Alignment of COR Advantage with

Connecticut Early Learning and Development Standards (2014)

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition — 0-6 Months	
Strand A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
C.6.1 Use senses to explore immediate environment	A. Initiative and planning BB. Observing and classifying
Engagement with Environment, People and Objects	
C.6.2 Orient to source of sound or movement and vocalize in response to sights and sounds in the immediate environment	A. Initiative and planning
Eagerness to Learn	
C.6.3 Laugh, babble, increase movement, and engage in repetition of a learning activity	A. Initiative and planning B. Problem solving with materials
Strand B: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
C.6.4 Show interest in the results of their actions and “accidental” discoveries	CC. Experimenting, predicting, and drawing conclusions
Attributes, Sorting and Patterns	
C.6.5 Recognize familiar people or objects in the immediate environment (e.g., notice differences between various people and objects)	E. Building relationships with adults
Problem Solving	
C.6.6 Sometimes will show they can solve problems by reaching for desired toys or blanket	B. Problem solving with materials
Strand C: Early learning experiences will support children to strengthen executive function.	
Task Persistence	
C.6.7 Repeat actions to obtain similar results	B. Problem solving with materials

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition — 6-12 Months	
Strand A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
C.12.1 Seek familiar people and/or objects that are not there	A. Initiative and planning
Engagement with Environment, People and Objects	
C.12.2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults	A. Initiative and planning
Eagerness to Learn	
C.12.3 Seek out new materials and experiences	A. Initiative and planning
Strand B: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
C.12.4 Recognize effect of actions on object – cause and effect (e.g., shake a rattle and it makes a sound)	CC. Experimenting, predicting, and drawing conclusions
Attributes, Sorting and Patterns	
C.12.5 Respond to new or novel objects with interest, recognizing differences	BB. Observing and classifying
Problem Solving	
C.12.6 Use a variety of actions to obtain desired objects	B. Problem solving with materials
C.12.7 Solve simple manipulative challenges through observation and imitation (e.g., putting something “into a bucket”)	B. Problem solving with materials
Strand C: Early learning experiences will support children to strengthen executive function.	
Choosing and Planning	
C.12.8 Indicate preferences nonverbally	A. Initiative and planning
Task Persistence	
C.12.9 Practice an activity many times until successful	B. Problem solving with materials

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition —12-18 Months	
Strand A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
C.18.1 Use senses to actively investigate and explore the effects of new actions on objects	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Engagement with Environment, People and Objects	
C.18.2 Focus attention on interesting sights or sounds, often in shared experiences with adults	A. Initiative and planning
Eagerness to Learn	
C.18.3 Explore new ways to use objects and observe results	CC. Experimenting, predicting, and drawing conclusions
Strand B: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
C.18.4 Learn by observing or listening to others and repeating their actions or verbalizations	CC. Experimenting, predicting, and drawing conclusions
Attributes, Sorting and Patterns	
C.18.5 Match objects that are the same (simple categorizing)	BB. Observing and classifying
Problem Solving	
C.18.6 Purposefully experiment with the effects of new actions upon objects	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
C.18.7 Utilize shapes and sorting boxes. May use trial and error to fit objects together	U. Measurement CC. Experimenting, predicting, and drawing conclusions
Symbolic Representation	
C.18.8 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog)	AA. Pretend play
C.18.9 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call)	AA. Pretend play

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition —12-18 Months CONT	
Strand C: Early learning experiences will support children to strengthen executive function.	
Choosing and Planning	
C.18.10 Indicate preferences by pointing and using one or two words	A. Initiative and planning
Task Persistence	
C.18.11 Complete simple activities	A. Initiative and planning
Cognitive Flexibility	
C.18.12 Use objects in new and unexpected ways	B. Problem solving with materials
Cognition —18-24 Months	
Strand A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
C.24.1 Explore objects, activities and environments	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Engagement with Environment, People and Objects	
C.24.2 Engage in interactions and self-selected activities for increasing lengths of time	A. Initiative and planning
Eagerness to Learn	
C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations	*Does not align*
Strand B: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
C.24.4 Repeat actions over and over and notice results	CC. Experimenting, predicting, and drawing conclusions
Attributes, Sorting and Patterns	
C.24.5 Sort objects by type (e.g., cars and blocks) and put some objects in order (e.g., lines up three objects from smallest to biggest)	BB. Observing and classifying

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition —18-24 Months CONT	
Problem Solving	
C.24.6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck)	B. Problem solving with materials
C.24.7 Take things apart and try to put them back together	B. Problem solving with materials
Symbolic Representation	
C.24.8 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll)	AA. Pretend play
C.24.9 Act out familiar functions in play (e.g., sweeping floor, pouring milk)	AA. Pretend play
Strand C: Early learning experiences will support children to strengthen executive function.	
Choosing and Planning	
C.24.10 Indicate preferences using simple language	A. Initiative and planning
Task Persistence	
C.24.11 Complete simple activities despite frustration	A. Initiative and planning B. Problem solving with materials
Cognitive Flexibility	
C.24.12 Purposefully try multiple ways of using the same objects	B. Problem solving with materials
Working Memory	
C.24.13 Hold in mind a simple task long enough to complete it (e.g., wiping a table, walking across the room to throw something in the garbage)	G. Community
Regulation of Attention and Impulses	
C.24.14 Engage in interactions and self-selected activities for increasing length of time	A. Initiative and planning

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition —24-36 Months	
Strand A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
C.36.1 Ask questions and seek answers from a variety of sources	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Engagement with Environment, People and Objects	
C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions	A. Initiative and planning E. Building relationships with adults F. Building relationships with other children
Eagerness to Learn	
C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	*Does not align*
Strand B: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes)	CC. Experimenting, predicting, and drawing conclusions
Attributes, Sorting and Patterns	
C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size)	BB. Observing and classifying FF. Knowledge of self and others
Problem Solving	
C.36.6 Use objects in new and unexpected ways to solve problems through trial and error	CC. Experimenting, predicting, and drawing conclusions
C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle)	T. Geometry: Shapes and spatial awareness
Symbolic Representation	
C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon)	AA. Pretend play
C.36.9 Act out relational roles in play (e.g., mom or dad with baby)	AA. Pretend play

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition —24-36 Months CONT	
Strand C: Early learning experiences will support children to strengthen executive function.	
Choosing and Planning	
C.36.10 Make choices based on preferences	A. Initiative and planning
Task Persistence	
C.36.11 Complete self-selected short-term activities many times to gain mastery	A. Initiative and planning
Cognitive Flexibility	
C.36.12 Realize when something is not working and with adult assistance can try another approach	B. Problem solving with materials
Working Memory	
C.36.13 Remember where recently used objects were placed	C. Reflection GG. Geography
Regulation of Attention and Impulses	
C.36.14 Maintain focus on high-interest activities in the face of routine distractions	A. Initiative and planning
C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time	*Does not align*
Cognition —3 to 4 Years	
A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
C.48.1 Explore and investigate a variety of experiences and topics using different materials	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Engagement with Environment, People and Objects	
C.48.2 Maintain interest in exploring specific topics over time	A. Initiative and planning

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition —3 to 4 Years CONT	
Eagerness to Learn	
C.48.3 Seek out new challenges and novel experiences	*Does not align*
Cooperation with Peers in Learning Experiences	
C.48.4 Engage in and complete learning activities with peers	F. Building relationships with other children
C.48.5 Help and cooperate in group	G. Community
Strand B: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
C.48.6 Manipulate materials and communicate about the impact of own actions	CC. Experimenting, predicting, and drawing conclusions
Attributes, Sorting and Patterns	
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)	BB. Observing and classifying FF. Knowledge of self and others
C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	V. Patterns
Problem Solving	
C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful	B. Problem solving with materials
Symbolic Representation	
C.48.10 Use or make a prop to represent an object (e.g., build a telephone)	AA. Pretend play
C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter)	AA. Pretend play
C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction	X. Art
Strand C: Early learning experiences will support children to strengthen executive function.	
Choosing and Planning	
C.48.13 With adult assistance, choose activities and plan what to do	A. Initiative and planning

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition —3 to 4 Years CONT	
Task Persistence	
C.48.14 Continue working through moderately difficult activities, despite some frustration	A. Initiative and planning B. Problem solving with materials
Cognitive Flexibility	
C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	B. Problem solving with materials
Working Memory	
C.48.16 Engage in games that involve remembering (e.g., memory)	*Does not align*
Regulation of Attention and Impulses	
C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions	A. Initiative and planning
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)	*Does not align*
Cognition —4 to 5 Years	
Strand A: Early learning experiences will support children to develop effective approaches to learning.	
Curiosity and Initiative	
C.60.1 Investigate ways to make something happen	A. Initiative and planning CC. Experimenting, predicting, and drawing conclusions
Engagement with Environment, People and Objects	
C.60.2 Express interest in learning about a specific topic over time	A. Initiative and planning
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	A. Initiative and planning
Eagerness to Learn	
C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition —4 to 5 Years CONT	
Cooperation with Peers in Learning Experiences	
C.60.5 Plan and complete learning activity with a peer	F. Building relationships with other children
C.60.6 Model or teach peers how to use materials or complete a task	G. Community
Strand B: Early learning experiences will support children to use logic and reasoning.	
Cause and Effect	
C.60.7 Try multiple uses of same materials and observe differing results	CC. Experimenting, predicting, and drawing conclusions
Attributes, Sorting and Patterns	
C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)	FF. Knowledge of self and others
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...)	B. Problem solving with materials
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…”)	*Does not align*
Problem Solving	
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)	B. Problem solving with materials
Symbolic Representation	
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)	AA. Pretend play
C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality	AA. Pretend play
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)	X. Art

Connecticut Early Learning and Development Standards	COR Advantage Items
Cognition —4 to 5 Years CONT	
Strand C: Early learning experiences will support children to strengthen executive function.	
Choosing and Planning	
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	A. Initiative and planning
Task Persistence	
C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration	A. Initiative and planning B. Problem solving with materials
Cognitive Flexibility	
C.60.17 Generate or seek out multiple solutions to a problem	B. Problem solving with materials
Working Memory	
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.”)	M. Listening and comprehension
Regulation of Attention and Impulses	
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	A. Initiative and planning
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)	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development 0-6 Months	
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed	E. Building relationships with adults
Managing Separation	
SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger	*Does not align*
Strand B: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
SE.6.3 In addition to being comforted by familiar adult, can also get comfort from sucking thumb, fist, or pacifier	*Does not align*
SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed)	E. Building relationships with adults
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
SE.6.5 Display varied responses (e.g., will smile or kick when a caregiver interacts with them. May stiffen when something displeases them, or may turn away from something they dislike)	D. Emotions
Recognition and Response to Emotions in Others	
SE.6.6 React to different emotions of familiar adults (e.g., smile and coo at smiling faces, turn away from sad faces)	D. Emotions E. Building relationships with adults
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
SE.6.7 React when hearing their own name through movement or expressions	*Does not align*
SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth	FF. Knowledge of self and others

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development 0-6 Months, Sense of self, CONT	
SE 6.9 Express preferences for familiar people and some objects. (e.g., stop crying more quickly with a familiar person; move their legs, arms and smile at a familiar person)	E. Building relationships with adults
Strand E: Early learning experiences will support children to develop social relationships.	
Adult Relationships *	
SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body	E. Building relationships with adults
SE.6.11 Show interest in interacting with others. May gain an adult's attention and wait for a response	E. Building relationships with adults
Play/Friendship	
SE.6.12 Notice other children and may touch, smile or coo to them	F. Building relationships with other children
Social and Emotional Development 6-12 Months	
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
SE.12.1 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults	E. Building relationships with adults
Managing Separation	
SE.12.2 Display preference for trusted adults which may include exhibiting fear and protesting at separation	*Does not align*
Strand B: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
SE.12.3 Have ways to comfort self, which may involve items such as a stuffed animal or a special blanket that help them feel safe and secure	*Does not align*
SE.12.4 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning)	E. Building relationships with adults
SE.12.5 Show anticipation and respond to familiar routines in their lives	HH. History

* **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 child temperament, the adult temperament and the adult's guidance and regulation of the interplay.

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development 6-12 Months CONT	
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
SE.12.6 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing	D. Emotions
Recognition and Response to Emotions in Others	
SE.12.7 Notice and react to feelings of others (e.g., may frown when another baby is crying or be upset if hears yelling)	F. Building relationships with other children
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
SE.12.8 Consistently respond to their name	*Does not align*
SE.12.9 Show awareness of body parts of self and others	K. Personal care and healthy behavior
Personal Preferences	
SE.12.10 Develop preferences for food, objects, textures. May reject nonpreferred items (e.g., pushing tthem away)	A. Initiative and planning
Self-Concept and Competency	
SE.12.11 Demonstrate anticipation of results from own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise)	G. Community CC. Experimenting, predicting, and drawing conclusions
SE.12.12 Respond to own actions with pleasure (e.g., coos, laughs)	*Does not align*
Strand E: Early learning experiences will support children to develop social relationships.	
Adult Relationships	
SE.12.13 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling)	E. Building relationships with adults F. Building relationships with other children
SE.12.14 Notice the activity of adults and other children and attend closely	E. Building relationships with adults F. Building relationships with other children

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development 6-12 Months CONT	
Play/Friendship	
SE.12.15 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble	F. Building relationships with other children
Social and Emotional Development 12-18 Months	
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support	E. Building relationships with adults
Managing Separation	
SE.18.2 Display attachment to trusted adults and feelings of security which may include a fear of strangers and new and unfamiliar places	*Does not align*
Strand B: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
SE.18.3 Show increasing regulation through daily routines, activities and familiar adults	*Does not align*
SE.18.4 Respond to adult guidance to accept an alternative to initial desire or impulse (e.g., a truck from the shelf vs. one another child has, food choices)	*Does not align*
SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met	E. Building relationships with adults
SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair)	HH. History
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction	D. Emotions

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development 12-18 Months CONT	
Recognition and Response to Emotions in Others	
SE.18.8 Recognize basic feelings in self and others	D. Emotions
SE.18.9 Begin to respond to others' feelings and show interest in them. Show awareness of when an adult is pleased or upset with behavior	F. Building relationships with other children
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
SE.18.10 Demonstrates self-awareness though response to name and use of "me" and "mine"	FF. Knowledge of self and others
SE.18.11 Recognize self in mirror	FF. Knowledge of self and others
Personal Preferences	
SE.18.12 Begin to communicate own likes and dislikes	A. Initiative and planning
Self-Concept and Competency	
SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support	G. Community
SE.18.14 React positively (e.g., smiles, claps) to accomplishments	*Does not align*
Strand E: Early learning experiences will support children to develop social relationships.	
Adult Relationships	
SE.18.15 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people	E. Building relationships with adults F. Building relationships with other children
Play/Friendship	
SE.18.16 Show interest in children who are playing nearby and may interact with them briefly	F. Building relationships with other children

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development — 18-24 Months	
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing	E. Building relationships with adults
Managing Separation	
SE.24.2 Manage routine separations from caregivers with little distress and calm quickly after a separation	*Does not align*
Strand B: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time)	*Does not align*
SE. 24.4 Accept some redirection from adults	*Does not align*
SE.24.5 Is aware of typical routine and shows some understanding of rules, but may need adult support	G. Community HH. History
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
SE.24.6 Express more complex emotions (e.g., excitement, embarrassment, pride, sadness) and begin to communicate feelings (although this remains an emerging skill which is only partially effective)	D. Emotions
Recognition and Response to Emotions in Others	
SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset)	F. Building relationships with other children

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development — 18-24 Months CONT	
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
SE.24.8 Identify own family members by relationship and/or name	FF. Knowledge of self and others
Personal Preferences	
SE.24.9 Use words and/or gestures to express interests (e.g., points and says, "Look, airplane.")	A. Initiative and planning
Self-Concept and Competency	
SE.24.10 Complete simple familiar tasks with confidence (e.g., puts on article of clothing). Engage in new experiences with support from a familiar adult	G. Community
Strand E: Early learning experiences will support children to develop social relationships.	
Adult Relationships	
SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction	E. Building relationships with adults F. Building relationships with other children
Play/Friendship	
SE.24.12 Show interest in what other children are doing and play alongside them with similar materials	F. Building relationships with other children
Social and Emotional Development — 24-36 Months	
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations	E. Building relationships with adults
Managing Separation	
SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development — 24-36 Months CONT	
Strand B: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
SE.36.3 With adult support, use self-soothing techniques to calm	*Does not align*
SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult	*Does not align*
SE.36.5 Make transitions and follow basic routines and rules with adult supervision	G. Community
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
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.")	D. Emotions
Recognition and Response to Emotions in Others	
SE.36.7 Label a variety of emotions in pictures and others' expressions	D. Emotions
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)	D. Emotions
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
SE.36.9 Identify self, family members, teacher and some peers by name	FF. Knowledge of self and others
Personal Preferences	
SE.36.10 May want to keep what belongs to them close by and often will not want to share	*Does not align*
Self-Concept and Competency	
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	G. Community
SE. 36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.")	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development — 24-36 Months CONT	
Strand E: Early learning experiences will support children to develop social relationships.	
Adult Relationships	
SE.36.13 Enjoy sharing new experiences with familiar adults	E. Building relationships with adults
Play/Friendship	
SE.36.14 Seek out other children and will interact with other children using common materials	F. Building relationships with other children
SE.36.15 Show preference for certain peers over time although these preferences may shift	F. Building relationships with other children
Social and Emotional Development — 3 to 4 Years	
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
SE.48.1 Engage in interactions with less familiar adults	E. Building relationships with adults
Managing Separation	
SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult	*Does not align*
Strand B: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
SE.48.3 Use strategies to self-soothe with limited adult support	*Does not align*
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)	*Does not align*
SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders	G. Community

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development — 3 to 4 Years CONT	
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
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	D. Emotions
Recognition and Response to Emotions in Others	
SE.48.7 Recognize, label and respond to a wide variety of emotions in others	D. Emotions
SE.48.8 Make connections between emotional reaction of others and own emotional experiences	D. Emotions
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	FF. Knowledge of self and others
Personal Preferences	
SE.48.10 Recognize and describe themselves in terms of basic preferences	FF. Knowledge of self and others
Self-Concept and Competency	
SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks	G. Community
Strand E: Early learning experiences will support children to develop social relationships.	
Adult Relationships	
SE.48.12 Communicate with familiar adults and accept or request guidance	E. Building relationships with adults

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development — 3 to 4 Years CONT	
Play/Friendship	
SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project	F. Building relationships with other children
SE.48.14 Interact with a variety of children in the program	F. Building relationships with other children
Conflict Resolution	
SE.48.15 Seek and accept adult help to solve conflicts with peers	H. Conflict resolution
Social and Emotional Development — 4 to 5 Years	
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	
Trusting Relationships	
SE.60.1 Seek help and approval from a wider array of adults in trusted roles	E. Building relationships with adults
Managing Separation	
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	*Does not align*
Strand B: Early learning experiences will support children to develop self-regulation.	
Regulation of Emotions and Behavior	
SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family	*Does not align*
SE 60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state	D. Emotions
SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support	D. Emotions
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)	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development — 4 to 5 Years CONT	
SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines	G. Community
Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.	
Emotional Expression	
SE.60.8 Describe emotions and feelings to trusted adults and peers	D. Emotions
Recognition and Response to Emotions in Others	
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)	D. Emotions
SE.60.10 Begin to understand that different people may have different emotional reactions	D. Emotions
Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.	
Sense of self	
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)	FF. Knowledge of self and others
Personal Preferences	
SE.60.12 Describe self by referring to preferences, thoughts and feelings	FF. Knowledge of self and others
Self-Concept and Competency	
SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials	G. Community
SE.60.14 Show pride in accomplishments and abilities	*Does not align*
Strand E: Early learning experiences will support children to develop social relationships.	
Adult Relationships	
SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.	E. Building relationships with adults

Connecticut Early Learning and Development Standards	COR Advantage Items
Social and Emotional Development — 4 to 5 Years CONT	
Play/Friendship	
SE.60.16 Cooperate with peers through sharing and taking turns	F. Building relationships with other children
SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships	F. Building relationships with other children
SE.60.18 Seek help from peers and offer assistance when it is appropriate	B. Problem solving with materials F. Building relationships with other children
Conflict Resolution	
SE.60.19 Engage in developing solutions and work to resolve conflict with peers	H. Conflict resolution

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 0-6 Months	
Strand A: Early learning experiences will support children to develop gross motor skills.	
Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators.	
PH.6.1 Show head control when in any position and during transitional movement	I. Gross-motor skills
PH.6.2 Roll over, usually from both directions	I. Gross-motor skills
PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back	I. Gross-motor skills
PH.6.4 Push up and support weight on forearms when on stomach	I. Gross-motor skills
PH.6.5 Sit with support	I. Gross-motor skills
Strand B: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
PH.6.6 Locate an object using vision or sound, reach and grasp the object	J. Fine-motor skills
PH.6.7 Follow an object with eyes across body, crossing the middle	T. Geometry: Shapes and spatial awareness
Small Muscle Movement and Coordination	
PH.6.8 Use voluntary and purposeful movements to bring hands to mouth	J. Fine-motor skills FF. Knowledge of self and others
PH.6.9 Bring hands together while lying on back	J. Fine-motor skills
Strand C: Early learning experiences will support children to acquire adaptive skills. Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.	
Feeding Routines/Nutrition	
PH.6.10 Participate in feeding routines with consistent caregivers by holding onto bottle, and/or leaning forward in anticipation of food offered via bottle, breast or spoon	K. Personal care and healthy behavior

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 0-6 Months CONT	
Strand D: Early learning experiences will support children to maintain physical health status and well-being. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**	
Physical Activity	
PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills	*Does not align*
Healthy Behaviors	
Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	K. Personal care and healthy behavior
Physical Development and Health — 6-12 Months	
Strand A: Early learning experiences will support children to develop gross motor skills.	
Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators	
PH.12.1 Get into sitting position on own and play while in this position	I. Gross-motor skills
PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose	I. Gross-motor skills
PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help	I. Gross-motor skills
Strand B: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
PH.12.4 Reach into containers or reach to activate a simple cause and effect toy	CC. Experimenting, predicting, and drawing conclusions
PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order)	U. Measurement

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 6-12 Months CONT	
Small Muscle Movement and Coordination	
PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together)	J. Fine-motor skills
PH.12.7 Use index finger to poke and point and grasp small objects between thumb and fingertips	J. Fine-motor skills
Strand C: Early learning experiences will support children to acquire adaptive skills. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**	
Feeding Routines/Nutrition	
PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/or using eating utensils	K. Personal care and healthy behavior
Dressing and Hygiene	
PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.	K. Personal care and healthy behavior
Strand D: Early learning experiences will support children to maintain physical health status and well-being. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**	
Physical Activity	
PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement	*Does not align*
Healthy Behaviors	
Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	K. Personal care and healthy behavior

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 12-18 Months CONT	
Strand A: Early learning experiences will support children to develop gross motor skills.	
Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators	
PH.18.1 Use walking as main means of mobility and pull toy when walking	I. Gross-motor skills
PH.18.2 Stand from a squat position using arms to push off floor	I. Gross-motor skills
PH.18.3 Creep up and down stairs	I. Gross-motor skills
Large Muscle Movement and Coordination	
PH.18.4 Throw ball in forward direction	I. Gross-motor skills
Strand B: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
PH.18.5 Engage in play that requires using vision and hands such as building a tower or structure, with several blocks balanced on top of each other or placing a large peg in a pegboard base	J. Fine-motor skills T. Geometry: Shapes and spatial awareness X. Art
Small Muscle Movement and Coordination	
PH.18.6 Use both hands at the same time for different purposes (e.g., may stabilize tower with one hand and add an additional block with other hand)	J. Fine-motor skills
Strand C: Early learning experiences will support children to acquire adaptive skills. Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.	
Feeding Routines/Nutrition	
PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common	K. Personal care and healthy behavior
Safety and Responsibility	
PH.18.8 Typically respond to adult requests to stop unsafe behavior	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 12-18 Months CONT	
Dressing and Hygiene	
PH.18.9 Show interest in doing things for self, including dressing. Put arm in sleeve, step out of pants, attempt to put on socks or shoes	K. Personal care and healthy behavior
Strand D: Early learning experiences will support children to maintain physical health status and well-being. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**	
Physical Activity	
PH.18.10 Interact with caregivers in a variety of physical activity experiences	*Does not align*
Healthy Behaviors	
Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	K. Personal care and healthy behavior
Physical Development and Health —18-24 Months	
Strand A: Early learning experiences will support children to develop gross motor skills.	
Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators	
PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects	I. Gross-motor skills
PH.24.2 Begin to run	I. Gross-motor skills
PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time	I. Gross-motor skills
Large Muscle Movement and Coordination	
PH.24.4 Use more complicated series of movements such as climbing onto and down from furniture without help, propelling self on ride-on toys	I. Gross-motor skills
PH.24.5 Catch a large ball tossed from a short distance against their body using both arms	I. Gross-motor skills

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 18-24 Months CONT	
Strand B: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter	T. Geometry: Shapes and spatial awareness
Small Muscle Movement and Coordination	
PH.24.7 Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fisted grasp	J. Fine-motor skills R. Writing
Strand C: Early learning experiences will support children to acquire adaptive skills. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**	
Feeding Routines/Nutrition	
PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance	K. Personal care and healthy behavior
Safety and Responsibility	
PH. 24.9 Show awareness of items that are unsafe and point them out to familiar adults (e.g., point out open gate above stairs, show them a knife that is left on counter)	*Does not align*
Dressing and Hygiene	
PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands	K. Personal care and healthy behavior
Strand D: Early learning experiences will support children to maintain physical health status and well-being. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**	
Physical Activity	
PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 18-24 Months CONT	
Healthy Behaviors	
Children participate in self-care routines, hygiene and nutrition with assistance and prompting from caregivers. These skills are addressed in the following strands: • Dressing and Hygiene • Feeding Routines/Nutrition	K. Personal care and healthy behavior
Physical Development and Health — 24-36 Months	
Strand A: Early learning experiences will support children to develop gross motor skills.	
Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators	
PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed	I. Gross-motor skills
PH.36.2 Walk up and down stairs alternating feet on steps with railing held	I. Gross-motor skills
Large Muscle Movement and Coordination	
PH.36.3 Catch and throw a playground ball with an adult short distance away	I. Gross-motor skills
PH.36.4 Jump with two feet	I. Gross-motor skills
PH.36.5 Kick a ball in forward direction	I. Gross-motor skills
Strand B: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
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)	J. Fine-motor skills
Small Muscle Movement and Coordination	
PH.36.7 Use writing tools or paint objects with some control and purpose	J. Fine-motor skills R. Writing X. Art

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 24-36 Months CONT	
Strand C: Early learning experiences will support children to acquire adaptive skills. Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.	
Feeding Routines/Nutrition	
PH.36.8 Feed self with minimal spilling	K. Personal care and healthy behavior
Safety and Responsibility	
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	K. Personal care and healthy behavior
Dressing and Hygiene	
PH.36.10 Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance	K. Personal care and healthy behavior
Strand D: Early learning experiences will support children to maintain physical health status and well-being. Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.	
Physical Activity	
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	*Does not align*
Healthy Behaviors	
PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep	K. Personal care and healthy behavior
Physical Development and Health — 3 to 4 Years	
Strand A: Early learning experiences will support children to develop gross motor skills.	
Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators	
PH.48.1 Walk up and down stairs alternating feet while carrying an object	I. Gross-motor skills

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 3 to 4 Years CONT	
Large Muscle Movement and Coordination	
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	I. Gross-motor skills
PH.48.3 Hop on one foot	I. Gross-motor skills
PH.48.4 Kick ball at target a short distance away with accuracy and speed	I. Gross-motor skills
PH.48.5 Throw small ball overhand at target a short distance away with accuracy	I. Gross-motor skills
Strand B: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
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.)	J. Fine-motor skills
Small Muscle Movement and Coordination	
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	J. Fine-motor skills R. Writing
Strand C: Early learning experiences will support children to acquire adaptive skills. Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.	
Feeding Routines/Nutrition	
PH.48.8 Pour liquid from a small pitcher	K. Personal care and healthy behavior
Safety and Responsibility	
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	K. Personal care and healthy behavior
Dressing and Hygiene	
PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver reminders to guide and support	K. Personal care and healthy behavior

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 3 to 4 Years CONT	
Strand D: Early learning experiences will support children to maintain physical health status and well-being. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**	
Physical Activity	
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	*Does not align*
Healthy Behaviors	
PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep	K. Personal care and healthy behavior
Physical Development and Health — 4 to 5 Years	
Strand A: Early learning experiences will support children to develop gross motor skills.	
Mobility *Children may use adaptive equipment or an assistive device to achieve independence on these indicators	
PH.60.1 Alternate direction while running and stop easily without losing balance	I. Gross-motor skills
Large Muscle Movement and Coordination	
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)	I. Gross-motor skills
Strand B: Early learning experiences will support children to develop fine motor skills.	
Visual Motor Integration	
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)	J. Fine-motor skills
Small Muscle Movement and Coordination	
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)	J. Fine-motor skills R. Writing

Connecticut Early Learning and Development Standards	COR Advantage Items
Physical Development and Health — 4 to 5 Years CONT	
Small Muscle Movement and Coordination, CONT	
PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement	J. Fine-motor skills R. Writing
Strand C: Early learning experiences will support children to acquire adaptive skills. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**	
Feeding Routines/Nutrition	
PH.60.6 Use butter knife to spread and cut. Open most containers to remove food	K. Personal care and healthy behavior
Safety and Responsibility	
PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community	K. Personal care and healthy behavior
Dressing and Hygiene	
PH.60.8 Typically manage own dressing, toileting and basic hygiene	K. Personal care and healthy behavior
Strand D: Early learning experiences will support children to maintain physical health status and well-being. **Note: Consideration of cultural beliefs and preferences across these developmental progressions is critical.**	
Physical Activity	
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	*Does not align*
Healthy Behaviors	
PH.60.10 Identify healthy practices including hygiene, nutrition and sleep	K. Personal care and healthy behavior

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Language, Communication, and Literacy — 0-6 Months	
Strand A: Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
L.6.1 Respond to facial expressions or voices by changing own facial expression, crying or altering movements	M. Listening and comprehension
Language Comprehension	
L.6.2 Orient to the direction of sound or visual cues	M. Listening and comprehension
L.6.3 React when hearing own name or to positive facial expression	*Does not align*
Strand B: Early learning experiences will support children to use language (expressive language).	
Vocabulary	
L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate	L. Speaking
Expression of Ideas, Feelings and Needs	
L.6.5 “Talk” to self and others using various vocalizations	L. Speaking
Strand C: Early learning experiences will support children to use language for social interaction.	
Conventions of Conversation	
L.6.6 Show interest in back and forth pretend games	AA. Pretend play
Language for Interaction	
L.6.7 Coo, gurgle, smile in response to stimulation and to initiate social contact	M. Listening and comprehension
L.6.8 Express pleasure as adults imitate the faces and sounds they make	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Language, Communication, and Literacy — 0-6 Months CONT	
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
L.6.9 Respond to music, stories and pictures shared with an adult	P. Reading
Early Language, Communication, and Literacy — 6-12 Months	
Strand A: Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
L.12.1 Understand that words, gestures and/or signs represent objects, people or experiences	L. Speaking
Language Comprehension	
L.12.2 Can carry out simple requests (e.g., “wave bye-bye”)	M. Listening and comprehension
Strand B: Early learning experiences will support children to use language (expressive language).	
Vocabulary	
L.12.3 Begin to use word approximations (e.g., ”ma-ma” or “da-da”) or conventional gestures (e.g., waving, signing “more”)	L. Speaking
Expression of Ideas, Feelings and Needs	
L.12.4 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures	L. Speaking
Strand C: Early learning experiences will support children to use language for social interaction.	
Conventions of Conversation	
L.12.5 Begin to understand that a conversation is about taking turns	M. Listening and comprehension
Language for Interaction	
L.12.6 Enjoy opportunities to “converse” with adults in a more sustained fashion, including playing simple imitation games	E. Building relationships with adults L. Speaking

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Language, Communication, and Literacy — 6-12 Months CONT	
Language for Interaction, CONT	
L.12.7 Intentionally use gestures and/ or vocalizations to regulate the behavior of others and engage in social interaction	L. Speaking
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
L.12.8 Engage with adults, showing shared attention to a book	P. Reading
Early Language, Communication, and Literacy —12-18 Months	
Strand A: Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
L.18.1 Understand that words, gestures or signs stand for people, objects, or experiences that are not present	L. Speaking
Language Comprehension	
L.18.2 Remember language heard repeatedly in stories, poems and interactive language experiences	M. Listening and comprehension
Strand B: Early learning experiences will support children to use language (expressive language).	
Vocabulary	
L.18.3 Begin to use words or conventional gestures to communicate	L. Speaking
L.18.4 Has a 20+ word vocabulary	*Does not align*
Expression of Ideas, Feelings and Needs	
L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures	L. Speaking M. Listening and comprehension
Language Structure	
L.18.6 Increasingly use gestures and sounds in coordination to communicate	L. Speaking

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Language, Communication, and Literacy — 12-18 Months CONT	
Strand C: Early learning experiences will support children to use language for social interaction.	
Conventions of Conversation	
L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker	M. Listening and comprehension AA. Pretend play
L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful	*Does not align*
Language for Interaction	
L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up)	L. Speaking M. Listening and comprehension
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
L.18.10 Point to preferred pictures in books or texts	P. Reading
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.	
Drawing and Writing	
L.18.11 Use writing tools to make scribbles	R. Writing
Early Language, Communication, and Literacy — 18-24 Months CONT	
Strand A: Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language	L. Speaking
L 24.2 Point to familiar objects, people and body parts	L. Speaking
Language Comprehension	
L.24.3 Respond to questions and follow simple directions	M. Listening and comprehension

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Language, Communication, and Literacy — 18-24 Months CONT	
Strand B: Early learning experiences will support children to use language (expressive language).	
Vocabulary	
L.24.4 Name familiar objects and actions; use commands (e.g., “no”), possessives (e.g., “mine”) or reactions (e.g., “ow”)	L. Speaking
L.24.5 Use new words frequently to talk about familiar things or activities	*Does not align*
Expression of Ideas, Feelings and Needs	
L.24.6 Use words to request objects, have needs met or gain attention	L. Speaking
Language Structure	
L.24.7 Combine words and speak in short, two-word phrases such as “Me up!”	L. Speaking
Strand C: Early learning experiences will support children to use language for social interaction.	
Conventions of Conversation	
L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns	E. Building relationships with adults
Language for Interaction	
L.24.9 Answer a basic question with a word	M. Listening and comprehension
L.24.10 Use language to express wants, needs, likes and dislikes to others	L. Speaking
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
L.24.11 Point to named pictures; may name or comment on familiar pictures	P. Reading
L.24.12 Chime in on nursery rhymes or repeat words or phrases from familiar stories	N. Phonological awareness

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Language, Communication, and Literacy,* Strand D: *— 18-24 Months, CONT	
Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)	
L.24.13 Answer simple specific questions about familiar stories (e.g., "What does the cat say?"). Ask basic questions about pictures (e.g., "Who is that?")	M. Listening and comprehension
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	
Book Concepts	
L.24.14 Hold book upright	O. Alphabet knowledge
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.	
Drawing and Writing	
L.24.15 Use writing tools to make scribbles	R. Writing
Early Language, Communication, and Literacy — 24-36 Months	
Strand A: Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	*Does not align*
Language Comprehension	
L.36.2 Follow two-step directions	*Does not align*
Strand B: Early learning experiences will support children to use language (expressive language).	
Vocabulary	
L.36.3 Use nouns and verbs to label experiences, actions or events	L. Speaking
L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she)	L. Speaking

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Language, Communication, and Literacy — 24-36 Months CONT	
Vocabulary, CONT	
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)	*Does not align*
Expression of Ideas, Feelings and Needs	
L.36.6 Use inflection in phrases or sentences to ask a question	L. Speaking
L.36.7 Comment on a variety of experiences, interactions or observations	L. Speaking
Language Structure	
L.36.8 Use basic grammar rules including pronouns, plurals, possessives and regular past tense. *Note:* Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L. Speaking
L.36.9 Use speech that is mostly intelligible to familiar adults	*Does not align*
Strand C: Early learning experiences will support children to use language for social interaction.	
Conventions of Conversation	
L.36.10 Have conversations with adults and peers that include four or more exchanges	E. Building relationships with adults
Language for Interaction	
L.36.11 Converse with adults and peers about common experiences or events	M. Listening and comprehension
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book	*Does not align*
L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song	N. Phonological awareness

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Language, Communication, and Literacy, Strand D — 24-36 Months CONT	
Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)	
L.36.14 Enjoy telling and retelling stories and information	M. Listening and comprehension
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	
Book Concepts	
L.36.15 Turn pages of a book	Q. Book enjoyment and knowledge
Print Concepts	
L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	P. Reading
Strand F: Early learning experiences will support children to develop phonological awareness.	
Phonological Awareness	
L.36.17 Recognize environmental sounds (e.g., animal or vehicle sounds such as “Baa-baa” or “Beep-beep”)	N. Phonological awareness
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.	
Drawing and Writing	
L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	R. Writing
Language and Literacy — 3 to 4 Years	
Strand A: Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Language and Literacy — 3 to 4 Years CONT	
Language Comprehension	
L.48.2 Understand increasingly complex sentences that include 2 – 3 concepts (e.g., "Put the blue paper under the box.")	*Does not align*
Strand B: Early learning experiences will support children to use language (expressive language).	
Vocabulary	
L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts	L. Speaking
L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)	L. Speaking
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)	*Does not align*
Expression of Ideas, Feelings and Needs	
L.48.6 Communicate about current or removed events and/or objects	L. Speaking
L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	L. Speaking
Language Structure	
L.48.8 Use basic grammar rules including irregular past tense and questions	L. Speaking
L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults. *Note:* Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	*Does not align*
Strand C: Early learning experiences will support children to use language for social interaction.	
Conventions of Conversation	
L.48.10 Maintain a topic of conversation over the course of several turns	E. Building relationships with adults
Language for Interaction	
L.48.11 Answer simple who, what, where and why questions	M. Listening and comprehension

Connecticut Early Learning and Development Standards	COR Advantage Items
Language and Literacy, Language for interactions — 3 to 4 Years CONT	
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
L.48.12 Select fiction and nonfiction books to be read and attend with interest	Q. Book enjoyment and knowledge
Understanding of Stories or Information See note pg 44	
L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text	M. Listening and comprehension
L.48.14 Ask and answer simple who, what, where and why questions related to story or text	M. Listening and comprehension
L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	M. Listening and comprehension
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	
Book Concepts	
L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	Q. Book enjoyment and knowledge
L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels)	Q. Book enjoyment and knowledge
Print Concepts	
L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	P. Reading
Letter Recognition	
L.48.19 Recognize some letters, especially those in one's own name	O. Alphabet knowledge
Strand F: Early learning experiences will support children to develop phonological awareness.	
Phonological Awareness	
L.48.20 Recognize rhyming words in songs, chants or poems	N. Phonological awareness

Connecticut Early Learning and Development Standards	COR Advantage Items
Language and Literacy, Phonological awareness — 3 to 4 Years CONT	
L.48.21 Identify when initial sounds in words are the same	N. Phonological awareness
L. 48.22 Distinguish individual words in a sentence	*Does not align*
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.	
Drawing and Writing	
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)	R. Writing
L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	R. Writing
Language and Literacy — 4 to 5 Years	
Strand A: Early learning experiences will support children to understand language (receptive language).	
Word Comprehension	
L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts	*Does not align*
L60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects	*Does not align*
Language Comprehension	
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.")	*Does not align*
Strand B: Early learning experiences will support children to use language (expressive language).	
Vocabulary	
L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	*Does not align*
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)	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Language and Literacy — 4 to 5 Years CONT	
Expression of Ideas, Feelings and Needs	
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”)	L. Speaking
Language Structure	
L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals. (See note on page 45, L.48.9).	L. Speaking
L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	*Does not align*
Strand C: Early learning experiences will support children to use language for social interaction.	
Conventions of Conversation	
L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions	*Does not align*
Language for Interaction	
L.60.10 Use language to share ideas and gain information	M. Listening and comprehension
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	
Interest and Engagement with Books	
L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction	P. Reading Q. Book enjoyment and knowledge
Understanding of Stories or Information. See note pg 44	
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	M. Listening and comprehension
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)	M. Listening and comprehension
L.60.14 Use connections between self and character, experience and emotions to increase comprehension	M. Listening and comprehension

Connecticut Early Learning and Development Standards	COR Advantage Items
Language and Literacy — 4 to 5 Years CONT	
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	
Book Concepts	
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)	P. Reading
L.60.16 Know that books have titles, authors, illustrators or photographers	Q. Book enjoyment and knowledge
L.60.17 Recognize words as a unit of print and that letters are grouped to form words	P. Reading O. Alphabet knowledge
Print Concepts	
L.60.18 Identify some familiar printed words out of context	P. Reading
L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	N. Phonological awareness
Letter Recognition	
L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words	O. Alphabet knowledge
L.60.21 Make some letter-sound connections	N. Phonological awareness
Strand F: Early learning experiences will support children to develop phonological awareness.	
Phonological Awareness	
L.60.22 Produce rhyming words or words that have same initial sound	N. Phonological awareness
L.60.23 Recognize which words in a set of words begin with the same sound	N. Phonological awareness
L.60.24 Distinguish syllables in words	N. Phonological awareness
Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.	
Drawing and Writing	
L.60.25 Draw original stories with a beginning, middle and end	*Does not align*
L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word	R. Writing

Connecticut Early Learning and Development Standards	COR Advantage Items
Creative Arts — 0-6 Months	
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	
Music	
CA.6.1 React to music by turning to a sound source, cooing in response, wiggling or moving, soothing themselves, etc.	Y. Music
Visual Arts	
CA.6.2 React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity	X. Art
Creative Arts — 6-12 Months	
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	
Music	
CA.12.1 Show interest in singing, moving and dancing, using their body	Y. Music
CA.12.2 Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/slow; low/high; calm/jazzy)	Z. Movement
CA.12.3 Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a singsong manner)	Y. Music
Visual Arts	
CA.12.4 Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons	X. Art
Dance	
CA.12.5 Respond to music with full body movements	Z. Movement
Creative Arts — 12-18 Months	
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	
Music	
CA.18.1 Use instruments to explore rhythm and melody	Y. Music
CA.18.2 Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures)	Z. Movement

Connecticut Early Learning and Development Standards	COR Advantage Items
Creative Arts — 12-18 Months, Music, CONT	
CA.18.3 Imitate parts of songs with words and/or gestures	Y. Music
Visual Arts	
CA.18.4 Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software	X. Art
Dance	
CA.18.5 Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays)	Z. Movement
Creative Arts —-18-24 Months	
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	
Music	
CA.24.1 React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments	Y. Music
CA.24.2 Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding)	Y. Music
CA.24.3 Repeat words to songs, song gestures and/or sounds (pitches)	Y. Music
Visual Arts	
CA.24.4 Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration	X. Art
CA.24.5 Experiment with strokes and lines using brushes, crayons, markers, etc.	X. Art
Drama	
CA.24.6 Imitate simple aspects of a role using realistic props and sounds	AA. Pretend play

Connecticut Early Learning and Development Standards	COR Advantage Items
Creative Arts — Dance, 18-24 Months, CONT	
Dance	
CA.24.7 Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts)	Z. Movement
CA.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway)	Z. Movement
Creative Arts —-24-36 Months	
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	
Music	
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)	Z. Movement
CA. 36.2 Respond with voice, body and/or instruments to longer segments/or patterns of music	Y. Music
CA.36.3 Repeat parts of simple songs	Y. Music
Visual Arts	
CA.36.4 Create art in a variety of media with some control and own purpose	X. Art
Drama	
CA.36.5 Engage in simple pretend play activities	AA. Pretend play
Dance	
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.)	Z. Movement
Strand B: Early learning experiences will support children to explore and respond to creative works.	
Appreciation of the Arts	
CA.36.7 Describe or ask questions about a work of art	*Does not align*
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)	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Creative Arts — 3 to 4 Years	
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	
Music	
CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music	Y. Music
CA.48.2 Imitate or spontaneously sing an entire verse of song	Y. Music
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)	Y. Music
CA.48.4 Spontaneously sing songs and/or participate in songs with gestures	Y. Music
Visual Arts	
CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	X. Art
Drama	
CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play	AA. Pretend play
Dance	
CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet)	Z. Movement
Strand B: Early learning experiences will support children to explore and respond to creative works.	
Appreciation of the Arts	
CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional) (e.g. explain a picture or sculpture including several details)	*Does not align*
CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Creative Arts — 4 to 5 Years	
Strand A: Early learning experiences will support children to engage in and enjoy the arts.	
Music	
CA.60.1 Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song)	Y. Music
CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)	Y. Music
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)	Y. Music
CA.60.4 Create music using their voices and/or a variety of instruments and materials	Y. Music
Visual Arts	
CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts	X. Art
Drama	
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)	AA. Pretend play
CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play	AA. Pretend play
Dance	
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)	Z. Movement
Strand B: Early learning experiences will support children to explore and respond to creative works.	
Appreciation of the Arts	
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)	X. Art

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Mathematical Discovery — 12-18 Months	
Strand A: Early learning experiences will support children to understand counting and cardinality.	
Number Names	
M.18.1 Say or sign a few number names, but may not necessarily recite them in the correct order	S. Number and counting
Cardinality	
M.18.2 Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in an egg carton with one or several objects)	*Does not align*
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (Measurement and data).	
Sorting and Classifying	
M.18.3 Match objects that are the same	BB. Observing and classifying
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	
Spatial Relationships	
M.18.4 Adjust their reach and grasp based upon distance, size and weight of an object	*Does not align*
Early Mathematical Discovery — 18-24 Months	
Strand A: Early learning experiences will support children to understand counting and cardinality.	
Number Names	
M.24.1 Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with “one”)	S. Number and counting
Cardinality	
M.24.2 Put objects in one-to-one correspondence (e.g., puts one item in each compartment)	S. Number and counting

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Mathematical Discovery — 18-24 Months CONT	
Recognition of Quantity	
M.24.3 Name groups of one to two objects	S. Number and counting W. Data analysis
M.24.4 Compare collections that are quite different in size	S. Number and counting W. Data analysis
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).	
Measurement	
M.24.5 Use some vocabulary related to size and quantity (e.g., say something is “big” or request “more”)	U. Measurement
Sorting and Classifying	
M.24.6 Sort objects using inconsistent strategies (e.g., favorite items, colors)	BB. Observing and classifying
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	
Spatial Relationships	
M.24.7 Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under)	T. Geometry: Shapes and spatial awareness
Identification of Shapes	
M.24.8 Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation	T. Geometry: Shapes and spatial awareness
Early Mathematical Discovery — 24-36 Months	
Strand A: Early learning experiences will support children to understand counting and cardinality.	
Number Names	
M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order	S. Number and counting

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Mathematical Discovery — Strand A, 24-36 Months CONT	
Cardinality	
M.36.2 Count two to three objects using one-to-one correspondence	S. Number and counting
Recognition of Quantity	
M.36.3 Name and match a small collection of up to three objects	S. Number and counting W. Data analysis
Comparison	
M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally	W. Data analysis
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	
Number Operations	
M.36.5 Use some vocabulary related to relative quantity (e.g., “more,” “less”)	U. Measurement
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).	
Measurement	
M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as “tall,” “long”)	U. Measurement
Sorting and Classifying	
M.36.7 Sort on the basis of one attribute with adult support	BB. Observing and classifying
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	
Spatial Relationships	
M.36.8 Find objects or locations based upon landmarks and position words (e.g., “Your blanket is on the couch.”)	T. Geometry: Shapes and spatial awareness
Identification of Shapes	
M.36.9 Match familiar shapes with different size and orientation	T. Geometry: Shapes and spatial awareness

Connecticut Early Learning and Development Standards	COR Advantage Items
Mathematics — 3 to 4 Years	
Strand A: Early learning experiences will support children to understand counting and cardinality.	
Number Names	
M.48.1 Say or sign the number sequence up to at least 10	S. Number and counting
Cardinality	
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	S. Number and counting
M.48.3 Count out a set of objects up to four	S. Number and counting
Written Numerals	
M.48.4 Recognize written numerals up to at least five	*Does not align*
Recognition of Quantity	
M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	S. Number and counting
Comparison	
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	S. Number and counting
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	
Number Operations	
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	U. Measurement
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).	
Measurement	
M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	U. Measurement

Connecticut Early Learning and Development Standards	COR Advantage Items
Mathematics — 3 to 4 Years CONT	
Data	
M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	W. Data analysis
Sorting and Classifying	
M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	BB. Observing and classifying
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	
Spatial Relationships	
M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	*Does not align*
Identification of Shapes	
M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	T. Geometry: Shapes and spatial awareness
Composition of Shapes	
M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	T. Geometry: Shapes and spatial awareness
Mathematics — 4 to 5 Years	
Strand A: Early learning experiences will support children to understand counting and cardinality.	
Number Names	
M.60.1 Say or sign the number sequence up to at least 20	S. Number and counting
Cardinality	
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	S. Number and counting
M.60.3 Count out a set of objects up to five	S. Number and counting

Connecticut Early Learning and Development Standards	COR Advantage Items
Mathematics — 4 to 5 Years CONT	
Written Numerals	
M.60.4 Recognize written numerals up to at least five	*Does not align*
Recognition of Quantity	
M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	S. Number and counting
Comparison	
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	S. Number and counting
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).	
Number Operations	
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	U. Measurement
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)	U. Measurement
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).	
Measurement	
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)	U. Measurement
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	U. Measurement
Data	
M. 60.11 Represent data using a concrete object or picture graph according to one attribute	W. Data analysis

Connecticut Early Learning and Development Standards	COR Advantage Items
Mathematics — 4 to 5 Years CONT	
Sorting and Classifying	
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	BB. Observing and classifying
Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).	
Spatial Relationships	
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	*Does not align*
Identification of Shapes	
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	T. Geometry: Shapes and spatial awareness
Composition of Shapes	
M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	T. Geometry: Shapes and spatial awareness

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Scientific Inquiry — 0-6 Months	
Strand A: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
See Curiosity and Initiative learning progression in Cognition	
Investigating	
See Cause and Affect learning progression in Cognition	
Using Evidence	
See Personal Preferences learning progression in Social and Emotional Development	
Early Scientific Inquiry — 6-12 Months	
Strand A: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
See Curiosity and Initiative learning progression in Cognition	
Investigating	
See Cause and Affect learning progression in Cognition	
Using Evidence	
See Personal Preferences learning progression in Social and Emotional Development	
Early Scientific Inquiry — 12-18 Months	
Strand A: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
See Curiosity and Initiative learning progression in Cognition	
Investigating	
See Cause and Affect learning progression in Cognition	
Using Evidence	
See Personal Preferences learning progression in Social and Emotional Development	

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Scientific Inquiry — 18-24 Months	
Strand A: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
S.24.1 Observe and make comments on things observed through the senses	CC. Experimenting, predicting, and drawing conclusions
Investigating	
See Cause and Affect learning progression in Cognition	
Using Evidence	
See Personal Preferences learning progression in Social and Emotional Development	
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.	
Unity and Diversity of Life	
S.24.2 Explore characteristics of different plants and animals	DD. Natural and physical world
Living Things and Their Interactions with the Environment and Each Other	
S.24.3 Observe living things	DD. Natural and physical world
Strand D: Early learning experiences will support children to understand physical sciences.	
Energy, Force and Motion	
S.24.4 Use trial and error to explore the way different objects move	CC. Experimenting, predicting, and drawing conclusions
Matter and its Properties	
S.24.5 Observe simple attributes of materials (e.g., hard, soft)	BB. Observing and classifying

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Scientific Inquiry — 18-24 Months CONT	
Strand E: Early learning experiences will support children to understand features of earth.	
Earth's Features and the Effects of Weather and Water	
S.24.6 Observe natural features of the earth (e.g., land, rain)	DD. Natural and physical world
Earth and Human Activity	
S.24.7 Talk about different foods humans eat	*Does not align*
Early Scientific Inquiry — 24-36 Months	
Strand A: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
S.36.1 Ask simple questions related to things observed through the senses ("what" and "why")	*Does not align*
Investigating	
S.36.2 Manipulate materials and comment on the impact of own actions	CC. Experimenting, predicting, and drawing conclusions
Using Evidence	
S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., "I made this picture green because my mom likes green.")	CC. Experimenting, predicting, and drawing conclusions
Strand B: Early learning experiences will support children to engage in the process of engineering.	
Design Cycle	
S.36.4 Gather information to help determine if something has been designed by humans	*Does not align*
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.	
Unity and Diversity of Life	
S.36.5 Observe features of plants and animals and explore function of features	DD. Natural and physical world
Living Things and Their Interactions with the Environment and Each Other	
S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving	DD. Natural and physical world

Connecticut Early Learning and Development Standards	COR Advantage Items
Early Scientific Inquiry — 24-36 Months CONT	
Strand D: Early learning experiences will support children to understand physical sciences.	
Energy, Force and Motion	
S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide)	CC. Experimenting, predicting, and drawing conclusions
Matter and its Properties	
S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength)	BB. Observing and classifying
Strand E: Early learning experiences will support children to understand features of earth.	
Earth's Features and the Effects of Weather and Water	
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)	DD. Natural and physical world
Earth and Human Activity	
S.36.10 Give examples of natural resources that humans use to survive (e.g., food, water)	*Does not align*
Science — 3 to 4 Years	
Strand A: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	CC. Experimenting, predicting, and drawing conclusions
Investigating	
S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	CC. Experimenting, predicting, and drawing conclusions
Using Evidence	
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.")	CC. Experimenting, predicting, and drawing conclusions

Connecticut Early Learning and Development Standards	COR Advantage Items
Science — 3 to 4 Years CONT	
Strand B: Early learning experiences will support children to engage in the process of engineering.	
Design Cycle	
S.48.4 Identify a problem and, with adult assistance, design a solution (e.g., device or process) to address that problem	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.	
Unity and Diversity of Life	
S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups	DD. Natural and physical world
S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	DD. Natural and physical world
Living Things and Their Interactions with the Environment and Each Other	
S.48.7 Explore how animals depend upon the environment for food, water and shelter	DD. Natural and physical world
Strand D: Early learning experiences will support children to understand physical sciences.	
S.48.8 Investigate how objects' speed and direction can be varied	CC. Experimenting, predicting, and drawing conclusions
Matter and its Properties	
S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)	BB. Observing and classifying
Strand E: Early learning experiences will support children to understand features of earth.	
Earth's Features and the Effects of Weather and Water	
S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.)	DD. Natural and physical world
S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles)	DD. Natural and physical world

Connecticut Early Learning and Development Standards	COR Advantage Items
Science — 3 to 4 Years CONT	
Earth and Human Activity	
S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples)	*Does not align*
Science — 4 to 5 Years	
Strand A: Early learning experiences will support children to apply scientific practices.	
Questioning and Defining Problems	
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.")	B. Problem solving with materials
Investigating	
S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships	CC. Experimenting, predicting, and drawing conclusions
S.60.3 Gather data by drawing, counting or otherwise documenting observations	W. Data analysis CC. Experimenting, predicting, and drawing conclusions
Using Evidence	
S.60.4 Give evidence from observations or investigations	CC. Experimenting, predicting, and drawing conclusions
S.60.5 Begin to distinguish evidence from opinion	CC. Experimenting, predicting, and drawing conclusions
Strand B: Early learning experiences will support children to engage in the process of engineering.	
Design Cycle	
S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements	B. Problem solving with materials CC. Experimenting, predicting, and drawing conclusions
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.	
Unity and Diversity of Life	
S.60.7 Group and classify living things based upon features, providing evidence to support groupings	DD. Natural and physical world

Connecticut Early Learning and Development Standards	COR Advantage Items
Science — 4 to 5 Years, Unity and Diversity of Life, CONT	
S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	DD. Natural and physical world
Living Things and Their Interactions with the Environment and Each Other	
S.60.9 Provide examples of how animals depend on plants and other animals for food	DD. Natural and physical world
Strand D: Early learning experiences will support children to understand physical sciences.	
Energy, Force and Motion	
S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move	CC. Experimenting, predicting, and drawing conclusions
S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction	CC. Experimenting, predicting, and drawing conclusions
Matter and its Properties	
S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties	*Does not align*
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.)	BB. Observing and classifying
Strand E: Early learning experiences will support children to understand features of earth.	
Earth's Features and the Effects of Weather and Water	
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.)	DD. Natural and physical world
Earth and Human Activity	
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.)	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Social Studies — 3 to 4 Years	
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.	
Individual Development and Identity	
SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	FF. Knowledge of self and others
SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)	FF. Knowledge of self and others
SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	FF. Knowledge of self and others
Strand B: Early Learning experiences will support children to learn about people and the environment.	
Power, Authority and Governance	
SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	K. Personal care and healthy behavior
People, Places and Environments	
SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them	DD. Natural and physical world
SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home	GG. Geography
Civic Ideals and Practices	
SS.48.7 Participate in jobs and responsibilities at home, classroom or community	G. Community
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.	
Individuals, Groups and Institutions	
SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	FF. Knowledge of self and others

Connecticut Early Learning and Development Standards	COR Advantage Items
Social Studies — 3 to 4 Years CONT	
Production, Distribution and Consumption	
SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	AA. Pretend play
Science, Technology and Society	
SS.48.10 Understand the use of tools, including technology, for a variety of purposes	EE. Tools and technology
Strand D: Early Learning experiences will support children to understand change over time.	
Time, Continuity and Change	
SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)	HH. History
SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	HH. History
Social Studies — 4 to 5Years	
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.	
Individual Development and Identity	
SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families	FF. Knowledge of self and others
Culture	
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)	FF. Knowledge of self and others
Strand B: Early Learning experiences will support children to learn about people and the environment.	
Power, Authority and Governance	
SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom	*Does not align*

Connecticut Early Learning and Development Standards	COR Advantage Items
Social Studies — 4 to 5 Years CONT	
People, Places and Environments	
SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling	DD. Natural and physical world
SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)	GG. Geography
Civic Ideals and Practices	
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)	G. Community
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.	
Individuals, Groups and Institutions	
SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	EE. Tools and technology FF. Knowledge of self and others
Production, Distribution and Consumption	
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	*Does not align*
Science, Technology and Society	
SS.60.9 Begin to be aware of technology and how it affects life	EE. Tools and technology
Strand D: Early Learning experiences will support children to understand change over time.	
Time, Continuity and Change	
SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community	HH. History
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	HH. History

References

Connecticut Early Childhood Education Cabinet: Early Learning Standards Workgroup (2014). *Connecticut Early Learning Development Standards*.

Epstein, A. S., Marshall, B., & Gainsley, S. (2014). *COR Advantage 1.5: Scoring guide.* Ypsilanti, MI: HighScope Press.

Epstein, A. S., Marshall, B., Gainsley, S., Red-e Set Grow, Albro, C., Claxton, J., … Smith, E. V. (2014). *COR Advantage 1.5* [Computerized assessment system]. Online at http://www.coradvantage.org.