positive feeling about self

Corresponding CT ELDS  
Learning Progressions

Social and Emotional Development, Strand D: Self-Concept and competency

## Domain: Social and Emotional Development

### Goal P-SE 11 Child has a sense of belonging to family, community, and other groups

Corresponding CT ELDS  
Learning Progressions

Social and Emotional Development, Strand D: Sense of self  
Social Studies, Strand A: Individual Development and Identity; Culture



**Language and Communication**  
**Sub-domain: Attending and Understanding**

**Goal IT-LC 1** Child attends to, understands, and responds to communication and language from others

Corresponding CT ELDS Learning Progressions

Language and Literacy, Strand A: Word Comprehension. Language Comprehension

**Goal IT-LC 2** Child learns from communication and language experiences with others

Corresponding CT ELDS Learning Progressions

Language and Literacy, Strand A: Word Comprehension  
 Language and Literacy, Strand A: Language Comprehension

**Goal IT-LC 3** Child communicates needs and wants non-verbally and by using his language

Corresponding CT ELDS Learning Progressions

Language and Literacy, Strand B: Vocabulary

**Sub-domain: Communicating and Speaking**

**Goal IT-LC 4** Child uses non-verbal communication and language to engage others in interaction

Corresponding CT ELDS Learning Progressions

Language and Literacy, Strand C: Language for Interaction

## Domain: Language and Literacy

### Goal IT-LC 5 Child uses increasingly complex language in conversation with others

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand B: Expression of Ideas,  
Feelings and Needs; Language Structure

### Goal IT-LC 6 Child initiates non-verbal communication and language to learn and gain information.

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand C: Language for Interaction

## Sub-domain: Vocabulary

### Goal IT-LC 7 Child understands an increasing number of words used in communication with others

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand A: Word Comprehension

### Goal IT-LC 8 Child uses an increasing number of words in communication and conversation with others

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand B: Vocabulary

## Sub-domain: Emergent Literacy

### Goal IT-LC 9 Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand D: Interest and Engagement with Books

### Goal IT-LC 10 Child handles books and relates them to their stories or information.

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand D: Understanding of Stories or Information  
Language and Literacy, Strand E: Book Concepts

# Domain: Language and Literacy

## Goal IT-LC 11 Child recognizes pictures and some symbols, signs, or words.

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand E: Print Concepts, Letter Recognition

## Goal IT-LC 12 Child comprehends meaning from pictures and stories

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand D: Interest and Engagement with Books,  
Understanding of Stories or Information

## Goal IT-LC 13 Child makes marks and uses them to represent objects or actions

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand G: Drawing and Writing



## Language and Communication Sub-domain: Attending and Understanding

### Goal P-LC 1 Child attends to communication and language from others

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand C: Conventions of Conversation,  
Language for Interaction

### Goal P-LC 2 Child understands and responds to increasingly complex communication and language from others

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand A: Language Comprehension

## Sub-domain: Communicating and Speaking

### Goal P-LC 3 Child varies the amount of information provided to meet the demands of the situation

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand C: Language for Interaction

### Goal P-LC 4 Child understands, follows, and uses appropriate social and conversational rules

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand C: Conventions of Conversation

## Domain: Language and Literacy

### Goal P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand B: Language Structure  
Language and Literacy, Strand C: Expression of Ideas, Feelings and Needs

### Sub-domain: Vocabulary

### Goal P-LC 6 Child understands and uses a wide variety of purposes

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand B: Vocabulary

### Goal P-LC 7 Child shows understanding of word categories and relationships among words

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand A: Word Comprehension

## Literacy

### Sub-domain: Phonological Awareness

### Goal P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand F: Phonological Awareness

### Sub-domain: Print and Alphabet Awareness

### Goal P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand E: Print Concepts, Book Concepts

### Goal P-LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters

Corresponding CT ELDS  
Learning Progressions

Language and Literacy, Strand E: Letter Recognition

# Domain: Language and Literacy

## Sub-domain: Comprehension and Text Structure

**Goal P-LIT 4** Child demonstrates an understanding of narrative structure through storytelling/retelling

Corresponding CT ELDS Learning Progressions

Language and Literacy, Strand D: Understanding Stories or Information

**Goal P-LIT 5** Child asks and answers questions about a book that was read aloud

Corresponding CT ELDS Learning Progressions

Language and Literacy, Strand D: Understanding Stories or Information

## Sub-domain: Writing

**Goal P-LIT 6** Child writes for a variety of purposes using increasingly sophisticated marks

Corresponding CT ELDS Learning Progressions

Language and Literacy, Strand G: Drawing and Writing  
Physical Development and Health, Strand B: Small Muscle Movement and Coordination

## Additional Preschool Learning Outcomes from the CT ELDS that are not represented in the HSELOF

### CT ELDS Domain: Language and Literacy

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

Learning Progression	3 to 4 years	4 to 5 years
Interest and Engagement in 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 non-fiction



**Sub-domain: Exploration and Discovery**

**Goal IT-C 1 Child actively explores people and objects to understand self, others, and objects**

Corresponding CT ELDS Learning Progressions	Cognition, Strand A: Curiosity and Initiative Engagement with Environment, People and Objects
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**Goal IT-C 2 Child uses understanding of casual relationships to act on social and physical environments**

Corresponding CT ELDS Learning Progressions	Cognition, Strand B: Cause and Effect
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**Sub-domain: Memory**

**Goal IT-C 3 Child recognizes differences between familiar and unfamiliar people, objects, actions, or events**

Corresponding CT ELDS Learning Progressions	Cognition, Strand B: Attributes, Sorting and Patterns
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**Goal IT-C 4 Child recognizes the stability of people and objects in the environment**

Corresponding CT ELDS Learning Progressions	No Match
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## Domain: Cognition

### Goal IT-C 5 Child uses memories as a foundation for more complex actions and thoughts

Corresponding CT ELDS  
Learning Progressions

No Match

### Sub-domain: Reasoning and Problem-Solving

### Goal IT-C 6 Child learns to use a variety of strategies in solving problems

Corresponding CT ELDS  
Learning Progressions

Essential Dispositions  
Cognition, Strand B: Problem Solving

### Goal IT-C 7 Child uses reasoning and planning ahead to solve problems

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand B: Problem Solving

### Sub-domain: Emergent Mathematical Thinking

### Goal IT-C 8 Child develops sense of number and quantity

Corresponding CT ELDS  
Learning Progressions

Mathematics, Strand A: Number Names, Cardinality, Recognition of Quantity,  
Comparison

### Goal IT-C 9 Child uses spatial awareness to understand objects and their movement in space

Corresponding CT ELDS  
Learning Progressions

Mathematics, Strand D: Spatial Relationships

### Goal IT-C 10 Child uses matching and sorting of objects or people to understand similar and different characteristics

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand B: Attributes, Sorting and Patterns  
Mathematics, Strand C: Sorting and Classifying  
Mathematics, Strand D: Identification of Shapes

### Sub-domain: Imitation and Symbolic Representation and Play

### Goal IT-C 11 Child observes and imitates sounds, words, gestures, actions and behaviors

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand B: Cause and Effect

## Domain: Cognition

### Goal IT-C 12 Child uses objects or symbols to represent something else.

Corresponding CT ELDS Learning Progressions

Cognition, Strand B: Symbolic Representation

### Goal IT-C 13 Child uses pretend play to increase understanding of culture, environment, and experiences

Corresponding CT ELDS Learning Progressions

Cognition, Strand B: Symbolic Representation

## Additional Infant/Toddler Learning Outcomes from the CT ELDS that are not represented in the HSELOF

### CT ELDS Domain: Mathematics

Strand A: Early learning experiences will support children to understand counting and cardinality

Learning Progression	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months
Cardinality			M.18.2 Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in an egg carton with one of several objects)	M.24.2 Put objects in one-to-one correspondence (e.g., puts one item in compartment)	M.36.2 Count two to three objects using one-to-one correspondence

### CT ELDS Domain: Mathematics

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data)

Learning Progression	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months
Cardinality				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” and long”)



**Sub-domain: Counting and Cardinality**

**Goal P-MATH 1** Child knows number names and the count sequence

Corresponding CT ELDS Learning Progressions

Mathematics, Strand A: Number Names

**Goal P-MATH 2** Child recognizes the number of objects in a small set

Corresponding CT ELDS Learning Progressions

Mathematics, Strand A: Recognition of Quantity

**Goal P-MATH 3** Child understands the relationships between numbers and quantities

Corresponding CT ELDS Learning Progressions

Mathematics, Strand A: Cardinality

**Goal P-MATH 4** Child compares numbers

Corresponding CT ELDS Learning Progressions

Mathematics, Strand B: Comparison, Number Operations

**Goal P-MATH 5** Child associates a quantity with written numerals up to 5 and begins to write numbers.

Corresponding CT ELDS Learning Progressions

Mathematics, Strand A: Written Numerals

# Domain: Mathematics Development

## Sub-domain: Operations and Algebraic Thinking

**Goal P-MATH 6** Child understands addition as adding to and understands subtraction as taking away from.

Corresponding CT ELDS  
Learning Progressions

Mathematics, Strand B: Number Operations

**Goal P-MATH 7** Child understands simple patterns

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand B: Attributes, Sorting, and Patterns

## Sub-domain: Measurement

**Goal P-MATH 8** Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons

Corresponding CT ELDS  
Learning Progressions

Mathematics, Strand A: Comparison  
Mathematics, Strand C: Measurement

## Sub-domain: Geometry and Spatial Sense

**Goal P-MATH 9** Child identifies, describes, compares, and composes shapes

Corresponding CT ELDS  
Learning Progressions

Mathematics, Strand D: Identification of Shapes, Composition of Shapes

Corresponding CT ELDS  
Learning Progressions

Cognition, Strand B: Attributes, Sorting and Patterns

**Goal P-MATH 10** Child explores the positions of objects in space

Corresponding CT ELDS  
Learning Progressions

Mathematics, Strand D: Spatial Relationships



**Sub-domain: Scientific Inquiry**

**Goal P-SCI 1 Child observes and describes observable phenomena (objects, material, organisms, and events)**

Corresponding CT ELDS Learning Progressions	Science, Strand A: Questioning and Defining Problems
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**Goal P-SCI 2 Child engages in scientific talks**

Corresponding CT ELDS Learning Progressions	Language and Literacy, Strand B: Expression of Ideas, Feelings, and Needs Science, Strand A: Questioning and Defining Problems
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**Goal P-SCI 3 Child compares and categorizes observable phenomena.**

Corresponding CT ELDS Learning Progressions	No Match
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Note: this Goal can be addressed in conjunction with CT ELDS Science Strands C, D and E

**Goal P-SCI 4 Child asks a question, gathers information, and makes predictions**

Corresponding CT ELDS Learning Progressions	Science, Strand A: Investigating
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# Domain: Scientific Reasoning

## Goal P-SCI 5 Child plans and conducts investigations and experiments

Corresponding CT ELDS Learning Progressions	Science, Strand A: Investigating
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## Goal P-SCI 6 Child analyzes results, draw conclusions, and communicates results

Corresponding CT ELDS Learning Progressions	Science, Strand A: Using Evidence Mathematics, Strand C: Data
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### Additional Preschool Learning Outcomes from the CT ELDS that are not represented in the HSELOF

#### CT ELDS Domain: Science

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

Learning Progression	3 to 4 years	4 to 5 years
Unity and Diversity of Life	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
Living Things and Their Interactions with the Environment and Each Other	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

#### CT ELDS Domain: Science

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

Learning Progression	3 to 4 years	4-5 years
Energy, Force and Motion	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
Matter and Its Properties	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 left outside in the cold.)

## CT ELDS Domain: Science

Strand E: Early learning experiences will support children to understand features of the earth.

Learning Progression	3 to 4 years	4-5 years
Earth's Features and the Effects of Weather and Water	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 the 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.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.)



### Sub-domain: Perception

#### Goals IT-PMP 1-2 No CT ELDS matches

Corresponding CT ELDS Learning Progressions	No Match
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### Sub-domain: Gross Motor

#### Goal IT-PMP 3 Child demonstrates effective and efficient use of large muscles for movement and position.

Corresponding CT ELDS Learning Progressions	Physical Development and Health, Strand A: Mobility
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#### Goal IT-PMP 4

#### Child demonstrates effective and efficient use of large muscles to explore the environment

Corresponding CT ELDS Learning Progressions	Physical Development and Health, Strand A: Mobility; Large Muscle Movement and Coordination
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#### Goal IT-PMP 5 Child uses sensory information and body awareness to understand how their body relates to the environment

Corresponding CT ELDS Learning Progressions	Physical Development and Health, Strand A: Mobility; Large Muscle Movement and Coordination
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# Domain: Perceptual, Motor and Physical Development

## Sub-Domain: Fine Motor

### Goal IT-PMP 6 Child coordinates hand and eye movements to perform actions

Corresponding CT ELDS  
Learning Progressions

Physical Development and Health, Strand B: Visual Motor Integration;  
Small Muscle Movement and Coordination

### Goal IT-PMP 7 Child uses hands for exploration, play, and daily routines

Corresponding CT ELDS  
Learning Progressions

Physical Development and Health, Strand B: Small Muscle Movement  
and Coordination

### Goal IT-PMP 8 Child adjusts reach and grasp to use tools

Corresponding CT ELDS  
Learning Progressions

Physical Development and Health, Strand B: Visual Motor Integration

## Sub-Domain: Health, Safety, and Nutrition

### Goal IT-PMP 9 Child demonstrates healthy behaviors with increasing independence as part of everyday routines

Corresponding CT ELDS  
Learning Progressions

Physical Development and Health, Strand D: Healthy Behaviors

### Goal IT-PMP 10 Child uses safe behaviors with support from adults.

Corresponding CT ELDS  
Learning Progressions

Physical Development and Health, Strand C: Safety and Responsibility

### Goal IT-PMP 11 Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices

Corresponding CT ELDS  
Learning Progressions

Physical Development and Health, Strand C: Feeding Routines/Nutrition

**Additional Infant/Toddler Learning Outcomes from the CT ELDS  
that are not represented in the HSELOF**

<b>CT ELDS Domain: Physical Development and Health</b>					
Strand D: Early learning experiences will support children to maintain physical health status and well-being.					
Learning Progression	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months
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



### Sub-domain: Gross Motor

#### Goal P-PMP 1 - Child demonstrates control, strength, and coordination of large muscles

Corresponding CT ELDS Learning Progressions

Physical Development and Health, Strand A: Mobility; Large Muscle Movement and Coordination

#### Goal P-PMP 2 - Child uses perceptual information to guide motions and interactions with objects and other people

Corresponding CT ELDS Learning Progressions

Physical Development and Health, Strand A: Mobility; Large Muscle Movement and Coordination

### Sub-domain: Fine Motor

#### Goal P-PMP 3 - Child demonstrates increasing control, strength, and coordination of small muscles

Corresponding CT ELDS Learning Progressions

Physical Development and Health, Strand B: Visual Motor Integration, Small Muscle Movement and Coordination

### Sub-domain: Health, Safety and Nutrition

#### Goal P-PMP 4 - Child demonstrates personal hygiene and self-care skills

Corresponding CT ELDS Learning Progressions

Physical Development and Health, Strand C: Dressing/ Hygiene  
Physical Development and Health, Strand D: Healthy Behaviors

## Domain: Perceptual, Motor and Physical Development

### Goal P-PMP 5 - Child develops knowledge and skills that promote nutritious food choices and eating habits

Corresponding CT ELDS Learning Progressions

No Match

### Goal P-PMP 6 - Child demonstrates knowledge of personal safety practices and routines.

Corresponding CT ELDS Learning Progressions

Physical Development and Health, Strand C: Safety and Responsibility

### Additional Preschool Learning Outcomes from the CT ELDS that are not represented in the HSELOF

#### CT ELDS Domain: Physical Development and Health

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

Learning Progression	3 to 4 years	4-5 years
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.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 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 a total of 60 minutes of moderate to vigorous physical activity spread over the course of a day

**Additional Infant/Toddler Learning Outcomes from the CT ELDS  
that are not represented in the HSELOF**

<b>CT ELDS Domain: Creative Arts</b>					
Strand A: Early learning experiences will support children to engage in and enjoy the arts.					
Learning Progression	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months
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.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.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 (itches)	CA.36.3 Repeat parts of simple songs

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.36.4 Create art in a variety of media with some control and own purpose
				CA.24.5 Experiment with strokes and lines using brushes, markers, etc.	
Drama				CA.24.6 Imitate simple aspects of a role using realistic props and sounds	CA.36.5 Engage in simple pretend 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)	A.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.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway)	
Strand B: Early learning experiences will support children to explore and respond to creative works.					
Appreciation of the Arts					CA.36.7 Describe or ask questions about a work of art
					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)

**Additional Preschool Learning Outcomes from the CT ELDS  
that are not represented in the HSELOF**

<b>CT ELDS Domain: Creative Arts</b>		
Strand A: Early learning experiences will support children to engage in and enjoy the arts.		
Learning Progression	3 to 4 years	4 to 5 years
Music	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.48.2 Imitate or spontaneously sing and entire verse of a song	CA.60.2 Invent own music (through humming, singing, creating rhythms)
	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.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
Visual Arts	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.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.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 movements 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.		
Appreciation of the Arts	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.48.9 Demonstrate increased appreciation of the work of others and identify preferences	

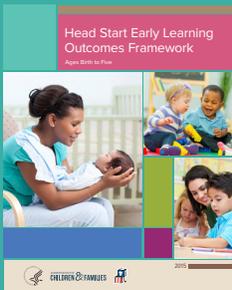
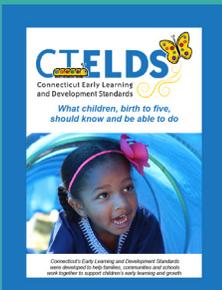
**Additional Infant/Toddler Learning Outcomes from the CT ELDS  
that are not represented in the HSELOF**

<b>CT ELDS Domain: Social Studies</b>					
Learning Progression	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months
	Note: Precursors to the skills reflected in social studies can be found in the domain of Social Emotional and Cognition.				

**Additional Preschool Learning Outcomes from the CT ELDS  
that are not represented in the HSELOF**

<b>CT ELDS Domain: Social Studies</b>		
<b>Note: In the CT ELDS, Social Studies is a preschool age only domain.</b>		
Strand B: Early learning experiences will support children to learn about people and the environment.		
Learning Progression	3 to 4 years	4 to 5 years
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 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, buildings, 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)

<p style="text-align: center;">Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.</p>		
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 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
<p style="text-align: center;">Strand D: Early learning experiences will support children to understand change over time.</p>		
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



This document outlines the alignment between two sets of early learning standards: The Connecticut Early Learning and Development Standards (CT ELDS) and the (HSELOF).