

Every Child Ready Standards & Connecticut Early Learning and Development Standards Alignment





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COGNITION

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Curiosity and Initiative	24 to 36 months	C.36.1 Ask questions and seek answers from a variety of sources	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Curiosity and Initiative	3 to 4 years	C.48.1 Explore and investigate a variety of experiences and topics using different materials	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Curiosity and Initiative	4 to 5 years	C.60.1 Investigate ways to make something happen	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Engagement with Environment, People, and Objects	24 to 36 months	C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Engagement with Environment, People, and Objects	3 to 4 years	C.48.2 Maintain interest in exploring specific topics over time	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).

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Strand A: Early learning experiences will support children to develop effective approaches to learning.	Engagement with Environment, People, and Objects	4 to 5 years	C.60.2 Express interest in learning about a specific topic over time	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Engagement with Environment, People, and Objects	4 to 5 years	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	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Eagerness to Learn	24 to 36 months	C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Eagerness to Learn	3 to 4 years	C.48.3 Seek out new challenges and novel experiences	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Eagerness to Learn	4 to 5 years	C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others	ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. ATL.4.D Assesses or reflects upon activity or task outcome or product. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Cooperation with Peers in Learning Experiences	24 to 36 months	N/A	N/A

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Strand A: Early learning experiences will support children to develop effective approaches to learning.	Cooperation with Peers in Learning Experiences	3 to 4 years	C.48.4 Engage in and complete learning activities with peers	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). SE.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations. SE.5.A Engages with peers with teacher modeling and participates in organized group activities.
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Cooperation with Peers in Learning Experiences	3 to 4 years	C.48.5 Help and cooperate in group	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Cooperation with Peers in Learning Experiences	4 to 5 years	C.60.5 Plan and complete learning activity with a peer	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
Strand A: Early learning experiences will support children to develop effective approaches to learning.	Cooperation with Peers in Learning Experiences	4 to 5 years	C.60.6 Model or teach peers how to use materials or complete a task	SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
Strand B: Early learning experiences will support children to use logic and reasoning.	Cause and Effect	24 to 36 months	C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes)	SC-SP.1.B Observes and describes cause and effect. SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.
Strand B: Early learning experiences will support children to use logic and reasoning.	Cause and Effect	3 to 4 years	C.48.6 Manipulate materials and communicate about the impact of own actions	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.

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Strand B: Early learning experiences will support children to use logic and reasoning.	Cause and Effect	4 to 5 years	C.60.7 Try multiple uses of same materials and observe differing results	<p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.</p> <p>SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p>
Strand B: Early learning experiences will support children to use logic and reasoning.	Attributes, Sorting, and Patterns	24 to 36 months	C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size)	<p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-SP.1.AA Uses senses to observe the environment.</p>
Strand B: Early learning experiences will support children to use logic and reasoning.	Attributes, Sorting, and Patterns	3 to 4 years	C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.
Strand B: Early learning experiences will support children to use logic and reasoning.	Attributes, Sorting, and Patterns	3 to 4 years	C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	<p>M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p> <p>M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
Strand B: Early learning experiences will support children to use logic and reasoning.	Attributes, Sorting, and Patterns	4 to 5 years	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)	<p>M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p>

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Strand B: Early learning experiences will support children to use logic and reasoning.	Attributes, Sorting, and Patterns	4 to 5 years	C.60.9 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...)	<p>LL-NC.5.B Recognizes that informational texts are a source of information.</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p> <p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p>
Strand B: Early learning experiences will support children to use logic and reasoning.	Attributes, Sorting, and Patterns	4 to 5 years	C.60.10 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...")	<p>LL-NC.5.B Recognizes that informational texts are a source of information.</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p>
Strand B: Early learning experiences will support children to use logic and reasoning.	Problem Solving	24 to 36 months	C.36.6 Use objects in new and unexpected ways to solve problems through trial and error	<p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p>
Strand B: Early learning experiences will support children to use logic and reasoning.	Problem Solving	24 to 36 months	C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle)	<p>M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.</p> <p>M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p>

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Strand B: Early learning experiences will support children to use logic and reasoning.	Problem Solving	3 to 4 years	C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
Strand B: Early learning experiences will support children to use logic and reasoning.	Problem Solving	4 to 5 years	C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas)	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.
Strand B: Early learning experiences will support children to use logic and reasoning.	Symbolic Representation	24 to 36 months	C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon)	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
Strand B: Early learning experiences will support children to use logic and reasoning.	Symbolic Representation	24 to 36 months	C.36.9 Act out relational roles in play (e.g., mom or dad with baby)	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play.
Strand B: Early learning experiences will support children to use logic and reasoning.	Symbolic Representation	3 to 4 years	C.48.10 Use or make a prop to represent an object (e.g., build a telephone)	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
Strand B: Early learning experiences will support children to use logic and reasoning.	Symbolic Representation	3 to 4 years	C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter)	ATL.1.D Carries out familiar roles during individual or collaborative role-play. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Strand B: Early learning experiences will support children to use logic and reasoning.	Symbolic Representation	3 to 4 years	C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction	LL-WR.2.AA Draws to represent something or to communicate a thought. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.

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Strand B: Early learning experiences will support children to use logic and reasoning.	Symbolic Representation	4 to 5 years	C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
Strand B: Early learning experiences will support children to use logic and reasoning.	Symbolic Representation	4 to 5 years	C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. ATL.1.E Coordinates roles and carries out more complex stories during role-play.
Strand B: Early learning experiences will support children to use logic and reasoning.	Symbolic Representation	4 to 5 years	C.60.14 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)	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.
Strand C: Early learning experiences will support children to strengthen executive function.	Choosing and Planning	24 to 36 months	C.36.10 Make choices based on preferences	ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
Strand C: Early learning experiences will support children to strengthen executive function.	Choosing and Planning	3 to 4 years	C.48.13 With adult assistance, choose activities and plan what to do	ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). SE.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support. SE.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.

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Strand C: Early learning experiences will support children to strengthen executive function.	Choosing and Planning	4 to 5 years	C.60.15 Make a plan, follow through and review plan based on what they actually did. Indicate reasons for choice, set goals and follow plan	ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal.
Strand C: Early learning experiences will support children to strengthen executive function.	Task Persistence	24 to 36 months	C.36.11 Complete self selected short-term activities many times to gain mastery	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
Strand C: Early learning experiences will support children to strengthen executive function.	Task Persistence	3 to 4 years	C.48.14 Continue working through moderately difficult activities, despite some frustration	ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
Strand C: Early learning experiences will support children to strengthen executive function.	Task Persistence	4 to 5 years	C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Strand C: Early learning experiences will support children to strengthen executive function.	Cognitive Flexibility	24 to 36 months	C.36.12 Realize when something is not working and with adult assistance can try another approach	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
Strand C: Early learning experiences will support children to strengthen executive function.	Cognitive Flexibility	3 to 4 years	C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).
Strand C: Early learning experiences will support children to strengthen executive function.	Cognitive Flexibility	4 to 5 years	C.60.17 Generate or seek out multiple solutions to a problem	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

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Strand C: Early learning experiences will support children to strengthen executive function.	Working Memory	24 to 36 months	C.36.13 Remember where recently used objects were placed	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.
Strand C: Early learning experiences will support children to strengthen executive function.	Working Memory	3 to 4 years	C.48.16 Engage in games that involve remembering (e.g., memory)	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).
Strand C: Early learning experiences will support children to strengthen executive function.	Working Memory	4 to 5 years	LR.60.18 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.")	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)
Strand C: Early learning experiences will support children to strengthen executive function.	Regulation of Attention and Impulses	24 to 36 months	C.36.14 Maintain focus on high-interest activities in the face of routine distractions	ATL.6.D Refocuses attention to independent or group activity after minor distraction. ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.
Strand C: Early learning experiences will support children to strengthen executive function.	Regulation of Attention and Impulses	24 to 36 months	C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). ATL.5.AA Stops preferred activities with one on one assistance or coregulation.
Strand C: Early learning experiences will support children to strengthen executive function.	Regulation of Attention and Impulses	3 to 4 years	C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions	ATL.6.D Refocuses attention to independent or group activity after minor distraction.

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Strand C: Early learning experiences will support children to strengthen executive function.	Regulation of Attention and Impulses	3 to 4 years	C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting)	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).
Strand C: Early learning experiences will support children to strengthen executive function.	Regulation of Attention and Impulses	4 to 5 years	C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer	ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).
Strand C: Early learning experiences will support children to strengthen executive function.	Regulation of Attention and Impulses	4 to 5 years	C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool)	ATL.6.D Refocuses attention to independent or group activity after minor distraction. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.

SOCIAL AND EMOTIONAL DEVELOPMENT

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	Trusting Relationships	24 to 36 months	SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations	SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. SE.2.A Coregulates emotion with one-on-one adult support. SE.2.B Accepts offers of adult assistance to engage in coregulation.
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	Trusting Relationships	3 to 4 years	SE.48.1 Engage in interactions with less familiar adults	SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.

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Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	Trusting Relationships	4 to 5 years	SE.60.1 Seek help and approval from a wider array of adults in trusted roles	SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	Managing Separation	24 to 36 months	SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult	SE.2.A Coregulates emotion with one-on-one adult support. SE.2.B Accepts offers of adult assistance to engage in coregulation.
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	Managing Separation	3 to 4 years	SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult	SE.2.A Coregulates emotion with one-on-one adult support. SE.2.B Accepts offers of adult assistance to engage in coregulation.
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	Managing Separation	4 to 5 years	SE.60.2 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	SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Emotions and Behavior	24 to 36 months	SE.36.3 With adult support, use self soothing techniques to cal	SE.2.B Accepts offers of adult assistance to engage in coregulation.
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Emotions and Behavior	3 to 4 years	SE.48.3 Use strategies to self-soothe with limited adult support	SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Emotions and Behavior	4 to 5 years	SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family	SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Emotions and Behavior	4 to 5 years	SE.60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state	SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Impulses and Behavior	24 to 36 months	SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult	ATL.7.A Participates in one- to two-step inhibition games and activities. ATL.7.B Independently follows two- to three-step verbal adult directions. ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Impulses and Behavior	24 to 36 months	SE.36.5 Make transitions and follow basic routines and rules with adult supervision	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Impulses and Behavior	3 to 4 years	SE.48.4 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)	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.

SOCIAL AND EMOTIONAL DEVELOPMENT

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Impulses and Behavior	3 to 4 years	SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. M-M.2.A Sequences up to two to four steps in a familiar daily routine.
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Impulses and Behavior	4 to 5 years	SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support	SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Impulses and Behavior	4 to 5 years	SE.60.6 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)	SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.
Strand B: Early learning experiences will support children to develop self regulation.	Regulation of Impulses and Behavior	4 to 5 years	SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).
Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.	Emotional Expression	24 to 36 months	SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.")	SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.	Emotional Expression	3 to 4 years	SE.48.6 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	SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.
Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.	Emotional Expression	4 to 5 years	SE.60.8 Describe emotions and feelings to trusted adults and peers	SE.1.D Independently verbally or nonverbally names and describes their own emotions.
Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.	Recognition and Response to Emotions in Others	24 to 36 months	SE.36.7 Label a variety of emotions in pictures and others' expressions	SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustration, and sad, while an adult adds emotion labels to that expression. SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.
Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.	Recognition and Response to Emotions in Others	24 to 36 months	SE 36.8 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play)	SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.
Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.	Recognition and Response to Emotions in Others	3 to 4 years	SE.48.7 Recognize, label and respond to a wide variety of emotions in others	SE.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others. SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.
Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.	Recognition and Response to Emotions in Others	3 to 4 years	SE.48.8 Make connections between emotional reaction of others and own emotional experiences	SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.	Recognition and Response to Emotions in Others	4 to 5 years	SE.60.9 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)	SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.	Recognition and Response to Emotions in Others	4 to 5 years	SE.60.10 Begin to understand that different people may have different emotional reactions	SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Sense of Self	24 to 36 months	SE.36.9 Identify self, family members, teacher and some peers by name	SE.3.AA Responds to own name. SOC.1.AA Identifies and recognizes self and family members. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Sense of Self	3 to 4 years	SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Sense of Self	4 to 5 years	SE.60.11 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)	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Personal Preferences	24 to 36 months	SE.36.10 May want to keep what belongs to them close by and often will not want to share	SE.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations. SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Personal Preferences	3 to 4 years	SE.48.10 Recognize and describe themselves in terms of basic preferences	SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Personal Preferences	4 to 5 years	SE.60.12 Describe self by referring to preferences, thoughts and feelings	SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.1.D Independently verbally or nonverbally names and describes their own emotions. SE.1.E Identifies that they can have different emotions about the same situation.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Self Concept and Competency	24 to 36 months	SE.36.11 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them	SE.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support. SE.6.A With explicit adult instruction and modeling, completes a task alongside teacher support. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Self Concept and Competency	24 to 36 months	SE. 36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.")	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. ATL.4. D Assesses or reflects upon activity or task outcome or product. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Self Concept and Competency	3 to 4 years	SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks	SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Self Concept and Competency	4 to 5 years	SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials	SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	Self Concept and Competency	4 to 5 years	SE.60.14 Show pride in accomplishments and abilities	SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. ATL.4.D Assesses or reflects upon activity or task outcome or product. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
Strand E: Early learning experiences will support children to develop social relationships.	Adult Relationships¹	24 to 36 months	SE.36.13 Enjoy sharing new experiences with familiar adults	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.
Strand E: Early learning experiences will support children to develop social relationships.	Adult Relationships¹	3 to 4 years	SE.48.12 Communicate with familiar adults and accept or request guidance	SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.

¹**Note:** Caregivers guide children during interactions with them, as well as other adults. Therefore, these markers of social relationships with adults are highly dependent upon the child's temperament, the adult's temperament, and the adult's guidance and regulation of the interplay between these factors.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand E: Early learning experiences will support children to develop social relationships.	Adult Relationships ¹	4 to 5 years	SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	<p>ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p>
Strand E: Early learning experiences will support children to develop social relationships.	Play/Friendship	24 to 36 months	SE.36.14 Seek out other children and will interact with other children using common materials	<p>ATL.2.A Engages in activities next to peers using shared materials (parallel play).</p> <p>SE.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <p>SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>
Strand E: Early learning experiences will support children to develop social relationships.	Play/Friendship	24 to 36 months	SE.36.15 Show preference for certain peers over time although these preferences may shift	<p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>
Strand E: Early learning experiences will support children to develop social relationships.	Play/Friendship	3 to 4 years	SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project	<p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p>SE.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <p>SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p>

¹**Note:** Caregivers guide children during interactions with them, as well as other adults. Therefore, these markers of social relationships with adults are highly dependent upon the child's temperament, the adult's temperament, and the adult's guidance and regulation of the interplay between these factors.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand E: Early learning experiences will support children to develop social relationships.	Play/Friendship	3 to 4 years	SE.48.14 Interact with a variety of children in the program	<p>SE.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <p>SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>
Strand E: Early learning experiences will support children to develop social relationships.	Play/Friendship	4 to 5 years	SE.60.16 Cooperate with peers through sharing and taking turns	<p>SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p>
Strand E: Early learning experiences will support children to develop social relationships.	Play/Friendship	4 to 5 years	SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships	<p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p>

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand E: Early learning experiences will support children to develop social relationships.	Play/Friendship	4 to 5 years	SE.60.18 Seek help from peers and offer assistance when it is appropriate	SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
Strand E: Early learning experiences will support children to develop social relationships.	Conflict Resolution	24 to 36 months	N/A	N/A
Strand E: Early learning experiences will support children to develop social relationships.	Conflict Resolution	3 to 4 years	SE.48.15 Seek and accept adult help to solve conflicts with peers	SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).
Strand E: Early learning experiences will support children to develop social relationships.	Conflict Resolution	4 to 5 years	SE.60.19 Engage in developing solutions and work to resolve conflict with peers	SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

PHYSICAL DEVELOPMENT AND HEALTH

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to develop gross motor skills.	Mobility	24 to 36 months	PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to develop gross motor skills.	Mobility	24 to 36 months	PH.36.2 Walk up and down stairs alternating feet on steps with railing held	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
Strand A: Early learning experiences will support children to develop gross motor skills.	Mobility	3 to 4 years	PH.48.1 Walk up and down stairs alternating feet while carrying an object	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.
Strand A: Early learning experiences will support children to develop gross motor skills.	Mobility	4 to 5 years	PH.60.1 Alternate direction while running and stop easily without losing balance	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Strand A: Early learning experiences will support children to develop gross motor skills.	Large Muscle Movement and Coordination	24 to 36 months	PH.36.3 Catch and throw a playground ball with an adult short distance away	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
Strand A: Early learning experiences will support children to develop gross motor skills.	Large Muscle Movement and Coordination	24 to 36 months	PH.36.4 Jump with two feet	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.
Strand A: Early learning experiences will support children to develop gross motor skills.	Large Muscle Movement and Coordination	24 to 36 months	PH.36.5 Kick a ball in forward direction	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.
Strand A: Early learning experiences will support children to develop gross motor skills.	Large Muscle Movement and Coordination	3 to 4 years	PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.

PHYSICAL DEVELOPMENT AND HEALTH

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to develop gross motor skills.	Large Muscle Movement and Coordination	3 to 4 years	PH.48.3 Hop on one foot	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
Strand A: Early learning experiences will support children to develop gross motor skills.	Large Muscle Movement and Coordination	3 to 4 years	PH.48.4 Kick ball at target a short distance away with accuracy and speed	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Strand A: Early learning experiences will support children to develop gross motor skills.	Large Muscle Movement and Coordination	3 to 4 years	PH.48.5 Throw small ball overhand at target a short distance away with accuracy	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Strand A: Early learning experiences will support children to develop gross motor skills.	Large Muscle Movement and Coordination	4 to 5 years	PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Strand B: Early learning experiences will support children to develop fine motor skills.	Visual Motor Integration	24 to 36 months	PH.36.6 Use common tools that require eye hand coordination with precision and for their intended purpose (e.g., hammer peg, twist handle to open latch, put body parts on Mr. Potato)	PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination. PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.

PHYSICAL DEVELOPMENT AND HEALTH

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to develop fine motor skills.	Visual Motor Integration	3 to 4 years	PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.
Strand B: Early learning experiences will support children to develop fine motor skills.	Visual Motor Integration	4 to 5 years	PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. PD.3.B With teacher modeling, draws circles, squares, and crosses. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.
Strand B: Early learning experiences will support children to develop fine motor skills.	Small Muscle Movement and Coordination	24 to 36 months	PH.36.7 Use writing tools or paint objects with some control and purpose	PD.3.AA Uses crayons or markers with some coordination.
Strand B: Early learning experiences will support children to develop fine motor skills.	Small Muscle Movement and Coordination	3 to 4 years	PH.48.7 Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft	PD.3.A Draws vertical and horizontal lines with a model using a fist grasp.
Strand B: Early learning experiences will support children to develop fine motor skills.	Small Muscle Movement and Coordination	4 to 5 years	PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar	PD.3.B With teacher modeling, draws circles, squares, and crosses. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.

PHYSICAL DEVELOPMENT AND HEALTH

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to develop fine motor skills.	Small Muscle Movement and Coordination	4 to 5 years	PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement	PD.3.D Begins to use a tripod grasp when writing and copies complex designs. PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.
Strand C: Early learning experiences will support children to acquire adaptive skills. ²	Feeding Routines/ Nutrition	24 to 36 months	PH.36.8 Feed self with minimal spilling	PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance.
Strand C: Early learning experiences will support children to acquire adaptive skills. ²	Feeding Routines/ Nutrition	3 to 4 years	PH.48.8 Pour liquid from a small pitcher	PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance.
Strand C: Early learning experiences will support children to acquire adaptive skills. ²	Feeding Routines/ Nutrition	4 to 5 years	PH.60.6 Use butter knife to spread and cut. Open most containers to remove food	PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance.
Strand C: Early learning experiences will support children to acquire adaptive skills. ²	Safety and Responsibility	24 to 36 months	PH.36.9 Tell several basic safety rules at home and in familiar settings (e.g., school, library and playground). Bring other children's rule-breaking to the attention of adults	PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
Strand C: Early learning experiences will support children to acquire adaptive skills. ²	Safety and Responsibility	3 to 4 years	PH.48.9 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	PD.6.B Demonstrates understanding of safety procedures and begins to initiate. PD.6.C Independently follows safety procedures.

²**Note:** Consideration of cultural beliefs and preferences across these developmental progressions is critical.

PHYSICAL DEVELOPMENT AND HEALTH

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to acquire adaptive skills. ²	Safety and Responsibility	4 to 5 years	PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community	PD.6.D Understands and describes the importance of safety procedures. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
Strand C: Early learning experiences will support children to acquire adaptive skills. ²	Dressing and Hygiene	24 to 36 months	PH.36.10 Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
Strand C: Early learning experiences will support children to acquire adaptive skills. ²	Dressing and Hygiene	3 to 4 years	PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support	PD.4.C Completes self-care and hygiene routines with minimal assistance.
Strand C: Early learning experiences will support children to acquire adaptive skills. ²	Dressing and Hygiene	4 to 5 years	PH.60.8 Typically manage own dressing, toileting and basic hygiene	PD.4.D Independently completes self-care and hygiene routines.
Strand D: Early learning experiences will support children to maintain physical health status and well-being. ²	Physical Activity	24 to 36 months	PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.
Strand D: Early learning experiences will support children to maintain physical health status and well-being. ²	Physical Activity	3 to 4 years	PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Strand D: Early learning experiences will support children to maintain physical health status and well-being. ²	Physical Activity	4 to 5 years	PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

²**Note:** Consideration of cultural beliefs and preferences across these developmental progressions is critical.

PHYSICAL DEVELOPMENT AND HEALTH

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand D: Early learning experiences will support children to maintain physical health status and well-being. ²	Healthy Behaviors	24 to 36 months	PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.E Understands and describes the importance of self-care and hygiene routines. PD.5.B Demonstrates understanding of types of foods and preferences. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.
Strand D: Early learning experiences will support children to maintain physical health status and well-being. ²	Healthy Behaviors	3 to 4 years	PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.5.B Demonstrates understanding of types of foods and preferences. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.
Strand D: Early learning experiences will support children to maintain physical health status and well-being. ²	Healthy Behaviors	4 to 5 years	PH.60.10 Identify healthy practices including hygiene, nutrition and sleep	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy. PD.4.E Understands and describes the importance of self-care and hygiene routines.

LANGUAGE AND LITERACY

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to understand language (receptive language).	Word Comprehension	24 to 36 months	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	LL-LC.1.A Responds to simple requests, such as choosing between objects. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.
Strand A: Early learning experiences will support children to understand language (receptive language).	Word Comprehension	3 to 4 years	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.

²**Note:** Consideration of cultural beliefs and preferences across these developmental progressions is critical.

LANGUAGE AND LITERACY

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to understand language (receptive language).	Word Comprehension	4 to 5 years	L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
Strand A: Early learning experiences will support children to understand language (receptive language).	Word Comprehension	4 to 5 years	L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.
Strand A: Early learning experiences will support children to understand language (receptive language).	Language Comprehension	24 to 36 months	L.36.2 Follow two-step directions	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. ATL.7.A Participates in one- to two-step inhibition games and activities.
Strand A: Early learning experiences will support children to understand language (receptive language).	Language Comprehension	3 to 4 years	L.48.2 Understand increasingly complex sentences that include 2: 3 concepts (e.g., "Put the blue paper under the box.")	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL.7.B Independently follows two- to three-step verbal adult directions.
Strand A: Early learning experiences will support children to understand language (receptive language).	Language Comprehension	4 to 5 years	L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.")	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.
Strand B: Early learning experiences will support children to use language (expressive language).	Vocabulary	24 to 36 months	L.36.3 Use nouns and verbs to label experiences, actions or events	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment. LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to use language (expressive language).	Vocabulary	24 to 36 months	L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
Strand B: Early learning experiences will support children to use language (expressive language).	Vocabulary	24 to 36 months	L.36.5 May occasionally use more sophisticated words than they typically use in conversational speech but that have been learned through books and personal experiences (e.g., large, fast, angry, car, run)	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").
Strand B: Early learning experiences will support children to use language (expressive language).	Vocabulary	3 to 4 years	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.
Strand B: Early learning experiences will support children to use language (expressive language).	Vocabulary	3 to 4 years	L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
Strand B: Early learning experiences will support children to use language (expressive language).	Vocabulary	3 to 4 years	L.48.5 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)	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.
Strand B: Early learning experiences will support children to use language (expressive language).	Vocabulary	4 to 5 years	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to use language (expressive language).	Vocabulary	4 to 5 years	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.
Strand B: Early learning experiences will support children to use language (expressive language).	Expression of Ideas, Feelings, and Needs	24 to 36 months	L.36.6 Use inflection in phrases or sentences to ask a question	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Strand B: Early learning experiences will support children to use language (expressive language).	Expression of Ideas, Feelings, and Needs	24 to 36 months	L.36.7 Comment on a variety of experiences, interactions or observations	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.
Strand B: Early learning experiences will support children to use language (expressive language).	Expression of Ideas, Feelings, and Needs	3 to 4 years	L.48.6 Communicate about current or removed events and/or objects	LL-LC.2.B Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers. LL-LC.2.C Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).
Strand B: Early learning experiences will support children to use language (expressive language).	Expression of Ideas, Feelings, and Needs	3 to 4 years	L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., “Armel throws the ball”). LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., “Armel throws the blue ball”). LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., “Armel throws the round blue ball on the roof”). LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., “Armel threw the blue ball, and it got stuck on the roof”).

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to use language (expressive language).	Expression of Ideas, Feelings, and Needs	4 to 5 years	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer")	<p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards")</p> <p>M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects."</p>
Strand B: Early learning experiences will support children to use language (expressive language).	Language Structure	24 to 36 months	L.36.8 Use basic grammar rules including pronouns, plurals, possessives and regular past tense ³	<p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p>
Strand B: Early learning experiences will support children to use language (expressive language).	Language Structure	24 to 36 months	L.36.9 Use speech that is mostly intelligible to familiar adults	<p>LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.</p>
Strand B: Early learning experiences will support children to use language (expressive language).	Language Structure	3 to 4 years	L.48.8 Use basic grammar rules including irregular past tense and questions ³	<p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>
Strand B: Early learning experiences will support children to use language (expressive language).	Language Structure	3 to 4 years	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	<p>LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.</p>

³**Note:** Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to use language (expressive language).	Language Structure	4 to 5 years	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals ³	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").
Strand B: Early learning experiences will support children to use language (expressive language).	Language Structure	4 to 5 years	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
Strand C: Early learning experiences will support children to use language for social interaction.	Conventions of Conversation	24 to 36 months	L.36.10 Have conversations with adults and peers that include four or more exchanges	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.
Strand C: Early learning experiences will support children to use language for social interaction.	Conventions of Conversation	3 to 4 years	L.48.10 Maintain a topic of conversation over the course of several turns	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.
Strand C: Early learning experiences will support children to use language for social interaction.	Conventions of Conversation	4 to 5 years	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions	LL-LC.4.E Modifies conversations based on the context or listener. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Strand C: Early learning experiences will support children to use language for social interaction.	Language for Interaction	24 to 36 months	L.36.11 Converse with adults and peers about common experiences or events	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.

³**Note:** Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to use language for social interaction.	Language for Interaction	3 to 4 years	L.48.11 Answer simple who, what, where and why questions	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.
Strand C: Early learning experiences will support children to use language for social interaction.	Language for Interaction	4 to 5 years	L.60.10 Use language to share ideas and gain information	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Interest and Engagement with Books	24 to 36 months	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	LL-BK.1.AA Requests that books be read by an adult. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). LL-NC.5.AA Listens to a wide variety of informational texts read aloud. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Interest and Engagement with Books	24 to 36 months	L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Interest and Engagement with Books	3 to 4 years	L.48.12 Select fiction and nonfiction books to be read and attend with interest	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Interest and Engagement with Books	4 to 5 years	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.D Looks at books independently or with peers. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Understanding of Stories or Information⁴	24 to 36 months	L.36.14 Enjoy telling and retelling stories and information	LL-BK.2.B Uses illustrations to tell a familiar story. LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Understanding of Stories or Information⁴	3 to 4 years	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. LL-NC.5.B Recognizes that informational texts are a source of information.
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Understanding of Stories or Information⁴	3 to 4 years	L.48.14 Ask and answer simple who, what, where and why questions related to story or text	LL-NC.1.C Identifies and answers questions about events in a story. LL-LC.2.B Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers. LL-LC.2.C Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).

⁴**Note:** Stories or information may be shared through oral storytelling or sharing of pictures and/or books.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Understanding of Stories or Information⁴	3 to 4 years	L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Understanding of Stories or Information⁴	4 to 5 years	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text	LL-NC.3.E With prompting and support, retells familiar stories, including key details. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.1.B Identifies the setting in a story. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Understanding of Stories or Information⁴	4 to 5 years	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	Understanding of Stories or Information⁴	4 to 5 years	L.60.14 Use connections between self and character, experience and emotions to increase comprehension	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Book Concepts	24 to 36 months	L.36.15 Turn pages of a book	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Book Concepts	3 to 4 years	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.

⁴**Note:** Stories or information may be shared through oral storytelling or sharing of pictures and/or books.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Book Concepts	3 to 4 years	L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels)	LL-BK.3.AA Identifies familiar images or logos in environmental print. LL-BK.3.A Demonstrates understanding that print has meaning. LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Book Concepts	4 to 5 years	L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language)	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Book Concepts	4 to 5 years	L.60.16 Know that books have titles, authors, illustrators or photographers	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Book Concepts	4 to 5 years	L.60.17 Recognize words as a unit of print and that letters are grouped to form words	LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark). LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Print Concepts	24 to 36 months	L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	LL-BK.3.AA Identifies familiar images or logos in environmental print.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Print Concepts	3 to 4 years	L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.3.A Demonstrates understanding that print has meaning.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Print Concepts	4 to 5 years	L.60.18 Identify some familiar printed words out of context	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Print Concepts	4 to 5 years	L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	LL-PA.5.D Blends onset-rimes to form familiar CVC words. LL-PA.6.D Blends three phonemes in familiar CVC words.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Letter Recognition	24 to 36 months	N/A	N/A
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Letter Recognition	3 to 4 years	L.48.19 Recognize some letters especially those in one's own name	LL-AK.1.AA Identifies the first letter in their name. LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Letter Recognition	4 to 5 years	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words	LL-AK.1.B Identifies up to ten uppercase or lowercase letters. LL-AK.1.C Identifies up to 20 uppercase or lowercase letters. LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	Letter Recognition	4 to 5 years	L.60.21 Make some letter-sound connections	LL-AK.2.AA Produces the first letter sound in their name with teacher support. LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters. LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters. LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters. LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters. LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.

LANGUAGE AND LITERACY

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand F: Early learning experiences will support children to develop phonological awareness.	Phonological Awareness	24 to 36 months	L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as "Baa-baa" or "Beep-beep")	LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).
Strand F: Early learning experiences will support children to develop phonological awareness.	Phonological Awareness	3 to 4 years	L.48.20 Recognize rhyming words in songs, chants or poems	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"
Strand F: Early learning experiences will support children to develop phonological awareness.	Phonological Awareness	3 to 4 years	L.48.21 Identify when initial sounds in words are the same	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). LL-PA.4.AA Listens to and repeats the correct beginning sounds.
Strand F: Early learning experiences will support children to develop phonological awareness.	Phonological Awareness	3 to 4 years	L.48.212 Distinguish individual words in a sentence	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).
Strand F: Early learning experiences will support children to develop phonological awareness.	Phonological Awareness	4 to 5 years	L.60.22 Produce rhyming words or words that have same initial sound	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word. LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.
Strand F: Early learning experiences will support children to develop phonological awareness.	Phonological Awareness	4 to 5 years	L.60.23 Recognize which words in a set of words begin with the same sound	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand F: Early learning experiences will support children to develop phonological awareness.	Phonological Awareness	4 to 5 years	L.60.24 Distinguish syllables in words	<p>LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.</p> <p>LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.</p> <p>LL-PA.2.D Blends the syllables in two- to three-syllable words.</p> <p>LL-PA.2.E Blends the syllables in four-syllable words.</p> <p>LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.</p> <p>LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.</p>
Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.	Drawing and Writing	24 to 36 months	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	<p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.4.AA Makes any mark on paper.</p> <p>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.5.AA Scribbles and makes marks on paper.</p>
Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.	Drawing and Writing	3 to 4 years	L.48.23 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>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p>
Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.	Drawing and Writing	3 to 4 years	L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	<p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p>LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p> <p>LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.</p> <p>LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.</p>

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.	Drawing and Writing	4 to 5 years	L.60.25 Draw original stories with a beginning, middle and end	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.
Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.	Drawing and Writing	4 to 5 years	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word	LL-WR.6.C Writes the correct initial sound of a word. LL-WR.6.D Writes the final sound or another sound heard in a word. LL-WR.6.E Writes the correct initial, medial, and final sound when writing a CVC word.

CREATIVE ARTS

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	24 to 36 months	CA.36.1 Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm)	C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.4.AA Listens to a variety of music.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	24 to 36 months	CA.36.2 Respond with voice, body and/ or instruments to longer segments/or patterns of music	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	24 to 36 months	CA.36.3 Repeat parts of simple songs	ATL.6.AA Follows along with and participates in songs, chants, and simple stories. LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	3 to 4 years	CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.

CREATIVE ARTS

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	3 to 4 years	CA.48.2 Imitate or spontaneously sing an entire verse of song	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	3 to 4 years	CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance)	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	3 to 4 years	CA.48.4 Spontaneously sing songs and/or participate in songs with gestures	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. ATL.6.AA Follows along with and participates in songs, chants, and simple stories.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	4 to 5 years	CA.60.1 Initiate new musical activities with voices/ instruments (e.g., apply new words, add instruments to familiar song)	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	4 to 5 years	CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	4 to 5 years	CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/ low), rhythm (patterns), and dynamics (loud/soft)	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Music	4 to 5 years	CA.60.4 Create music using their voices and/or a variety of instruments and materials	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Visual Arts	24 to 36 months	CA.36.4 Create art in a variety of media with some control and own purpose	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.

CREATIVE ARTS

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Visual Arts	3 to 4 years	CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	C-ARTS.3.A Expresses self using a variety of art materials and tools.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Visual Arts	4 to 5 years	CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Drama	24 to 36 months	CA.36.5 Engage in simple pretend play activities	C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Drama	3 to 4 years	CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Drama	4 to 5 years	CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time)	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.1.E Coordinates roles and carries out more complex stories during role-play.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Drama	4 to 5 years	CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).

CREATIVE ARTS

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Dance	24 to 36 months	CA.36.6 Demonstrate directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) (e.g., moving like a turtle, jumping like a frog, floating like a feather, etc.)	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Dance	3 to 4 years	CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet)	C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	Dance	4 to 5 years	CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
Strand B: Early learning experiences will support children to explore and respond to creative works.	Appreciation of the Arts	24 to 36 months	CA.36.7 Describe or ask questions about a work of art	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.
Strand B: Early learning experiences will support children to explore and respond to creative works.	Appreciation of the Arts	24 to 36 months	CA.36.8 Express interest in and show appreciation for the creative work of others (e.g., through body language, facial expression or oral language)	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.
Strand B: Early learning experiences will support children to explore and respond to creative works.	Appreciation of the Arts	3 to 4 years	CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details)	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.

CREATIVE ARTS

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to explore and respond to creative works.	Appreciation of the Arts	3 to 4 years	CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences	C-ARTS.5.C Recognizes and discusses differences in artistic creations.
Strand B: Early learning experiences will support children to explore and respond to creative works.	Appreciation of the Arts	4 to 5 years	CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.

MATHEMATICS

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to understand counting and cardinality.	Number Names	24 to 36 months	M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order	M-NC.1.AA Says number words in order from 1–2 from memory. M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Number Names	3 to 4 years	M.48.1 Say or sign the number sequence up to at least 10	M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Number Names	4 to 5 years	M.60.1 Say or sign the number sequence up to at least 20	M-NC.1.E Says number words in order from 1–20 from memory.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Cardinality	24 to 36 months	M.36.2 Count two to three objects using one-to-one correspondence	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Cardinality	3 to 4 years	M.48.2 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	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.

MATHEMATICS

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to understand counting and cardinality.	Cardinality	3 to 4 years	M.48.3 Count out a set of objects up to four	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Cardinality	4 to 5 years	M.60.2 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	M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Cardinality	4 to 5 years	M.60.3 Count out a set of objects up to five	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Written Numerals	24 to 36 months	N/A	N/A
Strand A: Early learning experiences will support children to understand counting and cardinality.	Written Numerals	3 to 4 years	M.48.4 Recognize written numerals up to at least five	M-NC.5.AA Say the names of numerals 0–2 shown in random order. M-NC.5.A Says the names of numerals 0–3 shown in random order. M-NC.5.B Says the names of numerals 0–5 shown in random order.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Written Numerals	4 to 5 years	M.60.4 Recognize written numerals up to at least 10	M-NC.5.C Says the names of numerals 0–7 shown in random order. M-NC.5.D Says the names of numerals 0–10 shown in random order.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Recognition of Quantity	24 to 36 months	M.36.3 Name and match a small collection of up to three objects	M-NC.2.AA Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Recognition of Quantity	3 to 4 years	M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.

MATHEMATICS

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to understand counting and cardinality.	Recognition of Quantity	4 to 5 years	M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3. M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Comparison	24 to 36 months	M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Comparison	3 to 4 years	M.48.6 Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.
Strand A: Early learning experiences will support children to understand counting and cardinality.	Comparison	4 to 5 years	M.60.6 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	M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	Number Operations	24 to 36 months	M.36.5 Use some vocabulary related to relative quantity (e.g., “more,” “less”)	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10. M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity. M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	Number Operations	3 to 4 years	M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group	<p>M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.</p> <p>M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.</p> <p>M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p> <p>M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.</p>
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	Number Operations	4 to 5 years	M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five	<p>M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.</p> <p>M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p>
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	Number Operations	4 to 5 years	M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)	<p>M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.</p> <p>M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p>
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). ⁵	Measurement	24 to 36 months	M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as "tall," "long")	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.

⁵See Attribute, Sorting, and Patterns learning progression in **Cognition**.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). ⁵	Measurement	3 to 4 years	M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	<p>M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p>
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). ⁵	Measurement	4 to 5 years	M.60.9 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)	<p>M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p>M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p>
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). ⁵	Measurement	4 to 5 years	M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools	<p>M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p>M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p>M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p>
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). ⁵	Data	24 to 36 months	N/A	N/A

⁵See Attribute, Sorting, and Patterns learning progression in **Cognition**.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). ⁵	Data	3 to 4 years	M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	<p>M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.</p> <p>M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.</p> <p>M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"</p> <p>M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).</p>
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). ⁵	Data	4 to 5 years	M. 60.11 Represent data using a concrete object or picture graph according to one attribute	<p>M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).</p> <p>M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes).</p> <p>M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.</p> <p>M-DAP.2.E Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups.</p> <p>M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.</p>
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). ⁵	Sorting and Classifying	24 to 36 months	M.36.7 Sort on the basis of one attribute with adult support	<p>M-PFA.1.AA Matches one item that is similar to a given group with a provided example.</p> <p>M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p>

⁵See Attribute, Sorting, and Patterns learning progression in **Cognition**.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). ⁵	Sorting and Classifying	3 to 4 years	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data). ⁵	Sorting and Classifying	4 to 5 years	M.60.12 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	M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	Spatial Relationships	24 to 36 months	M.36.8 Find objects or locations based upon landmarks and position words (e.g., "Your blanket is on the couch.")	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	Spatial Relationships	3 to 4 years	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	Spatial Relationships	4 to 5 years	M.60.13 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	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.

⁵See Attribute, Sorting, and Patterns learning progression in **Cognition**.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	Identification of Shapes	24 to 36 months	M.36.9 Match familiar shapes with different size and orientation	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	Identification of Shapes	3 to 4 years	M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	Identification of Shapes	4 to 5 years	M.60.14 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	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	Composition of Shapes	24 to 36 months	N/A	N/A
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	Composition of Shapes	3 to 4 years	M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	Composition of Shapes	4 to 5 years	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.E Constructs common three-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to apply scientific practices.	Questioning and Defining Problems	24 to 36 months	S.36.1 Ask simple questions related to things observed through the senses ("what" and "why")	SC-SP.1.AA Uses senses to observe the environment. SC-LSE.1.AA Notices and looks at the natural world around them. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. SC-LES.2.AA Uses senses to observe and respond to changes in the weather.
Strand A: Early learning experiences will support children to apply scientific practices.	Questioning and Defining Problems	3 to 4 years	S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	SC-SP.1.B Observes and describes cause and effect. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. SC-SP.1.D Formulates own science-oriented questions based on observations.
Strand A: Early learning experiences will support children to apply scientific practices.	Questioning and Defining Problems	4 to 5 years	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.")	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments. SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.
Strand A: Early learning experiences will support children to apply scientific practices.	Investigating	24 to 36 months	S.36.2 Manipulate materials and comment on the impact of own actions	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.
Strand A: Early learning experiences will support children to apply scientific practices.	Investigating	3 to 4 years	S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	SC-SP.1.B Observes and describes cause and effect. SC-SP.2.D Make hypotheses, and tests their hypotheses through experimentation. SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.
Strand A: Early learning experiences will support children to apply scientific practices.	Investigating	4 to 5 years	S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.
Strand A: Early learning experiences will support children to apply scientific practices.	Investigating	4 to 5 years	S.60.3 Gather data by drawing, counting or otherwise documenting observations	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data. SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. M-DAP.2.B Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early learning experiences will support children to apply scientific practices.	Using Evidence	24 to 36 months	S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., "I made this picture green because my mom likes green.")	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.
Strand A: Early learning experiences will support children to apply scientific practices.	Using Evidence	3 to 4 years	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.")	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.
Strand A: Early learning experiences will support children to apply scientific practices.	Using Evidence	4 to 5 years	S.60.4 Give evidence from observations or investigations	SC-SP.3.C Draws conclusions on prior knowledge and recorded information. SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.
Strand A: Early learning experiences will support children to apply scientific practices.	Using Evidence	4 to 5 years	S.60.5 Begin to distinguish evidence from opinion	SC-SP.3.E Makes recommendations based on observations and conclusions. LL-NC.5.B Recognizes that informational texts are a source of information.
Strand B: Early learning experiences will support children to engage in the process of engineering.	Design Cycle	24 to 36 months	S.36.4 Gather information to help determine if something has been designed by humans	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.
Strand B: Early learning experiences will support children to engage in the process of engineering.	Design Cycle	3 to 4 years	S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem	SC-SP.2.D Make hypotheses, and tests their hypotheses through experimentation.
Strand B: Early learning experiences will support children to engage in the process of engineering.	Design Cycle	4 to 5 years	S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements	SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to understand patterns, processes, and the relationships of living things.	Unity and Diversity of Life	24 to 36 months	S.36.5 Observe features of plants and animals and explore function of features	SC-LES.5.AA Points to and observes plants in the environment. SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on. SC-LES.4.AA Points to and observes animals in the environment. SC-LES.4.A Identifies various animals.
Strand C: Early learning experiences will support children to understand patterns, processes, and the relationships of living things.	Unity and Diversity of Life	3 to 4 years	S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.
Strand C: Early learning experiences will support children to understand patterns, processes, and the relationships of living things.	Unity and Diversity of Life	3 to 4 years	S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.D Observes and describes plant habitats and life cycles.
Strand C: Early learning experiences will support children to understand patterns, processes, and the relationships of living things.	Unity and Diversity of Life	4 to 5 years	S.60.7 Group and classify living things based upon features, providing evidence to support groupings	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.
Strand C: Early learning experiences will support children to understand patterns, processes, and the relationships of living things.	Unity and Diversity of Life	4 to 5 years	S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.D Observes and describes plant habitats and life cycles.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to understand patterns, processes, and the relationships of living things.	Living Things and Their Interactions with the Environment and Each Other	24 to 36 months	S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.
Strand C: Early learning experiences will support children to understand patterns, processes, and the relationships of living things.	Living Things and Their Interactions with the Environment and Each Other	3 to 4 years	S.48.7 Explore how animals depend upon the environment for food, water and shelter	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.
Strand C: Early learning experiences will support children to understand patterns, processes, and the relationships of living things.	Living Things and Their Interactions with the Environment and Each Other	4 to 5 years	S.60.9 Provide examples of how animals depend on plants and other animals for food	SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.
Strand D: Early learning experiences will support children to understand physical sciences.	Energy, Force, and Motion	24 to 36 months	S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide)	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving. SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.
Strand D: Early learning experiences will support children to understand physical sciences.	Energy, Force, and Motion	3 to 4 years	S.48.8 Investigate how objects' speed and direction can be varied	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.
Strand D: Early learning experiences will support children to understand physical sciences.	Energy, Force, and Motion	4 to 5 years	S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand D: Early learning experiences will support children to understand physical sciences.	Energy, Force, and Motion	4 to 5 years	S.60.11 Determine cause and effect of push/pull/collision that make objects, start	SC-P.4.E Compares and contrasts how different factors change the motion of objects.
Strand D: Early learning experiences will support children to understand physical sciences.	Matter and Its Properties	24 to 36 months	S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength)	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.
Strand D: Early learning experiences will support children to understand physical sciences.	Matter and Its Properties	3 to 4 years	S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.
Strand D: Early learning experiences will support children to understand physical sciences.	Matter and Its Properties	4 to 5 years	S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.
Strand D: Early learning experiences will support children to understand physical sciences.	Matter and Its Properties	4 to 5 years	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.)	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period. SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.
Strand E: Early learning experiences will support children to understand features of earth.	Earth's Features and the Effects of Weather and Water	24 to 36 months	S.36.9 Describe common features of the earth (e.g., sky, land and water) and what is found there (e.g., birds, fish, stars)	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves. SC-LES.3.AA Points to and observes the sky. SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.

SCIENCE

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand E: Early learning experiences will support children to understand features of earth.	Earth's Features and the Effects of Weather and Water	3 to 4 years	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.)	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SC-LES.2.E Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.
Strand E: Early learning experiences will support children to understand features of earth.	Earth's Features and the Effects of Weather and Water	3 to 4 years	S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles)	SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.
Strand E: Early learning experiences will support children to understand features of earth.	Earth's Features and the Effects of Weather and Water	4 to 5 years	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.)	SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.
Strand E: Early learning experiences will support children to understand features of earth.	Earth and Human Activity	24 to 36 months	S.36.10 Give examples of natural resources that humans use to survive (e.g., food, water)	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.
Strand E: Early learning experiences will support children to understand features of earth.	Earth and Human Activity	3 to 4 years	S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples)	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.
Strand E: Early learning experiences will support children to understand features of earth.	Earth and Human Activity	4 to 5 years	S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.

SOCIAL STUDIES

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early Learning experiences will support children to understand self, family, and a diverse community.	Individual Development and Identity	24 to 36 months	N/A	N/A
Strand A: Early Learning experiences will support children to understand self, family, and a diverse community.	Individual Development and Identity	3 to 4 years	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SOC.1.AA Identifies and recognizes self and family members.
Strand A: Early Learning experiences will support children to understand self, family, and a diverse community.	Individual Development and Identity	3 to 4 years	SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)	SOC.1.A Understands family relationships in relation to self.
Strand A: Early Learning experiences will support children to understand self, family, and a diverse community.	Individual Development and Identity	4 to 5 years	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
Strand A: Early Learning experiences will support children to understand self, family, and a diverse community.	Culture	24 to 36 months	N/A	N/A
Strand A: Early Learning experiences will support children to understand self, family, and a diverse community.	Culture	3 to 4 years	SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SOC.1.B Discusses the activities or celebrations that their family does together. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.

SOCIAL STUDIES

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand A: Early Learning experiences will support children to understand self, family, and a diverse community.	Culture	4 to 5 years	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)	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. SOC.2.D Recognizes that people have different thoughts and opinions within a community.
Strand B: Early learning experiences will support children to learn about people and the environment.	Power, Authority, and Governance	24 to 36 months	N/A	N/A
Strand B: Early learning experiences will support children to learn about people and the environment.	Power, Authority, and Governance	3 to 4 years	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SOC.2.D Recognizes that people have different thoughts and opinions within a community.
Strand B: Early learning experiences will support children to learn about people and the environment.	Power, Authority, and Governance	4 to 5 years	SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom	SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.5.A Engages with peers with teacher modeling and participates in organized group activities. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
Strand B: Early learning experiences will support children to learn about people and the environment.	People, Places, and Environments	24 to 36 months	N/A	N/A
Strand B: Early learning experiences will support children to learn about people and the environment.	People, Places, and Environments	3 to 4 years	SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SC-LES.4.E Describes and discusses the relationship between humans and animals.

SOCIAL STUDIES

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand B: Early learning experiences will support children to learn about people and the environment.	People, Places, and Environments	3 to 4 years	SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.
Strand B: Early learning experiences will support children to learn about people and the environment.	People, Places, and Environments	4 to 5 years	SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
Strand B: Early learning experiences will support children to learn about people and the environment.	People, Places, and Environments	4 to 5 years	SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.
Strand B: Early learning experiences will support children to learn about people and the environment.	Civic Ideals and Practices	24 to 36 months	N/A	N/A
Strand B: Early learning experiences will support children to learn about people and the environment.	Civic Ideals and Practices	3 to 4 years	SS.48.7 Participate in jobs and responsibilities at home, classroom or community	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
Strand B: Early learning experiences will support children to learn about people and the environment.	Civic Ideals and Practices	4 to 5 years	SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.

SOCIAL STUDIES

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.	Individuals, Groups, and Institutions	24 to 36 months	N/A	N/A
Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.	Individuals, Groups, and Institutions	3 to 4 years	SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	SOC.2.AA Shows interest in a variety of familiar community members. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.
Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.	Individuals, Groups, and Institutions	4 to 5 years	SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.	Production, Distribution, and Consumption	24 to 36 months	N/A	N/A
Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.	Production, Distribution, and Consumption	3 to 4 years	SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.
Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.	Production, Distribution, and Consumption	4 to 5 years	SS.60.8 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	SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. SOC.3.E Discusses the purpose of saving money for a future purchase.

SOCIAL STUDIES

Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.	Science, Technology, and Society	24 to 36 months	N/A	N/A
Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.	Science, Technology, and Society	3 to 4 years	SS.48.10 Understand the use of tools, including technology, for a variety of purposes	Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support. Tech.1.B Participates in digital activities that use learning applications and programs with adult support.
Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.	Science, Technology, and Society	4 to 5 years	SS.60.9 Begin to be aware of technology and how it affects life	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time. Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.
Strand D: Early learning experiences will support children to understand change over time.	Time, Continuity, and Change	24 to 36 months	N/A	N/A
Strand D: Early learning experiences will support children to understand change over time.	Time, Continuity, and Change	3 to 4 years	SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)	SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports. SOC.5.B Begins to sequence past and present experiences using visual supports. SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future. M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.

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Strand	Category	Age	Connecticut Early Learning and Development Standard	Every Child Ready Standard(s)
Strand D: Early learning experiences will support children to understand change over time.	Time, Continuity, and Change	3 to 4 years	SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	SOC.5.D Describes how people and things change over time and will continue to change into the future.
Strand D: Early learning experiences will support children to understand change over time.	Time, Continuity, and Change	4 to 5 years	SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. SOC.5.B Begins to sequence past and present experiences using visual supports. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.
Strand D: Early learning experiences will support children to understand change over time.	Time, Continuity, and Change	4 to 5 years	SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history	SOC.5.D Describes how people and things change over time and will continue to change into the future.



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