

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



HSELOF

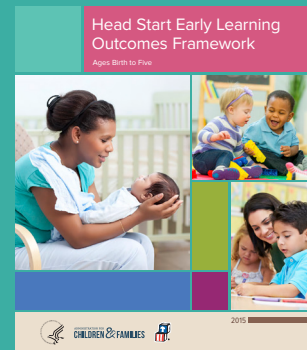
Head Start Early Learning
Outcomes Framework

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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Domain: Approaches to Learning

Infant/Toddler



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
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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

Domain: Social and Emotional Development

Infant/Toddler



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

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

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

Domain: Social and Emotional Development

Preschool



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

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

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

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

Corresponding CT ELDS
Learning Progressions

No Match

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

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

Goal P-SCI 3 Child compares and categorizes observable phenomena.

Corresponding CT ELDS
Learning Progressions

No Match

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

Domain: Scientific Reasoning

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

Corresponding CT ELDS
Learning Progressions

Science, Strand A: Investigating

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

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.)

Domain: Perceptual, Motor and Physical Development

Infant/Toddler



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

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	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

Domain: Perceptual, Motor and Physical Development

Preschool



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
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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
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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**

CT ELDS Domain: Creative Arts					
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 (pitch)	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**

CT ELDS Domain: Creative Arts		
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	

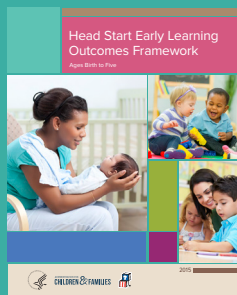
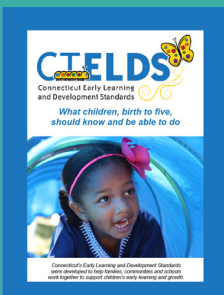
**Additional Infant/Toddler Learning Outcomes from the CT ELDS
that are not represented in the HSELOF**

CT ELDS Domain: Social Studies					
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**

CT ELDS Domain: Social Studies		
Note: In the CT ELDS, Social Studies is a preschool age only domain.		
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)

Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.		
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
Strand D: Early learning experiences will support children to understand change over time.		
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).