



# CT ELDS TO KINDERGARTEN STANDARDS CROSSWALKS

# CT Early Learning and Development Standards to Kindergarten Standards Crosswalks

This document includes a compilation of crosswalk documents mapping kindergarten learning standards as an extension of the CT ELDS learning progressions. It includes the CT ELDS indicators for 3-4 years and 4-5 years, and end-of-kindergarten learning standards for the domains of Cognition, Social and Emotional Development, Language and Literacy, Mathematics, Science and Social Studies. The intent of this document is to support early care and education providers across settings to extend learning for children who may be developmentally ready to begin learning skills and knowledge outlined in the kindergarten standards.

-  Cognition ..... 03
-  Social and Emotional Development ..... 09
-  Physical Health and Development ..... 16
-  Language and Literacy ..... 17
-  Creative Arts ..... 25
-  Mathematics ..... 26
-  Science ..... 31
-  Social Studies ..... 40

Connecticut Early Learning and Development Standards: Cognition 3 to 5 years			Connecticut Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3	
Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Strand A: Develop Effective Approaches to Learning</b>				
<b>Curiosity and Initiative</b>	C.48.1 Explore and investigate a variety of experiences and topics using different materials.	C.60.1 Investigate ways to make something happen.	Curiosity and initiative	Demonstrate engagement through discussion of a growing range of topics, ideas, and tasks.
				Willingly take on challenges, exploring new knowledge with adult support.
<b>Engagement with Environment, People, and Objects</b>	C.48.2 Maintain interest in exploring specific topics over time.	C.60.2 Express interest in learning about a specific topic over time.	Cooperation in learning experiences	Demonstrate engagement through discussion of a growing range of topics, ideas, and tasks.
		C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer.	Curiosity and initiative	Willingly take on challenges, exploring new knowledge with adult support.
			Cooperation in learning experiences	With adult support, use basic strategies for entering group play.
<b>Eagerness to Learn</b>	C.48.3 Seek out new challenges and novel experiences.	C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others.	Sense of self as competent and capable	Attempt new activities and experiences with confidence and optimism.
			Sense of self as a learner	Is eager to share with pride, increasingly complex work or projects.

Connecticut Early Learning and Development Standards: Cognition 3 to 5 years			Connecticut Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3	
Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Cooperation with Peers in Learning Experiences</b>	<b>C.48.4</b> Engage in and complete learning activities with peers.	<b>C.60.5</b> Plan and complete learning activity with a peer.	Cooperation in learning experiences	With adult support, use basic strategies for entering group play.
				With adult support and guidance, participate in group learning experiences using basic turn-taking and listening skills.
				With adult support, share materials with peers.
	<b>C.48.5</b> Help and cooperate in group.	<b>C.60.6</b> Model or teach peers how to use materials or complete a task.	Social awareness and interpersonal skills	Engage in practices that contribute to community well-being.
<b>Strand B: Use Logic and Reasoning</b>				
<b>Cause and Effect</b>	<b>C.48.6</b> Manipulate materials and communicate about the impact of own actions.	<b>C.60.7</b> Try multiple uses of same materials and observe differing results.		

Connecticut Early Learning and Development Standards: Cognition 3 to 5 years			Connecticut Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3	
Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Attributes, Sorting, and Patterns</b>	<b>C.48.7</b> Identify similarities and differences in objects, people, events, sounds, based on one attribute (e.g., same or different colors, loud or soft sound).	<b>C.60.8</b> Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).	Critical and analytical thinking	With adult support, begin to use evidence and critical thinking to support claims; explain own thinking and listen to others.
		<b>C.60.9</b> Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...).	Reasoning and problem solving	Analyze attributes to classify, compare, and contrast objects, events, and experiences (similarities, differences, and associations).
	<b>C.48.8</b> Recognize patterns in routines, objects, and/or sounds and replicate sequence using objects or language.	<b>C.60.10</b> Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher shares information with class, says, "But my dad says...").		
<b>Problem Solving</b>	<b>C.48.9</b> Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.	<b>C.60.11</b> Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).	Reasoning and problem solving	Can describe a simple problem and propose one or more possible solutions.

Connecticut Early Learning and Development Standards: Cognition 3 to 5 years			Connecticut Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3	
Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Symbolic Representation</b>	<b>C.48.10</b> Use or make a prop to represent an object (e.g., build a telephone).	<b>C.60.12</b> Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use a stirring action without anything in hand).	Symbolic representation	Use objects, actions, drawings, and an increasing array of symbols to represent ideas.
	<b>C.48.11</b> Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter).	<b>C.60.13</b> Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.	Pretend or symbolic play	Engage in mature play, using language to create a pretend scenario over an extended time frame with complex interwoven themes and rich multifaceted roles.
	<b>C.48.12</b> Represent people, places, or things through simple drawings, movements, and three-dimensional construction.	<b>C.60.14</b> Represent people, places, or things through drawings, movements, and/or three-dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure).	Symbolic representation	Use objects, actions, drawings, and an increasing array of symbols to represent ideas.

Connecticut Early Learning and Development Standards: Cognition 3 to 5 years			Connecticut Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3	
Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Strand C: Strengthen Executive Function</b>				
<b>Choosing and Planning</b>	<b>C.48.13</b> With adult assistance, choose activities and plan what to do.	<b>C.60.15</b> Make a plan, follow through, and review plan based on what they actually did. Indicate reasons for choice, set goals, and follow plan.	Working memory and meta-cognition	With adult support, begin to use deliberate strategies (e.g. self-talk, song repetition) to organize thinking or to remember directions or sequence.
			Managing attention and behavior	With adult support, take responsibility, including planning and/or setting simple goals for own learning, while respecting the learning of others.
				With adult support, engage in basic planning and goal-setting, including planning topics for investigations, defining problems, and considering sources of evidence.
<b>Task Persistence</b>	<b>C.48.14</b> Continue working through moderately difficult activities, despite some frustration.	<b>C.60.16</b> Complete longer term and more complex tasks with a focus on the goal, despite frustration.	Managing attention and behavior	With adult support, sustain attention and complete developmentally appropriate tasks.
<b>Cognitive Flexibility</b>	<b>C.48.15</b> With adult assistance, stop and consider alternatives when encountering a problem.	<b>C.60.17</b> Generate or seek out multiple solutions to a problem.	Cognitive flexibility	With adult prompting and support, transition between different tasks or activities; use different ways of completing a task and shift attention as needed.

Connecticut Early Learning and Development Standards: Cognition 3 to 5 years			Connecticut Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3	
Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Working Memory</b>	<b>C.48.16</b> Engage in games that involve remembering (e.g., memory).	<b>LR.60.18</b> Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.").	Working memory and meta-cognition	Remember and follow directions that involve a sequence of 2-3 steps.
				With adult support, begin to use deliberate strategies (e.g., self-talk, song repetition) to organize thinking or to remember directions or sequence.
<b>Regulation of Attention and Impulses</b>	<b>C.48.17</b> Maintain focus on high-interest activities in the face of minor social or sensory distractions.	<b>C.60.19</b> Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer.	Managing attention and behavior	With adult support, sustain attention and complete developmentally appropriate tasks.
				<b>C.48.18</b> With adult reminders can briefly inhibit initial response (e.g., stop imitating behaviors of peers, wait turn to respond to question or prompt in group setting).
				Self-regulation of impulses and emotional reaction



# Social and Emotional Development

Connecticut Early Learning and Development Standards: Social and Emotional Development 3 to 5 years			Connecticut Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3	
Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Strand A: Develop Trusting Healthy Attachments and Relationships with Primary Caregivers</b>				
<b>Trusting Relationships</b>	<b>SE.48.1</b> Engage in interactions with less familiar adults.	<b>SE.60.1</b> Seek help and approval from a wider array of adults in trusted roles.	Social awareness and interpersonal skills	Develop and maintain trusting, healthy relationships with school-based adults.
	<b>SE.48.2</b> Manage most separations without distress and adjust to new settings in the presence of trusted adult.	<b>SE.60.2</b> Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check in with a familiar adult.		Increasingly learn to cooperate with classroom-based adults.
<b>Managing Separation</b>				
<b>Strand B: Develop Self-regulation</b>				
<b>Regulation of Emotions and Behavior</b>	<b>SE.48.3</b> Use strategies to self-soothe with limited adult support.	<b>SE.60.3</b> Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.	Self-regulation of impulses and emotional reaction	With adult support, use basic strategies to manage intense or difficult feelings (e.g., deep breathing, take a break, draw a picture).
		<b>SE.60.4</b> Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.		Identify simple and age-appropriate social norms and safety rules and use these to guide behavior.
				Name and typically follow basic rules, related to privacy and personal boundaries.

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Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Trusting Relationships</b>	<b>SE.48.1</b> Engage in interactions with less familiar adults.	<b>SE.60.1</b> Seek help and approval from a wider array of adults in trusted roles.	Social awareness and interpersonal skills	Develop and maintain trusting, healthy relationships with school-based adults.
	<b>SE.48.2</b> Manage most separations without distress and adjust to new settings in the presence of trusted adult.	<b>SE.60.2</b> Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check in with a familiar adult.		Increasingly learn to cooperate with classroom-based adults.
<b>Managing Separation</b>	<b>SE.48.3</b> Use strategies to self-soothe with limited adult support.	<b>SE.60.3</b> Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.	Self-regulation of impulses and emotional reaction	With adult support, use basic strategies to manage intense or difficult feelings (e.g., deep breathing, take a break, draw a picture).
		<b>SE.60.4</b> Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.		Identify simple and age-appropriate social norms and safety rules and use these to guide behavior.
<b>Regulation of Emotions and Behavior</b>	<b>SE.48.3</b> Use strategies to self-soothe with limited adult support.	<b>SE.60.3</b> Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.	Self-regulation of impulses and emotional reaction	Name and typically follow basic rules, related to privacy and personal boundaries.
				<b>SE.60.4</b> Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.

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Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Regulation of Impulses and Behavior</b>	<b>SE.48.4</b> With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine).	<b>SE.60.5</b> Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.	Self-regulation of impulses and emotional reaction	With adult support, use basic strategies to manage intense or difficult feelings (e.g., deep breathing, take a break, draw a picture).
	<b>SE.48.5</b> Make transitions and follow basic schedule, routines, and rules with occasional reminders.	<b>SE.60.6</b> Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity).		Initiate previously-taught strategies to help delay gratification in a variety of contexts (e.g., choose an alternative activity while waiting a turn).
		<b>SE.60.7</b> Recall and follow daily routines with little support, including adapting to changes in rules and routines.		Identify simple and age-appropriate social norms and safety rules, and use these to guide behavior.
<b>Strand C: Develop, Recognize, and Respond to Emotions</b>				
<b>Emotional Expression</b>	<b>SE.48.6</b> Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways.	<b>SE.60.8</b> Describe emotions and feelings to trusted adults and peers.	Identifying and understanding emotions	Identify and appropriately label basic feelings in self and others (e.g., happy, sad, mad, scared).
				With adult support, discuss how some basic emotions impact behavior in self and others.

# Social and Emotional Development

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Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Recognition and Response to Emotions in Others</b>	<b>SE.48.7</b> Recognize, label, and respond to a wide variety of emotions in others.	<b>SE.60.9</b> Recognize and show acknowledgement of the feelings, needs, and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness).	Identifying and understanding emotions	Identify and appropriately label basic feelings in self and others (e.g., happy, sad, mad, scared).  With adult support, discuss how some basic emotions impact behavior in self and others.
	<b>SE.48.8</b> Make connections between emotional reaction of others and own emotional experiences.	<b>SE.60.10</b> Begin to understand that different people may have different emotional reactions.	Empathy	With adult support, describe basic feelings or thoughts/ perspectives of others.  Respond when others display intense emotional reactions (e.g., crying, yelling, laughing loudly).
<b>Strand D: Develop Self-awareness, Self-concept, and Competence</b>				
<b>Sense of Self</b>	<b>SE.48.9</b> Refer to themselves by first and last name, and identify some characteristics (e.g., gender, hair color, etc.) and skills.	<b>SE.60.11</b> Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates).	Self-awareness	Respond to the classroom environment with a positive sense of self, showing pride in own work and making positive statements about self.
				Recognize one’s own positive characteristics.
				Describe attributes of self and others, including relevant cultural characteristics of self.

# Social and Emotional Development

Connecticut Early Learning and Development Standards: Social and Emotional Development 3 to 5 years			Connecticut Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3	
Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Personal Preferences</b>	<b>SE.48.10</b> Recognize and describe themselves in terms of basic preferences.	<b>SE.60.12</b> Describe self by referring to preferences, thoughts, and feelings.	Self-awareness	Describe attributes of self and others, including relevant cultural characteristics of self.
<b>Self-Concept and Competency</b>	<b>SE.48.11</b> Demonstrate confidence in a range of activities, routines, and tasks; and take initiative in attempting unfamiliar tasks.	<b>SE.60.13</b> Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.	Sense of self as competent and capable	Attempt new activities and experiences with confidence and optimism.
				Explain and defend independent thoughts and feelings.
		<b>SE.60.14</b> Show pride in accomplishments and abilities.	Sense of self as a learner	Distinguish between success and areas where they still need supports.
				Recognize own need for adult assistance and identify someone familiar who could help them.
<b>Strand E: Develop Social Relationships</b>				
<b>Adult Relationships</b>	<b>SE.48.12</b> Communicate with familiar adults and accept or request guidance.	<b>SE.60.15</b> Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	Social awareness and interpersonal skills	Increasingly learn to cooperate with classroom-based adults.

# Social and Emotional Development

Connecticut Early Learning and Development Standards: Social and Emotional Development 3 to 5 years			Connecticut Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3	
Learning Progression	3 to 4 Years Indicators	4 to 5 Years Indicators	Learning Progression	K Indicators
<b>Play/ Friendship</b>	<b>SE.48.13</b> Interact with one or more children (including small groups) beginning to work together to build or complete a project.	<b>SE.60.16</b> Cooperate with peers through sharing and taking turns.	Social awareness and interpersonal skills	With adult support, use basic social skills to ask to play with others, to share and take turns, and to begin to work together with one or more peers on a game or activity.
		<b>SE.60.17</b> Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships.		
	<b>SE.48.14</b> Interact with a variety of children in the program.	<b>SE.60.18</b> Seek help from peers and offer assistance when it is appropriate.		
<b>Conflict Resolution</b>	<b>SE.48.15</b> Seek and accept adult help to solve conflicts with peers.	<b>SE.60.19</b> Engage in developing solutions and work to resolve conflict with peers.	Conflict resolution	Recognize conflict in personal and familiar contexts, and can articulate nature (e.g., "Johnny took my crayon").
				Resolve conflicts with peers with adult modeling and support using simple strategies (e.g., sharing, taking turns, apologizing).

# Social and Emotional Development

## Connecticut Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3 Kindergarten Indicators that do not directly align to CT ELDS

### **Responsible Decision Making and Social Problem Solving**

Demonstrate beginning understanding of connections between choices and outcomes in familiar situations.

Define decisions (e.g., choices) and identify in daily life in school and at home.

With adult support, identify social norms and safety considerations that guide behavior.

# Physical Health and Development

A crosswalk to the Kindergarten Standards is not currently available.

The **Healthy and Balanced Living Framework**, released by the CT State Department of Education in 2021, and revised in May of 2022, includes standards for Health and Physical Education for PreK through Grade 12, and discusses the strong connection to social and emotional learning.





Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand A: Understand Language (Receptive Language)</b>			
<b>Word Comprehension</b>	L.48.1 Understand words or signs for objects, actions, and visible attributes found frequently in both real & symbolic contexts.	L.60.1 Understand an increasing variety and specificity of words for objections, actions, and attributes encountered in both real and symbolic contexts.	<p>CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>CC.K.L.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>CC.K.L.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
		L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.	<p>CC.K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>CC.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>CC.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>
<b>Language Comprehension</b>	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g., "Put the blue paper under the box.").	L.60.3 Understand increasingly complex sentences that include 2 to 3 concepts (e.g., "Plants are living things that will not survive without soil, sunlight, and water.").	<p>CC.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand B: Use Language (Expressive Language)</b>			
<b>Vocabulary</b>	<b>L.48.3</b> Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	<b>L.60.4</b> Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	
	<b>L.48.4</b> Use simple pronouns (I, me, you, mine, he, she).		
	<b>L.48.5</b> Begin to use some words that are not a part of everyday conversational speech, but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog).	<b>L.60.5</b> Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).	
<b>Expressing Ideas, Feelings, and Needs</b>	<b>L.48.6</b> Communicate about current or removed events and/ or objects.	<b>L.60.6</b> Use more complex words to describe the relationships between objects and ideas (e.g., position words such as under, beside and comparative words such as bigger or longer).	<p><b>CC.K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>CC.K.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>CC.K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
	<b>L.48.7</b> Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.		

# Language and Literacy

Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Language Structure</b>	<p><b>L.48.8</b> Use basic grammar rules including irregular past tense and questions.</p> <p><b>Note:</b> Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community.</p>	<p><b>L.60.7</b> Use basic grammar rules including subject-verb agreement, tenses, regular &amp; irregular past tense, irregular plurals.</p> <p><b>Note:</b> Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community.</p>	<p><b>CC.K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <p><b>CC.K.L.1.a</b> Print many upper- and lowercase letters.</p> <p><b>CC.K.L.1.b</b> Use frequently occurring nouns and verbs .</p> <p><b>CC.K.L.1.c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p><b>CC.K.L.1.d</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p><b>CC.K.L.1.e</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p><b>CC.K.L.1.f</b> Produce and expand complete sentences in shared language activities.</p>
	<p><b>L.48.9</b> Use speech that is mostly intelligible to familiar and unfamiliar adults.</p>	<p><b>L.60.8</b> Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p>	

Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand C: Use Language for Social Interaction</b>			
<b>Conventions of Conversation</b>	<b>L.48.10</b> Maintain a topic of conversation over the course of several turns.	<b>L.60.9</b> Initiate, maintain, and end conversations by repeating what the other person says and/or asking questions.	<p><b>CC.K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.K.SL.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>CC.K.SL.1.b</b> Continue a conversation through multiple exchanges.</p> <p><b>CC.K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<b>Language for Interaction</b>	<b>L.48.11</b> Answer simple who, what, where, and why questions.	<b>L.60.10</b> Use language to share ideas and gain information.	<p><b>CC.K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>

Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand D: Book Appreciation and Knowledge</b>			
<b>Show Interest and Engagement with Books</b>	<b>L.48.12</b> Select fiction and non-fiction books to be read and attend with interest.	<b>L.60.11</b> Independently choose to 'read' books and select a variety of texts, including fiction and nonfiction.	<p><b>CC.K.R.F.4</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>CC.K.R.I.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>CC.K.R.L.10</b> Actively engage in group activities with purpose and understanding.</p>
	<b>L.48.13</b> Demonstrate comprehension through retelling with use of pictures and props, acting out main events, or sharing information learned from nonfiction text.	<b>L.60.12</b> With prompting and support, retells familiar stories, including story elements (e.g., setting, characters, events) and/or shares key details from informational text.	<p><b>CC.K.R.I.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>CC.K.R.I.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>CC.K.RL.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>CC.K.R.L. 2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>CC.K.R.L.3</b> With prompting and support, identify characters, setting, and major events in a story.</p>
	<b>L.48.13</b> Ask and answer simple who, what, where and why questions related to story or text.	<b>L.60.13</b> Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).	<b>CC.K.R.I.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	<b>L.48.15</b> Make predictions and/or ask questions about the text by examining the title, cover, pictures.	<b>L.60.14</b> Use connections between self and character experience and emotions to increase comprehension.	

Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand E: Knowledge of Print and its Uses</b>			
<b>Book Concepts</b>	<b>L.48.16</b> Looks at pages of a book from left to right (or according to conventions of home language).	<b>L.60.15</b> Know how print is read (left to right, top to bottom, front to back, or according to convention of home language).	<p><b>CC.K.R.F.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>CC.K.R.F.1.a</b> Follow words from left to right, top to bottom, and page by page.</p> <p><b>CC.K.R.I.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>CC.K.R.I.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>CC.K.R.I.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>CC.K.R.L.4</b> Ask and answer questions about unknown words in a text.</p> <p><b>CC.K.R.L.5</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>CC.K.R.L.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>CC.K.R.I.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>CC.K.R.I.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>CC.K.R.I.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>CC.K.R.L.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>CC.K.R.L.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
	<b>L.48.17</b> Recognizes that print represents spoken words (e.g., first name in print, environmental labels).	<p><b>L.60.16</b> Know that books have titles, authors, illustrators, or photographers.</p> <p><b>L.60.17</b> Recognize words as a unit of print and that letters are grouped to form words.</p>	

# Language and Literacy

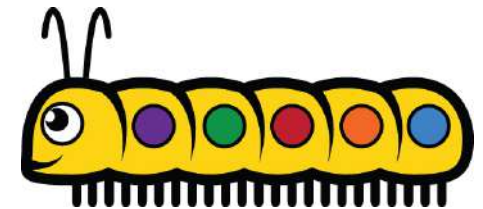
Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Print Concepts</b>	L.48.16 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.	L.60.18 Identify some familiar printed words out of context.	<p>CC.K.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>CC.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>CC.K.R.F.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>CC.K.R.F.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
		L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text.	
<b>Letter Recognition</b>	L.48.19 Recognize some letters, especially those in one's own name.	L.60.2 Recognize and name known letters of the alphabet in familiar and unfamiliar words.	<p>CC.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CC.K.R.F.1.c Understand that words are separated by spaces in print.</p> <p>CC.K.R.F.1.d Recognize and name all upper- and lower- case letters of the alphabet.</p>
		L.60.21 Make some letter-sound connections.	
<b>Strand F: Phonological Awareness:</b>			
<b>Phonological Awareness</b>	L.48.20 Recognize rhyming words in songs, chants, or poems.	L.60.22 Produce rhyming words or words that have same initial sound.	<p>CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CC.K.R.F.2.a Recognize and produce rhyming words.</p> <p>CC.K.R.F.2.b Count, pronounce, blend, and segment syllables in spoken words.</p> <p>CC.K.R.F.2.c Blend and segment onsets and rhymes of single-syllable spoken words.</p> <p>CC.K.R.F.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /l/, /r/, or /x/).</p> <p>CC.K.R.F.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
	L.48.21 Identify when initial sounds in words are the same.	L.60.23 Recognize which words in a set of words begin with the same sound.	
	L.48.22 Distinguish individual words in a sentence.	L.60.24 Distinguish syllables in words.	

Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand G: Conveying Meaning Through Drawing Letters and Words</b>			
<b>Conveying Meaning Through Drawing, Letters, and Words</b>	<p><b>L.48.23</b> Draw or “write” to convey an idea, event, or story. “Writing” involves scribbles, letters, and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others).</p>	<p><b>L.60.25</b> Draw original stories with a beginning, middle, and end.</p>	<p><b>CC.K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p><b>CC.K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>CC.K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>CC.K.W.5</b> Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>CC.K.W.6</b> Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>CC.K.W.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>CC.K.W.8</b> Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
	<p><b>L.48.24</b> Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms.</p>	<p><b>L.60.26</b> Use early developmental spelling. May use one letter for the initial or final sound.</p>	<p><b>CC.K.L.2</b> Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC.K.L.2.a</b> Capitalize the first word in a sentence and the pronoun I.</p> <p><b>CC.K.L.2.b</b> Recognize and name end punctuation.</p> <p><b>CC.K.L.2.c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>



There is not currently a crosswalk between the CT Early Learning and Development Standards and the National Core Arts Standards, adopted by the Connecticut State Board of Education as the Connecticut Arts Standards in 2017.

**The National Core Arts Standards** address arts education for students PreK to Grade 12 and include the areas of Creating, Performing/Presenting/Producing, Responding, and Connecting.



Mathematics Early Learning and Development Standards			Common Core State Standards in Mathematics
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand A: Understand Counting and Cardinality</b>			
<b>Number Names</b>	<b>M.48.1</b> Say or sign the number sequence up to at least 10.	<b>M.60.1</b> Say or sign the number sequence up to at least 20.	<b>K.CC.1.</b> Count to 100 by ones and by tens. <b>K.CC.2.</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
<b>Cardinality</b>	<b>M.48.2</b> Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.	<b>M.60.2</b> Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.	<b>K.CC.4.</b> Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name, and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
	<b>M.48.3</b> Count out a set of objects up to 4.	<b>M.60.3</b> Count out a set of objects up to 5.	<b>K.CC.5.</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
<b>Written Numerals</b>	<b>M.48.4</b> Recognize written numerals up to at least five.	<b>M.60.4</b> Recognize written numerals up to at least 10.	<b>K.CC.3.</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Mathematics Early Learning and Development Standards			Common Core State Standards in Mathematics
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Recognizing Quantities</b>	<b>M.48.5</b> Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects.	<b>M.60.5</b> Quickly recognize and name, without counting, the number of objects in collections of up to at least 5 items.	<b>K.Introduction.</b> Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
<b>Comparison</b>	<b>M.48.6</b> Compare sets of 1–5 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.	<b>M.60.6</b> Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.	<b>K.CC.6.</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.* (* Include groups with up to 10 objects)  <b>K.CC.7.</b> Compare two numbers between 1 and 10 presented as written numerals.

Mathematics Early Learning and Development Standards			Common Core State Standards in Mathematics
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand B: Understand and Describe Relationships To Solve Problems (Operations and Algebraic Thinking)</b>			
<b>Number Operations</b>	<b>M.48.7</b> Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group.	<b>M.60.1</b> Say or sign the number sequence up to at least 20.	<p><b>K.NBT.1.</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed by ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>K.OA.1.</b> Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>* Drawings need not show details, but should show the mathematics in the problem (this applies wherever drawings are mentioned in the Standards).</p> <p><b>K.OA.2.</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.3.</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p><b>K.OA.4.</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p><b>K.OA.5.</b> Fluently add and subtract within 5.</p>
		<b>M.60.8</b> Recognize and describe parts contained in larger numbers by composing number combinations up to at least 5 (e.g., recognize how many have been secretly taken away from a group of 5 objects).	

Mathematics Early Learning and Development Standards			Common Core State Standards in Mathematics
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand C: Understand The Attributes and Relative Properties of Objects (Measurement and Data)</b>			
<b>Measurement</b>	<b>M.48.8</b> Recognize measurable attribute of an object such as length, weight, or capacity.	<b>M.60.9</b> Compare the measurable attributes of two or more objects (e.g., length, weight, and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount).	<b>K.MD.1.</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  <b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
		<b>M.60.10</b> Begin to use strategies to determine measurable attributes (length or capacity of objects). May use comparison, standard or non-standard measurement tools.	
<b>Data</b>	<b>M.48.9</b> Sort objects into two groups; count and compare the quantity of the groups formed (e.g., indicates which is more).	<b>M. 60.11</b> Represent data using a concrete object or picture graph according to one attribute.	
<b>Sorting and Classifying</b>	<b>M.48.10</b> Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).	<b>M.60.12</b> Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute.	<b>K.MD.3.</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.** ** Limit category counts to be less than or equal to 10

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



## Crosswalk Between the Connecticut Early Learning and Development Standards (CT ELDS) and the Next Generation Science Standards (NGSS)

### Introduction

Science is an avenue for learning about the natural world. Science builds on students' natural curiosity, helps them to learn about the world around them, and provides them with tools to investigate and solve problems. Two separate documents include learning standards for children from birth through grade 12 in the discipline of Science in Connecticut: The Connecticut Early Learning and Development Standards for children from birth to age five and the Next Generation Science Standards for students from kindergarten through grade 12. This document is intended to connect these two sets of standards in a meaningful way in order to provide a foundation for a continuum of learning for children across ages and grades.

**The Connecticut Early Learning and Development Standards (CT ELDS)** were released by the Connecticut Office of Early Childhood in 2013. The CT ELDS include standards across eight areas of learning and development: Cognition, Social and Emotional Development, Physical Development and Health, Language and Literacy, Creative Arts, Mathematics, Social Studies and Science. The CT ELDS were developed to help families, communities, and schools work together to support children's early learning and growth.

**The Next Generation Science Standards (NGSS)** were adopted by the Connecticut State Board of Education in November of 2015. These standards include three distinct dimensions to science learning: science and engineering practices, disciplinary core ideas, and crosscutting concepts. NGSS represent an important pedagogical shift in Science education.

### Purpose of Crosswalk

This crosswalk documents the alignment between two differently structured documents, addressing science learning within different age groups. While the NGSS were adopted in Connecticut after the release of the CT ELDS, both the NGSS and the Science domain of the CT ELDS drew heavily from the National Research Council's Framework for K-12 Science Education and the documents are highly aligned. This crosswalk may be used as a tool for:

- Aligning curriculum and pedagogy across the ages/grades
- Planning experiences to promote further learning and development for preschool children who are ready to move beyond the skills outlined in the CT ELDS
- Planning support to promote the development of precursor learning and development for children entering kindergarten who have not had sufficient opportunities for learning in the domain of Science
- Communicating about individual children's skills

### **Structure of the Standards Documents**

The NGSS include 3 dimensions of science learning: science and engineering practices, disciplinary core ideas, and crosscutting concepts. The NGSS document also includes performance standards for each grade which draw from across these three dimensions. This crosswalk focuses on the standards within the three dimensions of learning as the basis for this alignment document and does not directly address the performance standards.

The CT ELDS Science domain is broken down into five strands, which are further divided into learning progressions that include indicators across the seven age ranges from birth to age five. Strands A and B address scientific practices and the process of engineering. Similar to the Science and Engineering Practices addressed in the NGSS, Strands A and B of the Science CT ELDS are intended to address the processes involved with the acquisition of learning and development outlined elsewhere in the standards (the Disciplinary Core Ideas and Crosscutting Concepts within the NGSS, and Strands C through E of the CT ELDS).

### **Connections to Learning and Development in Other Areas**

The NGSS include connections to Common Core State Standards in English Language Arts and Mathematics that support integrated learning experiences addressing multiple areas of learning at the same time. The Science domain of the CT ELDS has clear connections to the development of the Essential Dispositions and to learning in other domains as well. This document includes notes regarding alignment of the progression of skills to other aspects of the CT ELDS. The most common connections are to Cognition and the Essential Dispositions, but occasional strong alignment to other domains (including Mathematics, Social Studies and English Language Arts) are also noted.

### **Acknowledgements**

The Connecticut Office of Early Childhood (OEC), the Connecticut State Department of Education, and a small group of stakeholders collaborated on the development of this crosswalk document. The OEC would like to thank the following individuals for their contribution to this work:

Ronald Michaels

Sue Vivian

Donna Rooney

Susan Palma

Terry Wilson



Connecticut Early Learning and Development Standards (CT ELDS)			Next Generation Science Standards (NGSS)-Kindergarten			Notes about the progression from preschool to kindergarten	Notes about alignment to other aspects of CT ELDS
Strand and Learning Progression	3 to 4 Year Indicator	4 to 5 Year Indicator	Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts		
<b>Strand A:</b> Apply Scientific Practices Questioning and Defining Problems	S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships.	S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., "We need to figure out how to reach that shelf, but we aren't allowed to stand on the chairs.").	<ul style="list-style-type: none"> <li>Asking questions and defining problems.</li> <li>Planning and carrying out investigations.</li> </ul>	This practice is applied across all DCI.	<p><b>Patterns:</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	Shift in patterns.  DCI as a basis for using these practices.	Cognition <ul style="list-style-type: none"> <li>Strand A (Approaches to Learning)</li> <li>Strand B (Logic and Reasoning)</li> <li>Strand C (Choosing and Planning, Cognitive Flexibility)</li> </ul> Essential Dispositions
		S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and effect relationships.			<p><b>Cause and effect:</b> Events have causes that generate observable patterns.</p>		
<b>Investigating</b>	S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials.	S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and effect relationships.	<ul style="list-style-type: none"> <li>Analyzing and interpreting data.</li> <li>Obtaining, evaluating, and communicating information.</li> </ul>	This practice is applied across all DCI.	<p><b>Cause and effect:</b> Events have causes that generate observable patterns.</p>		Strand B Essential Dispositions  Strand C (Choosing and Planning, Cognitive Flexibility)
		S.60.3 Gather data by drawing, counting, or otherwise documenting observations.					
<b>Using Evidence</b>	S.48.3 Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died.").	S.60.4 Give evidence from observations or investigations .	<ul style="list-style-type: none"> <li>Analyzing and interpreting data.</li> <li>Constructing explanations (for science) and designing solutions (for engineering).</li> <li>Engaging in argument from evidence.</li> <li>Obtaining, evaluating, and communicating evidence.</li> </ul>	This practice is applied across all DCI.	<p><b>Patterns:</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	Mathematics as an emerging tool for gathering and analyzing data.	Strand B and Choosing and Planning and Cognitive Flexibility  Mathematics Strand C: Data and Measurement (Data and Sorting and Classifying)
		S.60.5 Begin to distinguish evidence from opinion.			<p><b>Cause and effect:</b> Events have causes that generate observable patterns.</p>		

Connecticut Early Learning and Development Standards (CT ELDS)			Next Generation Science Standards (NGSS)-Kindergarten			Notes about the progression from preschool to kindergarten	Notes about alignment to other aspects of CT ELDS
Strand and Learning Progression	3 to 4 Year Indicator	4 to 5 Year Indicator	Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts		
<p><b>Strand B:</b> Engage in the Process of Engineering Design Cycle</p>	<p>S.48.4 Identify a problem and, with adult assistance, design a solution (e.g., device or process) to address that problem.</p>	<p>S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements.</p>	<ul style="list-style-type: none"> <li>Asking questions and defining problems.</li> <li>Developing and using models.</li> <li>Analyzing and interpreting data.</li> </ul>	<p><b>ETS1:</b> Engineering Design:</p> <p><b>ETS1.A: Defining and delimiting engineering problems</b> -Asking questions, making observations, and gathering information are helpful in thinking about problems.</p> <p><b>ETS1.B: Developing possible solutions</b> -Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solution to other people.</p> <p><b>ETS1.C: Optimizing the design solution</b> -Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</p>	<p><b>Structure and Function:</b> The shape and stability of structures of natural and designed objects are related to their function(s).</p>	<p>K-2 Common Core Connections to ELA and Mathematics.</p> <p>Applying scientific practices is critical to the process of engineering.</p>	<p>Connections to mathematics and language and literacy essential dispositions.</p>

Connecticut Early Learning and Development Standards (CT ELDS)			Next Generation Science Standards (NGSS)-Kindergarten			Notes about the progression from preschool to kindergarten	Notes about alignment to other aspects of CT ELDS
Strand and Learning Progression	3 to 4 Year Indicator	4 to 5 Year Indicator	Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts		
<p><b>Strand C: Patterns, Process, and Relationships of Living Things</b></p> <p>Unity and Diversity of Life</p>	<p>S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups.</p>	<p>S.60.7 Group and classify living things based upon features, providing evidence to support groupings.</p>	<p>Analyzing and Interpreting Data.</p>	<p><b>LS1 C: Organization for Matter and Energy Flow in Organisms</b></p> <p>-All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</p>	<p><b>Patterns:</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	<p>Children first recognize similarities and differences between living and nonliving things. Children then begin to recognize some patterns across living things and nonliving things. As children move into kindergarten they build upon their experiences to gain an understanding of the basic components and patterns as evidence of what is living.</p>	<p>Cognition • Strand B: Logic and Reasoning</p>
<p><b>Strand C: Patterns, Process, and Relationships of Living Things</b></p> <p>Unity and Diversity of Life</p>	<p>S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults.</p>	<p>S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).</p>	<p>Analyzing and Interpreting Data.</p>	<p><b>LS1 C: Organization for Matter and Energy Flow in Organisms</b></p> <p>-All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</p>	<p><b>Patterns:</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	<p>The understanding of how living things grow and change over time is reflected in third grade NGSS. In preschool, children begin to consider that living things grow and change over time. Children’s ongoing experiences with family members, animals, and other living things can be used to notice that living things change and grow, while non-living things do not.</p>	



Connecticut Early Learning and Development Standards (CT ELDS)			Next Generation Science Standards (NGSS)-Kindergarten			Notes about the progression from preschool to kindergarten	Notes about alignment to other aspects of CT ELDS
Strand and Learning Progression	3 to 4 Year Indicator	4 to 5 Year Indicator	Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts		
<b>Living things and their Interactions with the Environment and Each Other</b>	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.		<b>LS1.C:</b> Organization for Matter and Energy Flow in Organisms -All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	<b>Patterns:</b> Patterns in the natural and human designed world can be observed and used as evidence.		Strand B Essential Dispositions:
<b>Strand D: Understand Physical Sciences</b>  <b>Energy, Force, and Motion</b>	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.	<ul style="list-style-type: none"> <li>• Planning and carrying out investigations.</li> <li>• Constructing explanations (for science) and designing solutions (for engineering).</li> </ul>	<p><b>PS2.A: Forces and Motion</b> -Pushes and pull can have different strengths and directions. -Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p><b>PS2.B: Types of Interactions</b> -When objects touch or collide, they push on one another and can change motion.</p> <p><b>PS3.C: Relationship Between Energy and Forces</b> -A bigger push or pull makes things speed up or slow down more quickly.</p>	<p><b>Cause and Effect:</b> Mechanism and explanation.</p> <p><b>Energy and Matter:</b> Flows, cycles, and conservation.</p>	<p>Does not need to be physical 3-dimensional objects.</p> <p>Granular solids, liquids may also offer opportunities for exploring.</p> <p>Note alignment to <b>ETS1.A</b> and Strand B in CT ELDS manipulating materials, investigating cause and effect, and communicating the impact of one's actions in preschool builds to further understanding of whether the evidence supports or refutes specific ideas about causes in K.</p>	Strand B and C
		S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop, and change direction.					Cause and effect learning progression in Cognition domain of CT ELDS



Connecticut Early Learning and Development Standards (CT ELDS)			Next Generation Science Standards (NGSS)-Kindergarten			Notes about the progression from preschool to kindergarten	Notes about alignment to other aspects of CT ELDS
Strand and Learning Progression	3 to 4 Year Indicator	4 to 5 Year Indicator	Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts		
<b>Matter and its Properties</b>	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.	Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.	See note on progression from preschool to kindergarten.	<b>Structure and function:</b>  The shape and stability of structures of natural and designed objects are related to their function(s).  <b>Stability and change</b>	Although matter is not explicitly addressed in kindergarten, using tools and materials to solve problems requires some beginning understanding of matter and its properties. Matter and its properties is introduced again more explicitly in Grade 2.	Stand B of Cognition Essential Dispositions
		S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.).					

Connecticut Early Learning and Development Standards (CT ELDS)			Next Generation Science Standards (NGSS)-Kindergarten			Notes about the progression from preschool to kindergarten	Notes about alignment to other aspects of CT ELDS
Strand and Learning Progression	3 to 4 Year Indicator	4 to 5 Year Indicator	Science and Engineering Practices	Disciplinary Core Ideas	Science and Engineering Practices		
<b>Strand E: Features of Earth</b>  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 earth's features (e.g., The stream has greater water flow after snow melts.).	Analyzing and Interpreting Data.  Engaging in Argument from Evidence.	<b>ESS2.D Weather and Climate</b> -Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. -People measure these conditions to describe and record the weather and to notice patterns over time.  <b>ESS2.E Biology</b> -Plants and animals can change their environment.  <b>ESS3.C Human Impacts on Earth Systems</b> -Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.	<b>Systems and System Models:</b> Systems in the natural and designed world have parts that work together.  <b>Patterns:</b> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	This should be embedded throughout the year.	Strand B Essential Disposition
	S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles).						

Connecticut Early Learning and Development Standards (CT ELDS)			Next Generation Science Standards (NGSS)-Kindergarten			Notes about the progression from preschool to kindergarten	Notes about alignment to other aspects of CT ELDS
Strand and Learning Progression	3 to 4 Year Indicator	4 to 5 Year Indicator	Science and Engineering Practices	Disciplinary Core Ideas	Science and Engineering Practices		
<b>Earth and Human Activity</b>	<b>S.48.12</b> 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).	<b>S.60.15</b> 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).	<p>Asking questions and defining problems.</p> <p>Developing and using models.</p> <p>Obtaining, evaluating and communicating information.</p>	<p><b>ESS3.A: Natural Resources</b> -Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.</p> <p><b>ESS3.B: Natural Hazards</b> -Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.</p> <p><b>ESS3.C: Human Impacts on Earth Systems</b> -Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.</p> <p><b>ETS1.A: Defining and Delimiting an Engineering Problem</b> -Asking questions, making observations, and gathering information are helpful in thinking about problems.</p> <p><b>ETS1.B: Developing Possible Solutions</b> -Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.</p>	Cause and Effect Systems and Systems Models.	Social Studies Strand B: People, places and environments	

## Introduction

Together the CT ELDS and the Connecticut Elementary and Secondary Social Studies Standards articulate a continuum of learning in the area of social studies. The attached crosswalk shows how the two documents are aligned to each other, illustrating how learning and development can be supported over time. This document will be useful to preschool programs in considering how they support young children to build the foundations for when they enter kindergarten and to help children excelling in this area to build on current learning and development. For kindergarten teachers and/or curriculum specialists, the crosswalk will provide information about precursor skills important for children to be able to fully access the kindergarten curriculum. It can provide information on promoting learning and development for children who may not have had early learning experiences that addressed these skills or who need additional supports in this area.

The CT ELDS Social Studies domain and the kindergarten Social Studies Standards are strongly aligned. Early care and education programs and school districts are encouraged to work together, using this crosswalk as a tool for discussing the alignment across the preschool to kindergarten span and to intentionally plan to support children on their learning pathways.

## Acknowledgments

The Connecticut Office of Early Childhood (OEC), the Connecticut State Department of Education and a small group of stakeholders collaborated on the development of an initial crosswalk between the CT ELDS and the CSDE Social Studies Framework. This crosswalk was updated by OEC and CSDE to reflect the adopted Connecticut Elementary and Secondary Social Studies Standards in 2024. The OEC would like to thank the following individuals for their contribution to this work:

Stephen Armstrong

Kathy Gavin

Kristi Hummel





## Connecticut Early Learning and Development Standards to Connecticut Elementary and Secondary Social Studies Framework

Chart 1: Alignment of CT ELDS Social Studies Domain to CT Social Studies Frameworks for Kindergarten

Social Studies Early Learning and Development Standards			CT Social Studies Standards
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand A: Understand self, family, and a diverse community</b>			
<b>Individual Development and Identity</b>	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.).	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families.	No direct alignment exists between individual standards in Strand A, however; children’s beginning understanding of their own and others’ identity, family and culture provide them with the necessary foundations to embark on learning about community as emphasized in the kindergarten Social Studies standards.
	SS.48.2 Demonstrate an understanding of self as part of a family.		
<b>Culture</b>	SS.48.3 Identify cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.).	SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families, and communities (e.g., languages, foods, art, customs, modes of transportation, and shelter).	
<b>Power, Authority, and Governance</b>	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.	K.CIV.3.a Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws).

Social Studies Early Learning and Development Standards			CT Social Studies Standards
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand B: Learn about people and the environment</b>			
<b>People, Places, and Environments</b>	<b>SS.48.5</b> Demonstrate awareness that people share the environment with other people, animals, and plants, and have the responsibility to care for them.	<b>SS.60.4</b> Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.	<p><b>K.CIV.2.a</b> Explain how all people, not just official leaders, contribute to the community (e.g., recycling, following agreed upon rules, advocacy, volunteering, voting, public service).</p> <p><b>K.CIV.6.a.</b> Describe how community members work together to accomplish tasks to make their community a better place (e.g., municipal meetings, volunteering, belonging to community organizations).</p>
	<b>SS.48.6</b> Describe, draw, or construct aspects of the geography of the classroom and/or home.	<b>SS.60.5</b> Describe, draw, or construct aspects of the classroom, home, and/or community (including roads, building, bodies of water, etc.).	<p><b>K.Geo.1.b.</b> Demonstrate spatial awareness by creating maps of familiar places including simple text features (e.g., title, labels, compass rose, key).</p> <p><b>K.Geo.2.a.</b> Describe places connected to student’s lives using maps, photographs, and other representations (e.g., community center, home address, places of worship, school, where family members live and shop).</p>
<b>Civic Ideals and Practices</b>	<b>SS.48.7</b> Participate in jobs and responsibilities at home, classroom, or community.	<b>SS.60.6</b> Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom, or community (e.g., cleaning up, caring for pets).	<p><b>K.CIV.2.a</b> Explain how all people, not just official leaders, contribute to the community (e.g., recycling, following agreed upon rules, advocacy, volunteering, voting, public service).</p> <p><b>K.CIV.6.a.</b> Describe how community members work together to accomplish tasks to make their community a better place (e.g., municipal meetings, volunteering, belonging to community organizations).</p>

Social Studies Early Learning and Development Standards			CT Social Studies Standards
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand C: Understanding of economic systems and resources</b>			
<b>Individuals, Groups, and Institutions</b>	<b>SS.48.8</b> Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play.	<b>SS.60.7</b> Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.	<b>K.Eco.3.a</b> Describe the skills and knowledge needed to do certain jobs in the community. <b>K.Eco.4.a.</b> Describe where goods and services in the community come from (e.g., community gardens, retail locations, farmer’s market, public education, public transportation).
<b>Production, Distribution, and Consumption</b>	<b>SS.48.9</b> Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play.	<b>SS.60.8</b> Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods, and services, moving toward an understanding of the difference between wants and needs.	<b>K.Eco.5.a.</b> Identify the prices of commonly purchased items in local stores and restaurants and online markets. <b>K.Eco.6.a.</b> Describe how people in the community earn income (e.g., arts, banking, farming, healthcare, manufacturing, retail, service, trades, education). <b>K.Eco.9.a.</b> Describe the role of banks in a community (e.g., lending, saving, storing valuables).
<b>Science, Technology, and Society</b>	<b>SS.48.10</b> Understand the use of tools, including technology, for a variety of purposes.	<b>SS.60.9</b> Begin to be aware of technology and how it affects life.	<b>K.Geo.2.a.</b> Describe places connected to student’s lives using maps, photographs, and other representations (e.g., community center, home address, places of worship, school, where family members live and shop).

Social Studies Early Learning and Development Standards			CT Social Studies Standards
Learning Progression	3 to 4 Years	4 to 5 Years	Kindergarten
<b>Strand D: Understand change over time</b>			
<b>Time, Continuity, and Change</b>	<b>SS.48.11</b> Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today, and tomorrow).	<b>SS.60.10</b> Demonstrate a beginning understanding of past, present, and future as it relates to one's self, family, and community.	<p><b>K.His.2.a.</b> Identify similarities and differences between the past and the present (e.g., dress, recreation, schools, traditions, transportation, types of buildings).</p> <p><b>K.His.9.a.</b> Identify a variety of primary sources to explain how people lived in the past (e.g., artifacts, family stories, newspapers, photographs).</p>
	<b>SS.48.12</b> Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed.	<b>SS.60.11</b> Demonstrate a beginning understanding of change over time through discussing, representing, or playing, about expanding topics such as their own growth and family history.	<p><b>K.His.12.a.</b> Generate questions about a particular historical source as it relates to a particular historical event or development in the community (e.g., weather related event, festival or holiday, new building).</p> <p><b>K.His.10.a.</b> Explain how sources can be used to learn about family and community history.</p>

**Chart 2: Alignment of other CT ELDS components (domains other than Social Studies and supplementary guidance) with the CT Social Studies Frameworks for Kindergarten**

Social Studies Early Learning and Development Standards		CT Social Studies Standards
3 to 4 Years	4 to 5 Years	Kindergarten
<p>Inquiry Cycle from the Social Studies section of <i>Supporting All Children Using the CT ELDS: A Guide to the Domains and Strands</i></p> <ol style="list-style-type: none"> <li>1. Notice, Wonder, Explore</li> <li>2. Raise Questions and Develop an Investigation Plan</li> <li>3. Collect Information</li> <li>4. Look for Patterns and Relationship</li> </ol> <p>(Cycle may repeat)</p>		<p><b>INQUIRY</b></p> <p><b>Dimension 1:</b> Develop questions and plan inquiry.</p> <p><b>Dimension 2:</b> Think like a historian, economist, geographer, political scientist.</p> <p><b>Dimension 3:</b> Evaluate sources and use evidence.</p> <p><b>Dimension 4:</b> Communicate conclusions and take informed action.</p>

Social Studies Early Learning and Development Standards		CT Social Studies Standards
3 to 4 Years	4 to 5 Years	Kindergarten
<p><b>Domain:</b> Cognition</p> <p><b>Strand A:</b> Develop effective approaches to learning.</p> <p><b>Learning Progression:</b> Curiosity and initiative.</p>		<p><b>K.His.9.a.</b> Identify a variety of primary sources to explain how people lived in the past (e.g., artifacts, family stories, newspapers, photographs).</p> <p><b>K.His.10.a.</b> Explain how sources can be used to learn about family and community history.</p>
<p><b>C.48.1</b> Explore and investigate a variety of experiences and topics using different materials.</p> <p>(Note that the precursor in the learning progression, C.36.1, states: Ask questions and seek answers from a variety of sources).</p>	<p><b>C.60.1</b> Investigate ways to make something happen.</p>	<p><b>K.His.12.a.</b> Generate questions about a particular historical source as it relates to a particular historical event or development in the community (e.g., weather related event, festival or holiday, new building).</p>
<p><b>Domain:</b> Social and Emotional Development</p> <p><b>Strand B:</b> Develop self-regulation.</p> <p><b>Learning Progression:</b> Regulation of emotions and behavior.</p>		<p><b>K.Civ.3.a.</b> Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws).</p>
<p><b>SE.48.3</b> Use strategies to self-soothe with limited adult support.</p>	<p><b>SE 60.4</b> Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.</p>	

Social Studies Early Learning and Development Standards		CT Social Studies Standards
3 to 4 Years	4 to 5 Years	Kindergarten
<p><b>Domain:</b> Social and Emotional Development</p> <p><b>Strand C:</b> Develop, express, recognize, and respond to emotions.</p> <p><b>Learning Progression:</b> Recognition and response to emotions in others.</p>		<p><b>K.Inq.2.a.</b> Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.</p>
<p><b>SE.48.7</b> Recognize, label, and respond to a wide variety of emotions in others.</p> <p><b>SE.48.8</b> Make connections between emotional reaction of others and own emotional experiences.</p>	<p><b>SE.60.9</b> Recognize and show acknowledgement of the feelings, needs, and rights of others through behavior (e.g., say “thank you,” share with others, notice issues of fairness).</p> <p><b>SE.60.10</b> Begin to understand that different people may have different emotional reactions.</p>	
<p><b>Domain:</b> Social and Emotional Development</p> <p><b>Strand A:</b> Develop trusting healthy attachments and relationships with primary caregivers.</p> <p><b>Learning Progression:</b> Adult Relationships.</p>		<p><b>K.Inq.2.a.</b> Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.</p> <p><b>K.Civ.3.a.</b> Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws).</p>
<p><b>SE.48.12</b> Communicate with familiar adults and accept or request guidance.</p>	<p><b>SE.60.15</b> Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.</p>	

Social Studies Early Learning and Development Standards		CT Social Studies Standards
3 to 4 Years	4 to 5 Years	Kindergarten
<p><b>Domain:</b> Physical Health and Development</p> <p><b>Strand C:</b> Acquire adaptive skills.</p> <p><b>Learning Progression:</b> Safety and responsibility.</p>		<p><b>K.Civ.3.a.</b> Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws).</p>
<p><b>PH.48.9</b> Understand basic safety rules at home and in familiar settings (e.g., school, library, and playground). Generally follow rules and bring other children’s rule-breaking to the attention of adults.</p>	<p><b>PH.60.7</b> Understand the reason for most basic safety rules at home, in familiar settings, and in the community.</p>	
<p><b>Domain:</b> Cognition</p> <p><b>Strand A:</b> Develop effective approaches to learning.</p> <p><b>Learning Progression:</b> Cooperation with peers in learning experiences.</p>		<p><b>K.Civ.6.a.</b> Describe how community members work together to accomplish tasks to make their community a better place (e.g., municipal meetings, volunteering, belonging to community organizations).</p>
<p><b>C.48.4</b> Engage in and complete learning activities with peers.</p> <p><b>C.48.5</b> Help and cooperate in a group.</p>	<p><b>C.60.5</b> Plan and complete learning activity with a peer.</p> <p><b>C.60.6</b> Model or teach peers how to use materials or complete a task.</p>	





**For more information and resources on CT ELDS, visit [www.ctoec.org/supporting-child-development/ct-elds](http://www.ctoec.org/supporting-child-development/ct-elds)**