

Connecticut Standards Alignment

Connecticut Early Learning and Development Standards (2014), available online at <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

Each set of early learning standards or guidelines listed below include statements that detail particular benchmarks or indicators that educators and caregivers use to identify a child's growth and mastery in each domain. These benchmarks or indicators are used when observing and documenting a child's actions in order to develop appropriate goals.

Connecticut Birth to 5 years	Early Learning Success Alignment Birth to age 12	Head Start Nationally Recognized Standards
<p>Domain: Physical Development and Health <u>Strands:</u></p> <ul style="list-style-type: none"> • Support children to develop gross motor skills <ul style="list-style-type: none"> - Mobility - Large Muscle Movement and Coordination • Support children to develop fine motor skills <ul style="list-style-type: none"> - Visual Motor Integration - Small Muscle Movement and Coordination • Support children to acquire adaptive skills <ul style="list-style-type: none"> - Feeding Routines/Nutrition - Safety and Responsibility - Dressing and Hygiene • Support children to maintain physical health status and well-being <ul style="list-style-type: none"> - Physical Health Status - Physical Activity - Healthy Behaviors 	<p>Domain: Physical and Motor Development <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Gross Motor – the development of large motor muscles; this includes muscle control and coordination, the development of body strength, balance, flexibility, and stamina; and the use of equipment for physical development • Fine Motor – the development of small motor muscles; this includes control and coordination, eye-hand coordination to perform a variety of tasks; exploring and experimenting with a variety of tools • Healthy Living Practices – understanding practices that are necessary for a healthy lifestyle including eating, physical fitness, hygiene and avoiding at-risk behaviors; these healthy living practices promote a healthy self-image 	<p>Domain: Physical Development and Health <u>Components:</u></p> <ul style="list-style-type: none"> • Physical Health Status • Health Knowledge and Practice • Gross Motor Skills • Fine Motor Skills



<p>General Cognition Domains Mathematics <u>Strands:</u></p> <ul style="list-style-type: none"> • Support children to understand counting and cardinality <ul style="list-style-type: none"> - Number Names - Cardinality - Written Numerals - Recognition of Quantity - Comparison • Support children to understand and describe relationships to solve problems (operations and algebraic thinking) <ul style="list-style-type: none"> - Number Operations • Support children to understand the attributes and relative properties of objects (measurement and data) <ul style="list-style-type: none"> - Measurement - Data - Sorting and Classifying • Support children to understand shapes and spatial relationships (geometry and spatial sense) <ul style="list-style-type: none"> - Spatial Relationships - Identification of Shapes - Composition of Shapes <p>Science <u>Strands:</u></p> <ul style="list-style-type: none"> • Support children to apply scientific practices <ul style="list-style-type: none"> - Questioning and Defining Problems - Investigating - Using Evidence 	<p>Domain: General Cognition <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Mathematical Knowledge and Reasoning – knowledge of number concepts and operations; patterns and relationships; spatial relationships; measurement; and mathematical reasoning • Scientific Observation and Problem Solving – knowledge of scientific observation, inquiry, and investigation; life science; physical, earth, and space science • Social Systems Understanding – knowledge of family and human relationships; understanding the world in which we live including our community and world; directional and map skills 	<p>General Cognition Domains Mathematics Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Number Concepts and Quantities • Number Relationships and Operations • Geometry and Spatial Sense • Patterns • Measurement and Comparison <p>Science Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Scientific Skills and Method • Conceptual Knowledge of the Natural and Physical World <p>Logic and Reasoning <u>Components</u></p> <ul style="list-style-type: none"> • Reasoning and Problem Solving • Symbolic Representation <p>Social Studies Knowledge and Skills</p>
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<ul style="list-style-type: none"> • Support children to engage in the process of engineering <ul style="list-style-type: none"> - Design Cycle • Support children to understand patterns, process and relationships of living things <ul style="list-style-type: none"> - Unity and Diversity of Life - Living Things and Their Interactions with the Environment and Each Other • Support children to understand physical sciences <ul style="list-style-type: none"> - Energy, Force and Motion - Matter and its Properties • Support children to understand features of earth <ul style="list-style-type: none"> - Earth's Features and the Effects of Weather and Water - Earth and Human Activity <p>Social Studies</p> <p><u>Strands:</u></p> <ul style="list-style-type: none"> • Support children to understand self, family and a diverse community <ul style="list-style-type: none"> - Individual Development and Identity - Culture • Support children to learn about people and the environment <ul style="list-style-type: none"> - Power, Authority and Governance - People, Places and Environments - Civic Ideals and Practices • Support children to develop an understanding of economic systems and resources <ul style="list-style-type: none"> - Individuals, Groups and Institutions - Production, Distribution and Consumption 		<p><u>Components</u></p> <ul style="list-style-type: none"> • Family and Community • History and Events • People and the Environment
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<ul style="list-style-type: none"> - Science, Technology and Society • Support children to understand change over time - Time, Continuity and Change 		
<p>Domain: Social and Emotional Development <u>Strands:</u></p> <ul style="list-style-type: none"> • Support children to develop trusting healthy attachments and relationships with primary caregivers <ul style="list-style-type: none"> - Trusting Relationships - Managing Separation • Support children to develop self-regulation <ul style="list-style-type: none"> - Regulation of Emotions and Behavior - Regulation of Impulses and Behavior • Support children to develop, express, recognize and respond to emotions <ul style="list-style-type: none"> - Emotional Expression - Recognition and Response to Emotions in Others • Support children to develop self-awareness, self-concept and competence <ul style="list-style-type: none"> - Sense of Self - Personal Preferences - Self-Concept and Competency • Support children to develop social relationships <ul style="list-style-type: none"> - Adult Relationships - Play/Friendship - Conflict Resolution 	<p>Domain: Social and Emotional <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Self-Concept Development – the development of positive self-confidence, self-esteem, and understanding of themselves • Emotional Development – the understanding of emotions of self and others, and developing strategies for self-regulation • Social Competence and Relationship Development – the ability to establish relationships with peers and adults, and the understanding of positive social behavior 	<p>Domain: Social and Emotional <u>Components:</u></p> <ul style="list-style-type: none"> • Social Relationships • Self-Concept and Self-Efficacy • Self-Regulation • Emotional and Behavioral Health
<p>Domain: Cognition <u>Strands:</u></p> <ul style="list-style-type: none"> • Develop effective approaches to learning <ul style="list-style-type: none"> - Curiosity and Initiative 	<p>Domain: Approaches to Learning <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Interest in Learning – including curiosity and risk taking; how children approach new learning 	<p>Domain: Approaches to Learning <u>Components:</u></p> <ul style="list-style-type: none"> • Initiative and Curiosity



<ul style="list-style-type: none"> - Engagement with Environment, People and Objects - Eagerness to Learn - Cooperation with Peers in Learning Experiences • Support children to use logic and reasoning <ul style="list-style-type: none"> - Cause and Effect - Attributes, Sorting and Patterns - Problem Solving - Symbolic Representation • Support children to strengthen executive functions <ul style="list-style-type: none"> - Choosing and Planning - Task Persistence - Cognitive Flexibility - Working Memory - Regulation of Attention and Impulses 	<ul style="list-style-type: none"> • Learning Strategies – such as imagination, invention, and persistence; how children apply new learning • Reflective Learning Practices – such as reflection and interpretation; how children assimilate new learning into already acquired learning 	<ul style="list-style-type: none"> • Persistence and Attentiveness • Cooperation
<p>Domain: Language and Literacy <u>Strands:</u></p> <ul style="list-style-type: none"> • Support children to understand language (receptive language) <ul style="list-style-type: none"> - Word Comprehension - Language Comprehension • Support children to use language (expressive language) <ul style="list-style-type: none"> - Vocabulary - Expression of Ideas, Feelings and Needs - Language Structure • Support children to use language for social interaction <ul style="list-style-type: none"> - Conventions of Conversation - Language for Interaction 	<p>Domain: Language and Literacy <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Reading – understands the concepts of print materials including comprehension, print/book orientation, vocabulary development and phonetics, as well as enjoyment of having books read to them or reading themselves • Writing – demonstrates the mechanics of writing including fine motor skill development, and understands that writing is a way of communication including vocabulary and idea development 	<p>Domain: Language Development <u>Components:</u></p> <ul style="list-style-type: none"> • Receptive Language • Expressive Language <p>Domain: Literacy Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Book Appreciation • Phonological Awareness • Alphabet Knowledge • Print Concepts and Conventions • Early Writing



<ul style="list-style-type: none"> • Support children to gain book appreciation and knowledge <ul style="list-style-type: none"> - Interest and Engagement with Books - Understanding of Stories or Information • Support children to gain knowledge of print and its uses <ul style="list-style-type: none"> - Book Concepts - Print Concepts - Letter Recognition • Support children to develop phonological awareness <ul style="list-style-type: none"> - Phonological Awareness • Support children to convey meaning through drawing, letters, and words <ul style="list-style-type: none"> - Drawing and Writing 	<ul style="list-style-type: none"> • Speaking – (expressive language) the ability to verbally express ideas, wants and thoughts, and development and use of vocabulary to communicate with others; for some this includes being able to speak English as well as their home language • Listening – (receptive language) the ability to understand verbal and non-verbal cues, follow verbal direction, and increased vocabulary development for comprehending stories and conversation 	<p>Domain: English Language Dev for children who are ESL learners</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> • Receptive English Language Skills • Expressive English Language Skills • Engagement in English Literacy Activities
<p>Domain: Creative Arts</p> <p><u>Strands:</u></p> <ul style="list-style-type: none"> • Support children to engage in and enjoy the arts <ul style="list-style-type: none"> - Music - Visual Arts - Drama - Dance • Support children to explore and respond to creative works • Appreciation of the Arts 	<p>Domain: Creativity and the Arts</p> <p><u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Creating – the ability to use a variety of art mediums to create works of art including the visual arts (painting, sculpting, photography, film etc.), drama and theater, and music • Expressing – the ability to talk about the process of creating, and to discuss feelings related to creating • Evaluation – the ability to evaluate works of art based on feelings, cultural contributions, and preferences 	<p>Domain: Creative Arts Expression</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> • Music • Creative Movement and Dance • Art • Drama

