

**Connecticut Early Learning and Development Standards (CT ELDS)  
with Aligned Head Start Early Learning Outcomes Framework (HSELOF)**



**CT ELDS**

**Connecticut Early Learning  
and Development Standards**

**HSELOF**

**Head Start Early Learning  
Outcomes Framework**

# Introduction

## Introduction - CT ELDS with aligned HSELOF learning progressions



This document outlines the alignment between two sets of early learning standards: the Connecticut Early Learning and Development Standards (CT ELDS) and the Head Start Early Learning Outcomes Framework (HSELOF). 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 CT ELDS learning progressions as a foundation and highlights the aligned HSELOF goals. In addition to noting the aligned HSELOF goals, this document includes the full content of any HSELOF goals that are not represented in the CT ELDS. When used with the HSELOF, 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 HSELOF goals 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 CT ELDS as a foundation and includes aligned HSELOF goals. When a HSELOF goal is included as aligned to a CT ELDS learning progression, this reflects that important aspects of what is included in the CT ELDS learning progression are represented in that HSELOF goal. However, because development across domains is highly interrelated in early childhood, some HSELOF goals may also be aligned to other CT ELDS learning progressions. 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 CT ELDS document includes important background information, which 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 professional 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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# Domain: Cognition



**Strand A: Early learning experiences will support children to develop effective approaches to learning.**

**Learning Progressions: Curiosity and Initiative; Engagement with Environment, People and Objects; Eagerness to Learn; Cooperation with Peers in Learning Experiences**

Corresponding Head Start Early Learning Outcomes Framework Goals Interest and Engagement in Books	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-ATL 3. Child maintains focus and sustains attention with support</li> <li>△ Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations</li> <li>△ Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.</li> <li>△ Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.</li> <li>△ Goal IT-C 4. Child recognizes the stability of people and objects in the environment. (12.1)</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.</li> <li>○ Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</li> <li>○ Goal P-ATL 10. Child demonstrates initiative and independence.</li> <li>○ Goal P-ATL 11. Child shows interest in and curiosity about the world around them.</li> <li>○ Goal P-SE 4. Child engages in cooperative play with other children.</li> </ul>

Notes: IT-C 4 is only a match at the 6-12 month age band.

# Domain: Cognition



## Strand B: Early learning experiences will support children to use logic and reasoning. Learning Progressions: Cause and Effect; Attributes, Sorting and Patterns; Problem Solving; Symbolic Representation

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.</li> <li>△ Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.</li> <li>△ Goal IT-C 6. Child learns to use a variety of strategies in solving problems</li> <li>△ Goal IT-C-7. Child uses reasoning and planning ahead to solve problems.</li> <li>△ Goal IT-C 12. Child uses objects or symbols to represent something else.</li> <li>△ Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</li> <li>○ Goal P-ATL 12. Child expresses creativity in thinking and communication.</li> <li>○ Goal P-ATL 13. Child uses imagination in play and interactions with others.</li> <li>○ Goal P-MATH 7. Child understands simple patterns.</li> <li>○ Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</li> </ul>
Other related HSELOF goals		<ul style="list-style-type: none"> <li>○ Goal P-SCI 3. Child compares and categorizes observable phenomena.</li> <li>○ Goal P-MATH 9. Child identifies, describes, compares and composes shapes.</li> </ul>

# Domain: Cognition



**Strand C: Early learning experiences will support children to strengthen executive function.**  
**Learning Progressions: Choosing and Planning; Task Persistence; Cognitive Flexibility;**  
**Working Memory; Regulation of Attention and Impulses**

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	<ul style="list-style-type: none"> <li>△ Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.</li> <li>△ Goal IT-ATL 3. Child maintains focus and sustains attention with support .</li> <li>△ Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.</li> <li>△ Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.</li> <li>△ Goal IT-ATL 8. Child uses creativity to increase understanding and learning.</li> <li>△ Goal IT-C-6. Child demonstrates emerging initiative in interactions, experiences, and explorations.</li> <li>△ Goal IT-C-7. Child uses reasoning and planning ahead to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</li> <li>○ Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.</li> <li>○ Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</li> <li>○ Goal P-ATL 7. Child persists in tasks.</li> <li>○ Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</li> <li>○ Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</li> <li>○ Goal P-ATL-10. Child demonstrates initiative and independence (see indicators for more).</li> <li>○ Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</li> </ul>

## Infant/Toddler

# HSELOF Domain: Approaches To Learning

### Sub-domain: Creativity

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

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	Finds new things to do with familiar, everyday objects such as using a cooking pot for a hat or a spoon as a drumstick.	Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	<ul style="list-style-type: none"> <li>▲ Pays attention to new or unusual things.</li> <li>▲ Shows willingness to participate in new activities or experiences.</li> <li>▲ Uses language in creative ways, sometimes making up words or rhymes.</li> </ul>

# HSELOF Domain: Cognition

## Sub-domain: Memory

### Goal IT-C 4 Child recognizes the stability of people and objects in the environment.

DEVELOPMENTAL PROGRESSION		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Shows awareness that people and objects still exist when they are out of sight and sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.

INDICATORS
By 36 Months
<ul style="list-style-type: none"> <li>▲ Notices who is missing from a familiar group, such as family at dinner or children in a play-group.</li> </ul>

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

DEVELOPMENTAL PROGRESSION		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.

INDICATORS
By 36 Months
<ul style="list-style-type: none"> <li>▲ Recalls a similar family event when hearing a story read.</li> <li>▲ Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.</li> <li>▲ Repeats simple rules about expected behavior, such as “We wash our hands before we eat.”</li> </ul>

# Preschool

## HSELOF Domain: Approaches To Learning

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

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

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Handles classroom materials, such as putting them where they belong, with adult support.	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	<ul style="list-style-type: none"><li>• Appropriately handles materials during activities.</li><li>• Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</li></ul>

# Domain: Social and Emotional Development



**Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.**

**Learning Progressions: Trusting Relationships and Managing Separation**

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.</li> <li>△ Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.</li> <li>△ Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.</li> <li>△ Goal IT-SE 3. Child learns to use adults as a resource to meet needs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-ATL 1. Child manages emotions with increasing independence.</li> <li>○ Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.</li> </ul>

# Domain: Social and Emotional Development



## Strand B: Early learning experiences will support children to develop self-regulation. Learning Progressions: Regulation of Emotions and Behaviors, Regulation of Impulses and Behavior

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.</li> <li>△ Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.</li> <li>△ Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.</li> <li>△ Goal IT-SE 9. Child manages emotions with the support of familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-ATL 1. Child manages emotions with increasing independence.</li> <li>○ Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</li> <li>○ Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</li> <li>○ Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.</li> </ul>

HSELOF includes a goal specific to classroom rules and routines while the CT ELDS addresses specific skills that might be generalized across settings (e.g., transitioning, considering the social standards of the environment, using strategies to help delay gratification)

# Domain: Social and Emotional Development



**Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.**

**Learning Progressions: Emotional Expression, Recognition and Response to Emotions in Others**

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	<ul style="list-style-type: none"> <li>△ Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.</li> <li>△ Goal IT-SE 6. Child learns to express a range of emotions.</li> <li>△ Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.</li> <li>△ Goal IT-SE 8. Child expresses care and concern towards others.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-ATL 1. Child manages emotions with increasing independence.</li> <li>○ Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</li> <li>○ Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.</li> <li>○ Goal P-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.</li> <li>○ Goal P-SE 8. Child expresses care and concern toward others.</li> </ul>



**Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.**

**Learning Progressions: Sense of Self, Personal Preferences, Self-Concept and Competency**

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-SE 10. Child shows awareness about self and how to connect with others.</li> <li>△ Goal IT-SE 11. Child understands some characteristics of self and others.</li> <li>△ Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.</li> <li>△ Goal IT-SE 13. Child develops a sense of belonging through relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</li> <li>○ Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</li> <li>○ Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.</li> <li>○ Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</li> </ul>

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

**Learning Progressions: Adult Relationships, Play/Friendship, Conflict Resolution**

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.</li> <li>△ Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.</li> <li>△ Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.</li> <li>△ Goal IT-SE 5. Child imitates and engages in play with other children.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.</li> <li>○ Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</li> <li>○ Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.</li> </ul>

# Domain: Physical Development and Health



## Strand A: Early learning experiences will support children to develop gross motor skills.

### Learning Progressions: Mobility; Large Muscle Movement and Coordination

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	<ul style="list-style-type: none"> <li>△ Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.</li> <li>△ Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.</li> <li>△ Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.</li> <li>○ Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.</li> </ul>

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

### Learning Progressions: Visual Motor Integration; Small Muscle Movement and Coordination

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	<ul style="list-style-type: none"> <li>△ Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.</li> <li>△ Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.</li> <li>△ Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.</li> <li>△ Goal IT-PMP 8. Child adjusts reach and grasp to use tools.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.</li> <li>○ Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.</li> </ul>

# Domain: Physical Development and Health



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

**Learning Progressions: Feeding Routines/Nutrition; Safety and Responsibility; Dressing and Hygiene**

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	<ul style="list-style-type: none"> <li>△ Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.</li> <li>△ Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.</li> <li>△ Goal IT-PMP 10. Child uses safe behaviors with support from adults.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</li> <li>○ Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.</li> <li>○ Goal P-PMP 3. Child demonstrates increasing control, strength and coordination of small muscles.</li> <li>○ Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.</li> <li>○ Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.</li> </ul>

# Domain: Physical Development and Health



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

**Learning Progressions: Physical Health Status; Physical Activity; Healthy Behaviors**

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	<ul style="list-style-type: none"> <li>Δ Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.</li> <li>Δ Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.</li> </ul>

Notes:

The following Learning Progressions are not addressed in the HSELOF:

- Physical Health Status
- Physical Activity

## Infant/Toddler

### HSELOF Domain: Perceptual, Motor, And Physical Development

#### Sub-domain: Perception

**Goal IT-PMP 1** Child uses perceptual information to understand objects, experiences, and interactions.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	<ul style="list-style-type: none"> <li>▲ Combines information gained through the senses to understand objects, experiences, and interactions.</li> <li>▲ Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.</li> <li>▲ Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.</li> </ul>

# HSELOF Domain: Perceptual, Motor, And Physical Development

## Sub-domain: Perception

**Goal IT-PMP 2** Child uses perceptual information in directing own actions, experiences, and interactions.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	<ul style="list-style-type: none"> <li>▲ Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.</li> <li>▲ Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.</li> </ul>

# Preschool

## HSELOF Domain: Perceptual, Motor, And Physical Development

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

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

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	By 60 Months
Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	<ul style="list-style-type: none"><li>• Identifies a variety of healthy and unhealthy foods.</li><li>• Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</li><li>• Moderates food consumption based on awareness of own hunger and fullness.</li></ul>

# Domain: Language and Literacy



## Strand A: Early learning experiences will support children to understand language (receptive language). Learning Progressions: Word Comprehension, Language Comprehension

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.</li> <li>△ Goal IT-LC 2. Child learns from communication and language experiences with others.</li> <li>△ Goal IT-LC 7. Child understands an increasing number of words used in communication with others.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-LC 1. Child attends to communication and language from others.</li> <li>○ Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</li> </ul>

## Strand B: Early learning experiences will support children to use language (expressive language). Learning Progressions: Vocabulary; Expression of Ideas, Feelings and Needs; Language Structure

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.</li> <li>△ Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.</li> <li>△ Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</li> <li>○ Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.</li> </ul>

# Domain: Language and Literacy



## Strand C: Early learning experiences will support children to use language for social interaction. Learning Progressions: Conventions of Conversation; Language for Interaction

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.</li> <li>△ Goal IT-LC 2. Child learns communication and language experiences with others.</li> <li>△ Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.</li> <li>△ Goal IT-LC 4. Child uses on-verbal communication and language to engage others in interaction.</li> <li>△ Goal IT-LC 5. Child uses increasingly complex language in conversation with others.</li> <li>△ Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-LC 1. Child attends to communication and language from others.</li> <li>○ Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</li> <li>○ Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.</li> <li>○ Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</li> </ul>

# Domain: Language and Literacy



## Strand D: Early learning experiences will support children to gain book appreciation and knowledge. Learning Progressions: Interest and Engagement with Books; Understanding of Stories of Information

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases or refrains from stories or songs.</li> <li>△ Goal IT-LC 12. Child comprehends meaning from pictures and stories.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.</li> <li>○ Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.</li> </ul>

## Strand E: Early learning experiences will support children to gain gain knowledge of print and its uses. Learning Progressions: Book Concepts; Print Concepts; Letter Recognition

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-LC 10. Child handles books and relates them to their stories or information.</li> <li>△ Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.</li> </ul>	<ul style="list-style-type: none"> <li>○ 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).</li> <li>○ Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.</li> </ul>

# Domain: Language and Literacy



## Strand F: Early learning experiences will support children to develop phonological awareness. Learning Progressions: Phonological Awareness

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	N/A	<ul style="list-style-type: none"> <li>Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.</li> </ul>

Notes: HSELOF does not include phonological awareness until 36 months, while the CT ELDS includes an indicator at 24-26 months.

## Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.

### Learning Progressions: Drawing and Writing

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>Δ Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.</li> </ul>

# Domain: Creative Arts



## Strand A: Early learning experiences will support children to engage in and enjoy the arts. Learning Progressions: Music; Visual Arts; Drama; Dance

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	<ul style="list-style-type: none"> <li>Δ Goal IT-ATL 8. Child uses creativity to increase understanding and learning.</li> <li>Δ Goal IT-ATL 9. Child shows imagination in play and interactions with others.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-ATL 12. Child expresses creativity in thinking and communication.</li> <li>○ Goal P-ATL 13. Child uses imagination in play and interactions with others.</li> </ul>

Notes: The HSELOF addresses creativity broadly with a focus on creative thinking and the use of creativity in play and interactions. The HSELOF does not address the Creative Arts

## Strand B: Early learning experiences will support children to explore and respond to creative-works. Learning Progressions: Appreciation of the Arts

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	No Matches	No Matches

Notes: The HSELOF addresses creativity broadly with a focus on creative thinking and the use of creativity in play and interactions. The HSELOF does not address the Creative Arts.

# Domain: Mathematics



**Strand A: Early learning experiences will support children to understand counting and cardinality. Learning Progressions: Number Names; Cardinality; Written Numerals; Recognition of Quantity; Comparison**

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	Δ Goal IT-C 8. Child develops sense of number and quantity.	<ul style="list-style-type: none"> <li>○ Goal P-MATH 1. Child knows number names and the count sequence.</li> <li>○ Goal P-MATH 2. Child recognizes the number of objects in a small set.</li> <li>○ Goal P-MATH 3. Child understands the relationship between numbers and quantities.</li> <li>○ Goal P-MATH 4. Child compares numbers.</li> <li>○ Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.</li> </ul>

Notes: The HSELOF specifies that children will associate a quantity with written numerals up to five and includes the writing of numerals. In the CT ELDS, writing of numerals is included within Drawing and Writing

# Domain: Mathematics



**Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking.)**

**Learning Progressions: Number Operations**

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	Δ Goal IT-C 8. Child develops sense of number and quantity.	<ul style="list-style-type: none"> <li>○ Goal P-MATH 4. Child compares numbers.</li> <li>○ Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.</li> <li>○ Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</li> </ul>

Notes: HSELOF does not address decomposition of numbers.

# Domain: Mathematics



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

**Learning Progressions: Measurement; Data; Sorting and Classifying**

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	Δ Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	<ul style="list-style-type: none"> <li>○ Goal P-MATH 4. Child compares numbers.</li> <li>○ Goal P-MATH 7. Child understands simple patterns.</li> <li>○ Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</li> </ul>

Notes: HSELOF does not address representation of data.

# Domain: Mathematics



**Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).**

**Learning Progressions: Measurement; Data; Sorting and Classifying**

Corresponding Head Start	Infant/Toddler	Preschool
Early Learning Outcomes Framework Goals	Δ Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space. Δ Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	<ul style="list-style-type: none"> <li>○ Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.</li> <li>○ Goal P-MATH 10. Child explores the positions of objects in space.</li> </ul>

Additional learning outcomes from the HSELOF that are not represented in the CT ELDS

## Preschool

### HSELOF Domain: Mathematics Development

#### Sub-domain: Counting And Cardinality

<b>Goal P-MATH 5</b> Child associates a quantity with written numerals up to 5 and begins to write numbers.	
DEVELOPMENTAL PROGRESSION	
36 to 48 Months	48 to 60 Months
Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.

INDICATORS
By 60 Months
<ul style="list-style-type: none"> <li>• Associates a number of objects with a written numeral 0-5.</li> <li>• Recognizes and with support, writes some numerals up to 10.</li> </ul>

# Domain: Science



## Strand A: Early learning experiences will support children to apply scientific practices.

### Learning Progressions: Questioning and Defining Problems; Investigating; Using Evidence

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>Δ Goal IT-C 1. Child actively explores people and objects to understand self, other, and objects.</li> <li>Δ Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</li> <li>○ Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.</li> <li>○ Goal P-SCI 5. Child plans and conducts investigations and experiments.</li> <li>○ Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</li> </ul>

## Strand B: Early learning experiences will support children to engage in the process of engineering.

### Learning Progressions: Design Cycle

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
		<ul style="list-style-type: none"> <li>○ Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</li> </ul>

Notes: HSELOF does not explicitly address engineering/design cycle but incorporates it within P-SCI 6.



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

**Learning Progressions: Unity and Diversity of Life; Living Things and Their Interactions with the Environment and Each Other**

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-C 1. Child actively explores people and objects to understand self, other, and objects.</li> </ul>	<ul style="list-style-type: none"> <li>○ Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</li> <li>○ Goal P-SCI 3. Child compares and categorizes observable phenomena.</li> </ul>

Notes: HSELOF addresses broader skills while CT ELDS includes a specific area in which HSELOF skills would be applied.

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

**Learning Progressions: Energy, Force and Motion; Matter and its Properties**

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
	<ul style="list-style-type: none"> <li>△ Goal IT-C-2. Child uses understanding of causal relationships to act on social and physical environments.</li> </ul>	

Notes: Good match for Infant/Toddler. No match for preschool.

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

**Learning Progressions: Earth's Features and the Effects of Weather and Water; Earth and Human Activity**

Corresponding Head Start Early Learning Outcomes Framework Goals	NO MATCHES
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# Domain: Social Studies



**Strand A: Early learning experiences will support children to apply scientific practices.**  
**Learning Progressions: Questioning and Defining Problems; Investigating; Using Evidence**

Corresponding Head Start Early Learning Outcomes Framework Goals	Infant/Toddler	Preschool
		<ul style="list-style-type: none"> <li>○ Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</li> <li>○ Goal P-SE 11. Child has a sense of belonging to family, community, and other groups.</li> </ul>

**Strand B: Early learning experiences will support children to learn about people and the environment.**  
**Learning Progressions: People, Places and Environments; Civic Ideals and Practices**

Corresponding Head Start Early Learning Outcomes Framework Goals	NO MATCHES
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# Domain: Social Studies



**Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.**

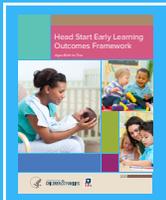
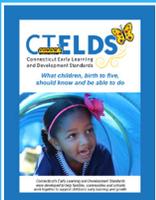
**Learning Progressions: Individuals, Groups and Institutions; Production, Distribution and Consumption; Science, Technology and Society**

Corresponding Head Start Early Learning Outcomes Framework Goals	NO MATCHES
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**Strand D: Early learning experiences will support children to support children to understand change over time.**

**Learning Progressions: Time, Continuity and Change**

Corresponding Head Start Early Learning Outcomes Framework Goals	NO MATCHES
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This document outlines the alignment between two sets of early learning standards: The Connecticut Early Learning and Development Standards (CT ELDS) and the (HSELOF).