



Connecticut Early Learning  
and Development Standards

## With Aligned Preschool Assessment Framework (PAF) Performance Standards to Inform Planning



Connecticut's Early Learning and Development Standards were developed to help families, communities and schools work together to support children's early learning and growth

## **Using the Connecticut Preschool Assessment Framework with the Connecticut Early Learning and Development Standards**

The Connecticut Early Learning and Development Standards (CT ELDS) are statements about what young children from birth to age five should know and be able to do. They provide the basis for planning learning environments and experiences, supporting individual children, and communicating around common goals. The CT ELDS are intended to be a part of a continuous cycle of intentional teaching, comprised of planning experiences to support children's development, gathering information about how they are progressing, and adjusting what is being done to support continued growth based on this information.



As a part of the cycle of intentional teaching, an assessment tool aligned to the CT ELDS should be used to determine how children are progressing across these domains of development. Connecticut is currently working to create a developmentally appropriate assessment tool aligned to the CT ELDS. **Until a new assessment is available, the continued use of the Connecticut Preschool Assessment Framework (CT PAF) or other aligned tools is recommended.**

The crosswalk of both documents will allow programs currently using the CT PAF to continue using this assessment tool, while also using the CT ELDS to plan curriculum, learning experiences, teaching strategies and supports for children. There is general consistency between the CT PAF and the CT ELDS, although there is typically more detail within the later document.

### **Some important considerations in using this document**

- Both the CT ELDS and the CT PAF include learning progressions, or benchmarks, that reflect the growth and development of specific skills over time. The CT PAF was designed to reflect skills that children typically develop between the ages of 2 ½ years to 6 years of age. The CT ELDS have multiple age bands that span from birth to five years of age.
- In some cases the CT PAF includes important milestones in the first benchmark, or at approximately 2 ½ years of age, because that was the youngest age captured in the assessment. However, in some cases children typically develop these skills prior to 2 ½ years of age. Because the CT ELDS include younger age bands, those skills are captured at the ages at which they typically emerge.
- This alignment was completed using the thirty CT PAF performance standards. It does not include all of the items on the cover sheet of the PAF that address adjustment to school, relationships with adults and second language acquisition.
- It is not necessary to assess children's skills for each learning progression or indicator in the CT ELDS. Programs/teachers may choose to make general observations for skills/knowledge in learning progressions without aligned PAF standards, but this is not required. However, intentional experiences or strategies should be planned to address the skills in these progressions. Note that many assessment tools group skills into performance standards or observations which allow one to collect information regarding the practical application of skills in real-life situations. It is likely that even with a newly developed tool there will be CT ELDS learning progressions that are not assessed.

## Cognition

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to develop effective approaches to learning.</b>							
Curiosity and Initiative	C.6.1 Use senses to explore immediate environment	C.12.1 Seek familiar people and/or objects that are not there	C.18.1 Use senses to actively investigate and explore the effects of new actions on objects	C.24.1 Explore objects, activities and environments	C.36.1 Ask questions and seek answers from a variety of sources	C.48.1 Explore and investigate a variety of experiences and topics using different materials	C.60.1 Investigate ways to make something happen
PAF Performance Standards	<b>P&amp;S 1 Shows self-direction with range of materials</b> The CT ELDS offer more specific information about how children engage with materials and activities as they demonstrate self-direction. This learning progression includes exploration, seeking information, using different materials and investigating ways to make things happen.						
	<b>COG 1 Engages in scientific inquiry</b>						
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	C.12.2 Show interest in a wider variety of sights and sounds with greater purpose, often in shared experiences with adults	C.18.2 Focus attention on interesting sights or sounds, often in shared experiences with adults	C.24.2 Engage in interactions and self-selected activities for increasing lengths of time	C.36.2 Maintain interest in self-selected activities and may seek to engage others or ask questions	C.48.2 Maintain interest in exploring specific topics over time	C.60.2 Express interest in learning about a specific topic over time  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
PAF Performance Standards	<b>P&amp;S 1 Shows self-direction with range of materials</b> The CT ELDS offer more specific information about how children engage with materials and activities as they demonstrate self-direction, emphasizing the importance of child-choice and independent selection of familiar and unfamiliar materials and activities.						
	<b>P&amp;S 2 Sustains attention to task/goal that child has set out to accomplish</b> In the CT ELDS, increasing time spent on self-selected tasks is included at the 18-24 month level (C.24.2).						

Strand A: Early learning experiences will support children to develop effective approaches to learning.							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Eagerness to Learn	C.6.3 Laugh, babble, increase movement, and engage in repetition of a learning activity	C.12.3 Seek out new materials and experiences	C.18.3 Explore new ways to use objects and observe results	C.24.3 Demonstrate a desire to accomplish a new skill. May look to others for approval and congratulations	C.36.3 Demonstrate enthusiasm for new learning (may be within familiar contexts)	C.48.3 Seek out new challenges and novel experiences	C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others
PAF Performance Standards	<p><b>P&amp;S 1 Shows self-direction with range of materials</b>            The CT ELDS offer more specific information about how children engage with materials and activities as they demonstrate self-direction, emphasizing the importance of child-Choice and independent selection of familiar and unfamiliar materials and activities.</p>						
Cooperation with Peers in Learning Experiences						C.48.4 Engage in and complete learning activities with peers	C.60.5 Plan and complete learning activity with a peer
						C.48.5 Help and cooperate in group	C.60.6 Model or teach peers how to use materials or complete a task
PAF Performance Standards	<p><b>P &amp; S 3 Participates in teacher-led group activities</b>            The PAF performance standard P&amp;S 3 is focused on participation in teacher-lead group activities.</p>						
	<p><b>P &amp; S 7 Interacts cooperatively with peers</b>            The ability to enter ongoing play is addressed in the PAF (In the description for benchmark 3) but is not explicitly addressed in the CT ELDS. The general progression of skills over time is consistent between the CT ELDS and the PAF. However, working or playing alongside others is an important milestone addressed in P&amp;S 7 which typically emerges at ages prior to those addressed in the PAF. Therefore this skill appears in younger age bands within the CT ELDS.</p>						
Cause and Effect	C.6.4 Show interest in the results of their actions and "accidental"	C.12.4 Recognize effect of actions on object - cause and effect (e.g., shake a rattle and it makes a	C.18.4 Learn by observing or listening to others and repeating their actions or	C.24.4 Repeat actions over and over and notice results	C.36.4 Vary actions to observe different results (e.g., hit lever harder to see if result changes)	C.48.6 Manipulate materials and communicate about the impact of own actions	C.60.7 Try multiple uses of same materials and observe differing results
PAF Performance Standards	<p><b>COG 1 Engages in scientific inquiry</b>            The general progression of skills over time is consistent between the CT ELDS and the PAF. However, noticing effects of own action is an important milestone addressed in COG 1 which typically emerges at ages prior to those addressed in the PAF. Therefore this skill appears in younger age bands within the CT ELDS.</p>						

**Strand B: Early learning experiences will support children to use logic and reasoning.**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
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)	C.12.5 Respond to new or novel objects with interest, recognizing differences	C.18.5 Match objects that are the same (simple categorizing)	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)	C.36.5 Identify differences between objects across multiple characteristics (e.g., texture, color, shape, size)	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)	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)
						C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	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...)
							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...")
PAF Performance Standards	<p><b>COG 3 Sorts objects</b>                      The CT ELDS learning progression of Attributes, Sorting and Patterns has a more complex set of skills than addressed in the PAF. The PAF focuses on sorting objects exclusively while the CT ELDS include relative attributes; extends to people, daily events and routines; and demands higher order thinking.                      The overall progression of skills is similar between the PAF and the ELDS. However, sorting objects by type and putting some objects in order is included in the CT ELDS at 18-24 months. COG 3 does not address sorting objects by type but instead focuses on attributes.                      COG 3 requires language at benchmark 3 to 'tell reason". Indicators in the expressive language strand would be relevant to that ability to verbally express the reason as stated in the PAF.</p> <p><b>COG 4 Recognizes and makes patterns</b>                      The PAF is focused on creating patterns. The CT ELDS do not emphasize the creation of patterns, but focuses more on pattern recognition and the use of patterns in problem solving.</p> <p><b>COG 5 Compares and orders objects and events</b></p>						

**Strand B: Early learning experiences will support children to use logic and reasoning (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Problem Solving	C.6.6 Sometimes will show they can solve problems by reaching for desired toys or blanket	C.12.6 Use a variety of actions to obtain desired objects  C.12.7 Solve simple manipulative challenges through observation and imitation (e.g., putting something "into a bucket")	C.18.6 Purposefully experiment with the effects of new actions upon objects  C.18.7 Utilize shapes and sorting boxes. May use trial and error to fit objects together	C.24.6 Try a successful strategy in a new situation (e.g., tugging or prying on something that is stuck)  C.24.7 Take things apart and try to put them back together	C.36.6 Use objects in new and unexpected ways to solve problems through trial and error  C.36.7 Use spatial relationships to solve problems (e.g., fit pieces into puzzle)	C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful	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)
PAF Performance Standards	<b>COG 2 Uses a variety of strategies to solve problems</b>						

Strand B: Early learning experiences will support children to use logic and reasoning (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Symbolic Representation			C.18.8 Use dolls and stuffed animals as if they were real (e.g., rocks doll, pets stuffed dog)	C.24.8 Play with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll)	C.36.8 Use a similar object to represent another object in play (e.g., pretend a pencil is a spoon)	C.48.10 Use or make a prop to represent an object (e.g., build a telephone)	C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)
			C.18.9 Engage in pretend play with realistic objects (e.g., uses a play phone to pretend to make a phone call)	C.24.9 Act out familiar functions in play (e.g., sweeping floor, pouring milk)	C.36.9 Act out relational roles in play (e.g., mom or dad with baby)	C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, firefighter)	C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality
						C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction	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)

PAF Performance Standards	<p><b>CRE 1 Builds and constructs to represent own ideas</b> The CT ELDS indicators related to symbolic representation that most closely aligns with CRE1 are: C.48.10, C.48.12 and C.60.14.</p>
	<p><b>CRE 2 Draws and paints to represent own ideas</b> Benchmark 4 in the PAF, which include more elaborate drawing and painting, is not reflected in the ELDS because of the age ranges represented. The CT ELDS learning progression of Symbolic Representation includes two indicators which are most closely aligned with CRE 2 (C.48.12 and C.60.14).</p>
	<p><b>CRE 3 Represents experiences and fantasies in pretend play</b> The PAF addresses the developmental progression of play and sustaining play. The CT ELDS addresses the various components of pretend play (interactions with peers, symbolic representation, and self-expression) across various domains. The CT ELDS address the increasing complexity of pretend play, the use of props, and roles in pretend play.</p>

Strand C: Early learning experiences will support children to strengthen executive function.							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Choosing and Planning		C.12.8 Indicate preferences nonverbally	C.18.10 Indicate preferences by pointing and using one or two words	C.24.10 Indicate preferences using simple language	C.36.10 Make choices based on preferences	C.48.13 With adult assistance, choose activities and plan what to do	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
PAF Performance Standards	<b>P&amp;S 1 Shows self-direction with range of materials</b> The CT ELDS offer more specific information about how children engage with materials and activities as they demonstrate self-direction, addressing children making a plan in selecting materials and eventually following through and reflecting on their plan.						
Task Persistence	C.6.7 Repeat actions to obtain similar results	C.12.9 Practice an activity many times until successful	C.18.11 Complete simple activities	C.24.11 Complete simple activities despite frustration	C.36.11 Complete self-selected short-term activities many times to gain mastery	C.48.14 Continue working through moderately difficult activities, despite some frustration	C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration
PAF Performance Standards	<b>P &amp; S 2 Sustains attention to task/goal that child has set out to accomplish</b> <b>COG 2 Uses a variety of strategies to solve problems</b>						
Cognitive Flexibility			C.18.12 Use objects in new and unexpected ways	C.24.12 Purposefully try multiple ways of using the same objects	C.36.12 Realize when something is not working and with adult assistance can try another approach	C.48.15 With adult assistance, stop and consider alternatives when encountering a problem	C.60.17 Generate or seek out multiple solutions to a problem
PAF Performance Standards	<b>COG 2 Uses a variety of strategies to solve problems</b>						
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)	C.36.13 Remember where recently used objects were placed	C.48.16 Engage in games that involve remembering (e.g., 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.")
No PAF Performance Standards address working memory.							

**Strand C: Early learning experiences will support children to strengthen executive function.**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Regulation of Attention and Impulses				C.24.14 Engage in interactions and self-selected activities for increasing length of time	C.36.14 Maintain focus on high-interest activities in the face of routine distractions	C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions	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
					C.36.15 With adult support, resist impulses in structured settings for brief, but increasing periods of time	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)	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)
PAF Performance Standards	<b>P &amp; S 2 Sustains attention to task/goal that child has set out to accomplish</b> The CT ELDS include more detail. The PAF does not include task persistence/focus in the face of distractions.						
	<b>P &amp; S 3 Participates in teacher-led group activities</b>						

## Social and Emotional Development

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.</b>							
Trusting Relationships	SE.6.1 Attend and respond to familiar adults and are able to be soothed when distressed	SE.12.1 Prefer primary caregiver(s) to others and usually accept guidance from trusted adults	SE.18.1 Look to trusted caregivers for cues about how to respond to their environment for comfort and support	SE.24.1 Use familiar adults as secure base through behaviors such as glancing back at caregiver while playing	SE.36.1 Approach caregivers for support and comfort, particularly during stressful or frustrating situations	SE.48.1 Engage in interactions with less familiar adults	SE.60.1 Seek help and approval from a wider array of adults in trusted roles
PAF Performance Standards	The CT ELDS strand related to developing trusting healthy attachments is partially addressed on the cover page of the PAF under the section titled: "Adjustment to Program/Relationships with Adults". If this space is used to note a child's relationship with adults in their home, as well as the school environment, this section of the PAF form could be considered to address this strand.						
Managing Separation	SE.6.2 Show recognition of familiar faces and awareness if someone is a stranger	SE.12.2 Display preference for trusted adults which may include exhibiting fear and protesting at 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	SE.24.2 Manage routine separations from caregivers with little distress and calm quickly after a separation	SE.36.2 Manage most separations without distress and adjust to new settings with support from a trusted adult	SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult	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
PAF Performance Standards	The CT ELDS strand related to developing trusting healthy attachments is partially addressed on the cover page of the PAF under the section titled: "Adjustment to Program/Relationships with Adults". If this space is used to note a child's relationship with adults in their home, as well as the school environment, this section of the PAF form could be considered to address this strand.						

Strand B: Early learning experiences will support children to develop self-regulation.							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
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	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	SE.18.3 Show increasing regulation through daily routines, activities and familiar adults	SE.24.3 With adult assistance, find comfort in rituals and routines. May use special comfort object to self-soothe (especially at nap time)	SE.36.3 With adult support, use self-soothing techniques to calm	SE.48.3 Use strategies to self-soothe with limited adult support	SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family
							SE.60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state
PAF Performance Standards	The PAF addresses some aspects of self-regulation (see Regulation of Impulses and Behavior) but does not specifically address response to own emotional state or strategies for self-soothing.						

**Strand B: Early learning experiences will support children to develop self-regulation (continued)**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Regulation of Impulses and Behavior	SE.6.4 Respond to having needs met (e.g., is comforted by being picked up or fed)	SE.12.4 Respond to adult interactions, including tone of voice, expression and gestures (e.g., shaking head and frowning)	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)	SE. 24.4 Accept some redirection from adults	SE.36.4 Begin to control behavior by responding to choice and limits provided by an adult	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)	SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support
		SE.12.5 Show anticipation and respond to familiar routines in their lives	SE.18.5 Within the context of a responsive adult relationship, will begin to tolerate a brief wait for needs to be met				SE.24.5 Is aware of typical routine and shows some understanding of rules, but may need adult support
			SE.18.6 Show anticipation of next step in daily routine (e.g., reaches or signs for bib when placed in high chair)				SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines
PAF Performance Standards	<b>P &amp; S 2 Sustains attention to task/goal that child has set out to accomplish</b>						
	<b>P &amp; S 3 Participates in teacher-led group activities</b> The PAF performance standard P&S 3 is focused on participation in teacher-lead group activities. While the CT ELDS do not address this specific skill they incorporate many separate skills that combine in the more specific example here, including the ability to regulate impulses and behaviors while in a group setting.						
	<b>P &amp; S 4 Manages transitions, follows routines and rules</b> The CT ELDS are more specific about self-regulation which impacts the ability to follow rules and routines and to manage transitions. There is clear explicit expectation in the CT ELDS of the adult role in teaching strategies to children (SE 60.6). In general, the expectations for transitions for four to five-year-olds aligns with Benchmark 4.						

**Strand C: Early learning experiences will support children to develop, express, recognize and respond to emotions.**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
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)	SE.12.6 Express basic emotions (e.g., sadness, frustration, anger) through facial expressions, movements, crying, smiling, laughing	SE.18.7 Express emotions through physical means such as hugging, throwing. May be cooperative or uncooperative and look to adult for reaction	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)	SE.36.6 Begin to communicate about feelings, including the cause and reaction to these feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.")	SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways	SE.60.8 Describe emotions and feelings to trusted adults and peers
PAF Performance Standards	<p><b>P &amp; S 5 Uses words to express emotions or feelings</b>                      The CT ELDS include more details about the progression of emotional expression.</p>						
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)	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)	SE.18.8 Recognize basic feelings in self and others  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	SE.24.7 Recognize and respond to basic feelings in others (e.g., gives item to peer who is upset)	SE.36.7 Label a variety of emotions in pictures and others' expressions  SE.36.8 Show awareness of appropriate responses to the emotional state of others (e.g., may occasionally comfort someone who is upset or may nurture a doll during dramatic play)	SE.48.7 Recognize, label and respond to a wide variety of emotions in others  SE.48.8 Make connections between emotional reaction of others and own emotional experiences	SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say "thank you," share with others, notice issues of fairness)  SE.60.10 Begin to understand that different people may have different emotional reactions
PAF Performance Standards	<p><b>P &amp; S 6 Shows empathy and caring for others</b>                      The general progression of skills over time is consistent between the CT ELDS and the PAF. However, noticing and reacting to others' feelings is an important milestone addressed in P&amp;S 6 which typically emerges at ages prior to those addressed in the PAF. Therefore this skill appears in younger age bands within the CT ELDS.</p>						

Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Sense of self	SE.6.7 React when hearing their own name through movement or expressions	SE.12.8 Consistently respond to their name	SE.18.10 Demonstrates self-awareness through response to name and use of “me” and “mine”	SE.24.8 Identify own family members by relationship and/or name	SE.36.9 Identify self, family members, teacher and some peers by name	SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)
	SE.6.8 Begin to realize their hands and feet belong to them and explore them as well as face, eyes and mouth	SE.12.9 Show awareness of body parts of self and others	SE.18.11 Recognize self in mirror				
PAF Performance Standards	<b>P &amp; S 9 Recognizes similarities and appreciates differences</b>						
Personal Preferences	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)	SE.12.10 Develop preferences for food, objects, textures. May reject non-preferred items (e.g., pushing them away)	SE.18.12 Begin to communicate own likes and dislikes	SE.24.9 Use words and/or gestures to express interests (e.g., points and says, “Look, airplane.”)	SE.36.10 May want to keep what belongs to them close by and often will not want to share	SE.48.10 Recognize and describe themselves in terms of basic preferences	SE.60.12 Describe self by referring to preferences, thoughts and feelings
PAF Performance Standards	<b>P &amp; S 9 Recognizes similarities and appreciates differences</b> The CT ELDS learning progression of Personal Preferences provides a level of details and specificity not currently captured in the PAF. While P&S 9 currently does not address similarities and differences related to personal preferences, this concept can easily be integrated into observations for this PAF performance standard.						

Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
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)	SE.18.13 Show confidence when supported to complete familiar tasks and will attempt new tasks with adult support	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	SE.36.11 Regularly engage in familiar tasks. Begin to show independence by frequently attempting to do things on their own even when tasks are difficult for them	SE.48.11 Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks	SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials
		SE.12.12 Respond to own actions with pleasure (e.g., coos, laughs)	SE.18.14 React positively (e.g., smiles, claps) to accomplishments		SE.36.12 Express feeling of pleasure over accomplishment and share this with others (e.g., "Look what I made.")		SE.60.14 Show pride in accomplishments and abilities
PAF Performance Standards	<p><b>P &amp; S 1 Shows self-direction with range of materials</b>                      The CT ELDS offer more specific information about how children engage with materials and activities as they demonstrate self-direction, emphasizing the importance of child-choice and independent selection of familiar and unfamiliar materials and activities.</p>						

Strand E: Early learning experiences will support children to develop social relationships.

<p>Adult Relationships (see note below)</p>	<p>SE.6.10 Respond differently to different people. Respond to familiar people by smiling, cooing and moving their body</p>	<p>SE.12.13 Engage in social interactions not connected to getting physical needs met (e.g., peek-a-boo, performing, copying others and babbling)</p>	<p>SE.18.15 Show affection or shared attention (e.g., pointing out something of interest) to an increasing number of familiar people</p>	<p>SE.24.11 Enjoy games and other social exchanges with familiar adults. May seek out repeated patterns of interaction</p>	<p>SE.36.13 Enjoy sharing new experiences with familiar adults</p>	<p>SE.48.12 Communicate with familiar adults and accept or request guidance</p>	<p>SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.</p>
	<p>SE.6.11 Show interest in interacting with others. May gain an adult's attention and wait for a response</p>	<p>SE.12.14 Notice the activity of adults and other children and attend closely</p>					
<p>PAF Performance Standards</p>	<p><b>P &amp; S 3 Participates in teacher-led group activities</b>                  The PAF performance standard P&amp;S 3 is focused on participation in teacher-lead group activities. While the CT ELDS do not address this specific skill they incorporates many separate skills that combine in the more specific example here, including include the ability to accept guidance from adults which contributes to actively participating in group activities.</p>						

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.

Strand E: Early learning experiences will support children to develop social relationships (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Play/ Friendship	SE.6.12 Notice other children and may touch, smile or coo to them	SE.12.15 Watch actions of other children but does not join the play. May stay in proximity, make eye contact and babble	SE.18.16 Show interest in children who are playing nearby and may interact with them briefly	SE.24.12 Show interest in what other children are doing and play alongside them with similar materials	SE.36.14 Seek out other children and will interact with other children using common materials	SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project	SE.60.16 Cooperate with peers through sharing and taking turns
					SE.36.15 Show preference for certain peers over time although these preferences may shift		SE.60.17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships
					SE.48.14 Interact with a variety of children in the program		SE.60.18 Seek help from peers and offer assistance when it is appropriate
PAF Performance Standards	<b>P &amp; S 6 Shows empathy and caring for others</b>						
	The general progression of skills over time is consistent between the CT ELDS and the PAF. However, noticing and reacting to others' feelings is an important milestone addressed in P&S 6 which typically emerges at ages prior to those addressed in the PAF. Therefore this skill appears in younger age bands within the CT ELDS.						
	<b>P &amp; S 7 Interacts cooperatively with peers</b>						
	The ability to enter ongoing play is addressed in the PAF (In the description for benchmark 3) but is not explicitly addressed in the CT ELDS.						
	<b>CRE 3 Represents experiences and fantasies in pretend play</b>						
	The PAF addresses the developmental progression of play and sustaining play. The CT ELDS addresses the various components of pretend play (interactions with peers, symbolic representation, and self-expression) across various domains. The CT ELDS address the increasing complexity of pretend play, the use of props, and roles in pretend play.						
Conflict Resolution						SE.48.15 Seek and accept adult help to solve conflicts with peers	SE.60.19 Engage in developing solutions and work to resolve conflict with peers
PAF Performance Standards	<b>P &amp; S 8 Works to resolve conflicts</b>						
	The CT ELDS learning progression of Conflict Resolution focuses on appropriate and positive resolutions which adults work to model and support. The two indicators (at the 3 to 4 year and 4 to 5 year old ranges) generally align with the expectations in P&S 8.						

## Physical Development and Health

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> This is evident, for example, when children:	<b>Indicators</b> <i>This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to develop gross motor skills.</b>							
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	PH.12.1 Get into sitting position on own and play while in this position	PH.18.1 Use walking as main means of mobility and pull toy when walking	PH.24.1 Walk with legs closer together and able to change directions smoothly and carry objects	PH.36.1 Walk and run on various surfaces and level changes with balance and control of speed	PH.48.1 Walk up and down stairs alternating feet while carrying an object	PH.60.1 Alternate direction while running and stop easily without losing balance
	PH.6.2 Roll over, usually from both directions	PH.12.2 Move when on the floor by rolling, creeping, crawling with purpose	PH.18.2 Stand from a squat position using arms to push off floor	PH.24.2 Begin to run			
	PH.6.3 Reach, grasp and bat for objects overhead and eventually reach and play with feet when on back				PH.36.2 Walk up and down stairs alternating feet on steps with railing held		
	PH.6.4 Push up and support weight on forearms when on stomach	PH.12.3 Pull to stand, cruise along furniture and stand alone. May take a few steps independently or with help	PH.18.3 Creep up and down stairs	PH.24.3 Walk up and down steps holding onto rail, often leading with the same foot and negotiating one step at a time			
	PH.6.5 Sit with support						
PAF Performance Standards	<b>PHY 1 Uses coordinated large-muscle movements</b> The CT ELDS learning progression of Mobility gives more specific examples, including the indicators of the development of walking, stair climbing, kicking, catching, throwing, balance and coordination on motor equipment (bikes, swings, playground equipment).						

**Strand A: Early learning experiences will support children to develop gross motor skills (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Large Muscle Movement and Coordination			PH.18.4 Throw ball in forward direction	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	PH.36.3 Catch and throw a playground ball with an adult short distance away	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	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)
					PH.36.4 Jump with two feet		
				PH.24.5 Catch a large ball tossed from a short distance against their body using both arms	PH.36.5 Kick a ball in forward direction	PH.48.4 Kick ball at target a short distance away with accuracy and speed	
						PH.48.5 Throw small ball overhand at target a short distance away with accuracy	
PAF Performance Standards	<p><b>PHY 1 Uses coordinated large-muscle movements</b>                      The CT ELDS learning progression of Mobility gives more specific examples, including the indicators of the development of walking, stair climbing, kicking, catching, throwing, balance and coordination on motor equipment (bikes, swings, playground equipment).</p>						

**Strand B: Early learning experiences will support children to develop fine motor skills.**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Visual Motor Integration	PH.6.6 Locate an object using vision or sound, reach and grasp the object	PH.12.4 Reach into containers or reach to activate a simple cause and effect toy	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	PH.24.6 Orient pieces to match opening and complete a simple inset form board/puzzle or shape sorter	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)	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.)	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)
	PH.6.7 Follow an object with eyes across body, crossing the middle	PH.12.5 Combine and separate toys (e.g., replace and remove large rings from post in any order)					
PAF Performance Standards	<p><b>PHY 2 Uses coordinated small-muscle movements</b></p> <p>The CT ELDS include more information in the area of Visual Motor Integration.</p> <p>The CT ELDS learning progression of Visual Motor Integration includes indicators at younger ages not addressed in the PAF, including a 0-6 month indicator (PH6.7) addressing crossing midline.</p>						

Strand B: Early learning experiences will support children to develop fine motor skills (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Small Muscle Movement and Coordination	PH.6.8 Use voluntary and purposeful movements to bring hands to mouth	PH.12.6 Move objects from one hand to another and combine items at center of body (e.g., banging two blocks together)	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)	PH.24.7 Use a writing tool to scribble purposefully and imitate vertical and horizontal stroke. May use a fist grasp	PH.36.7 Use writing tools or paint objects with some control and purpose	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	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)
	PH.6.9 Bring hands together while lying on back	PH.12.7 Use index finger to poke and point and grasp small objects between thumb and fingertips					PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement
PAF Performance Standards	<p><b>PHY 2 Uses coordinated small-muscle movements</b> The CT ELDS include more information in the area of Visual Motor Integration. The CT ELDS learning progression of Visual Motor Integration includes indicators at younger ages not addressed in the PAF, including a 0-6 month indicator (PH6.7) addressing crossing midline.</p>						
	<p><b>COG 14 Uses writing to convey meaning</b> This learning progression includes the precursor of fine motor skills to develop that will support writing for meaning.</p>						
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,	PH.12.8 Participate in feeding routines by holding cups or bottles, using fingers for self-feeding and/ or using eating utensils	PH.18.7 Demonstrate increased proficiency using eating utensils and cups. May begin to serve self some food, but spills are common	PH.24.8 Begin to serve self food (dishing out helpings and pouring liquids) with adult assistance	PH.36.8 Feed self with minimal spilling	PH.48.8 Pour liquid from a small pitcher	PH.60.6 Use butter knife to spread and cut. Open most containers to remove food
PAF Performance Standards	<p><b>PHY 3 Cares for self independently</b> There is an important cultural consideration note in the CT ELDS not included in the PAF.</p>						

Strand C: Early learning experiences will support children to acquire adaptive skills (continued).

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Safety and Responsibility			PH.18.8 Typically respond to adult requests to stop unsafe behavior	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)	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	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	PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings and in the community
PAF Performance Standards	Safety and Responsibility is not addressed in the PAF.						
Dressing and Hygiene		PH.12.9 Participate in dressing, undressing and bathing by holding arms out, taking off socks, etc.	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	PH.24.10 Engage in dressing and hygiene routines with increasing intention: pull pants up and down, take off jacket, dry own hands	PH.36.10 Attempt to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) although may still need caregiver assistance	PH.48.10 Manage most aspects of dressing, toileting, hand washing and tooth brushing independently with minimal caregiver	PH.60.8 Typically manage own dressing, toileting and basic hygiene
PAF Performance Standards	<b>PHY 3 Cares for self independently</b> There is an important cultural consideration note in the CT ELDS not included in the PAF.						

**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.**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Physical Health Status	Children’s physical health status impacts learning and development in all areas. Children who possess good overall health (including oral, visual and auditory) with any appropriate supports (such as glasses, hearing aids, or alternative communication systems) have a solid foundation to help them grow and learn. Maintaining good overall health status involves regular screenings, a lack of illness or preventable diseases, age appropriate amounts of sleep and rest and healthy growth patterns (e.g., height and weight).						
PAF Performance Standards	Physical Health Status is not addressed in the PAF.						
Physical Activity	PH.6.11 Interact with caregivers in daily physical activities that involve varying positions and promote development of movement skills	PH.12.10 Interact with caregivers in daily physical activities that involve exploration and movement	PH.18.10 Interact with caregivers in a variety of physical activity experiences	PH.24.11 Engage in physical activity in both indoor and outdoor environments that require use of large muscles	PH.36.11 Demonstrate increasing strength and endurance sufficient to actively engage in a total of 60 minutes of physical activity spread over the course of a day	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	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
PAF Performance Standards	Physical Activity is not addressed in the PAF.						
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				PH.36.12 Discuss healthy practices including hygiene, nutrition and sleep	PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep	PH.60.10 Identify healthy practices including hygiene, nutrition and sleep
PAF Performance Standards	Healthy Behaviors are not addressed in the PAF.						

The language, communication, and literacy learning progressions included here are intended to represent common development of language skills in a child’s primary language or modes of communication. Children who are learning multiple languages or children who are learning to communicate in modes of communication different from that of their primary caregiver may demonstrate individual variation in their progress toward these language and literacy goals. Those supporting children who are learning multiple languages may also want to refer to the supplemental Dual Language Learner Framework to be used in conjunction with considering a child’s progress in their primary language or mode of communication through the use of this domain.

Early Language, Communication, and Literacy						Language and Literacy	
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
<b>Learning Progression</b>	<i>Indicators: This is evident, for example, when children:</i>	<i>Indicators: This is evident, for example, when children:</i>	<i>Indicators: This is evident, for example, when children:</i>	<i>Indicators: This is evident, for example, when children:</i>	<i>Indicators: This is evident, for example, when children:</i>	<i>Indicators: This is evident, for example, when children:</i>	<i>Indicators: This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to understand language (receptive language).</b>							
Word Comprehension	L.6.1 Respond to facial expressions or voices by changing own facial expression, crying or altering movements	L.12.1 Understand that words, gestures and/or signs represent objects, people or experiences	L.18.1 Understand that words, gestures or signs stand for people, objects, or experiences that are not present	L.24.1 Demonstrate in a variety of ways understanding of most of what is communicated through gestures, signs or oral language  L.24.2 Point to familiar objects, people and body parts	L.36.1 Demonstrate an understanding of an increased vocabulary, influenced by experiences and relationships	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts	L.60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts  L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects
PAF Performance Standards	<p><b>COG 9 Understands and participates in conversations</b></p> <p>The CT ELDS learning progressions include precursors such as responding and observing in infancy. The CT ELDS learning progression for language comprehension may be especially helpful when working with children with special needs and dual language learners.</p> <p>The PAF early benchmarks for Cog 9 focus on the frequency of conversations, where the CT ELDS look deeper into the quality of language throughout the aligned learning progressions.</p>						

Strand A: Early learning experiences will support children to understand language (receptive language). (continued)							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Language Comprehension	L.6.2 Orient to the direction of sound or visual cues L.6.3 React when hearing own name or to positive facial expression	L.12.2 Can carry out simple requests (e.g., "wave bye-bye")	L.18.2 Remember language heard repeatedly in stories, poems and interactive language experiences	L.24.3 Respond to questions and follow simple directions	L.36.2 Follow two-step directions	L.48.2 Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.")	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.")
PAF Performance Standards	<p><b>COG 9 Understands and participates in conversations</b></p> <p>The CT ELDS learning progressions include precursors such as responding and observing in infancy. The CT ELDS learning progression for language comprehension may be especially helpful when working with children with special needs and dual language learners.</p> <p>The PAF early benchmarks for Cog 9 focus on the frequency of conversations, where the CT ELDS look deeper into the quality of language throughout the aligned learning progressions.</p>						

**Strand B: Early learning experiences will support children to use language (expressive language).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Vocabulary	L.6.4 Use a variety of facial expressions and sounds (e.g., cooing, babbling and varied cries) to communicate	L.12.3 Begin to use word approximations (e.g., "ma-ma" or "da-da") or conventional gestures (e.g., waving, signing "more")	L.18.3 Begin to use words or conventional gestures to communicate	L.24.4 Name familiar objects and actions; use commands (e.g., "no"), possessives (e.g., "mine") or reactions (e.g., "ow")	L.36.3 Use nouns and verbs to label experiences, actions or events	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
			L.18.4 Has a 20+ word vocabulary	L.24.5 Use new words frequently to talk about familiar things or activities	L.36.4 Use some personal pronouns when referring to others (e.g., you, he, she)	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)	L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she)
PAF Performance Standards	<b>COG 8 Uses complex sentences and vocabulary to describe ideas and experiences</b>						
	The early benchmarks for Cog 8 focus on the length of utterances/spoken language, where the CT ELDS look deeper into the quality of language throughout the entire progression						
<b>COG 9 Understands and participates in conversations</b>							
The CT ELDS learning progressions include precursors such as responding and observing in infancy.							
The CT ELDS learning progression for vocabulary provides a great deal more detail than is included in the PAF.							
The PAF early benchmarks for Cog 9 focus on the frequency of conversations, where the CT ELDS look deeper into the quality of language throughout the aligned learning progressions.							

**Strand B: Early learning experiences will support children to use language (expressive language) (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Expression of Ideas, Feelings and Needs	L.6.5 "Talk" to self and others using various vocalizations	L.12.4 Communicate wants and needs through a combination of crying, babbling and occasional word approximations, and/or gestures	L.18.5 Respond to questions with sounds, sometimes including words and oftentimes gestures	L.24.6 Use words to request objects, have needs met or gain attention	L.36.6 Use inflection in phrases or sentences to ask a question  L.36.7 Comment on a variety of experiences, interactions or observations	L.48.6 Communicate about current or removed events and/or objects  L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	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")
PAF Performance Standards	<p><b>COG 7 Demonstrates spatial awareness</b> The indicators from 36 months to five years on the CT ELDS expressive language strand are most directly aligned to COG 7. The example for 60 months is explicit and the earlier examples can be inferred.</p>						
	<p><b>COG 8 Uses complex sentences and vocabulary to describe ideas and experiences</b> The early benchmarks for Cog 8 focus on the length of utterances/spoken language, where the CT ELDS look deeper into the quality of language throughout the entire progression</p>						
	<p><b>COG 9 Understands and participates in conversations</b> The CT ELDS learning progressions include precursors such as responding and observing in infancy. The CT ELDS learning progression for vocabulary provides a great deal more detail than is included in the PAF.</p>						

**Strand B: Early learning experiences will support children to use language (expressive language) (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Language Structure			L.18.6 Increasingly use gestures and sounds in coordination to communicate	L.24.7 Combine words and speak in short, two-word phrases such as “Me up!”	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.48.8 Use basic grammar rules including irregular past tense and questions  Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals  Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community
					L.36.9 Use speech that is mostly intelligible to familiar adults	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts
PAF Performance Standards	<b>COG 8 Uses complex sentences and vocabulary to describe ideas and experiences</b> The early benchmarks for Cog 8 focus on the length of utterances/spoken language, where the CT ELDS look deeper into the quality of language throughout the entire progression						
	<b>COG 9 Understands and participates in conversations</b> The CT ELDS learning progression for language structure supports the notion of intelligible speech and therefore relates to the child’s ability to participate in conversations. The CT ELDS learning progressions include precursors such as responding and observing in infancy. The CT ELDS learning progression for language structure supports the notion of intelligible speech and therefore relates to the child’s ability to participate in conversations.						

**Strand C: Early learning experiences will support children to use language for social interaction.**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Conventions of Conversation	L.6.6 Show interest in back and forth pretend games	L.12.5 Begin to understand that a conversation is about taking turns	L.18.7 Pay attention to a speaker by pausing physical activity, shifting gaze or looking toward speaker  L.18.8 Repeat or try another mode of communicating desire if initial attempts are unsuccessful	L.24.8 Take turns in conversations by initiating and sustaining a simple conversation over two turns	L.36.10 Have conversations with adults and peers that include four or more exchanges	L.48.10 Maintain a topic of conversation over the course of several turns	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or by asking questions
PAF Performance Standards	<p><b>COG 9 Understands and participates in conversations</b></p> <p>The CT ELDS learning progressions include precursors such as responding and observing in infancy.</p> <p>The CT ELDS learning progression conventions of conversation provides a great deal more detail than is included in the PAF.</p> <p>The PAF early benchmarks for Cog 9 focus on the frequency of conversations, where the CT ELDS look deeper into the quality of language throughout the aligned learning progressions.</p>						

**Strand C: Early learning experiences will support children to use language for social interaction (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Language for Interaction	L.6.7 Coo, gurgle, smile in response to stimulation and to initiate social contact	L.12.6 Enjoy opportunities to “converse” with adults in a more sustained fashion, including playing simple imitation games	L.18.9 Use gestures and/or sounds to interact (e.g., waves, shakes head no, reaches to be lifted up)	L.24.9 Answer a basic question with a word	L.36.11 Converse with adults and peers about common experiences or events	L.48.11 Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information
	L.6.8 Express pleasure as adults imitate the faces and sounds they make	L.12.7 Intentionally use gestures and/or vocalizations to regulate the behavior of others and engage in social interaction		L.24.10 Use language to express wants, needs, likes and dislikes to others			
PAF Performance Standards	<p><b>COG 8 Uses complex sentences and vocabulary to describe ideas and experiences</b>                      The early benchmarks for Cog 8 focus on the length of utterances/spoken language, where the CT ELDS look deeper into the quality of language throughout the entire progression</p> <p><b>COG 9 Understands and participates in conversations</b> The CT ELDS learning progression for language structure supports the notion of intelligible speech and therefore relates to the child’s ability to participate in conversations.                      The CT ELDS learning progressions include precursors such as responding and observing in infancy.                      The CT ELDS learning progression for language for interaction provides a great deal more detail than is included in the PAF.                      The PAF early benchmarks for Cog 9 focus on the frequency of conversations, where the CT ELDS look deeper into the quality of language throughout the aligned learning progressions.</p>						

**Strand D: Early learning experiences will support children to gain book appreciation and knowledge.**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Interest and Engagement with Books	L.6.9 Respond to music, stories and pictures shared with an adult	L.12.8 Engage with adults, showing shared attention to a book	L.18.10 Point to preferred pictures in books or texts	L.24.11 Point to named pictures; may name or comment on familiar pictures L.24.12 Chime- in on nursery rhymes or repeat words or phrases from familiar stories	L.36.12 Sustain attention for short periods of time while being told a story or reading a favorite picture book L.36.13 Recite familiar phrases of songs, books and rhymes; may chime in with rhyme in familiar text or song	L.48.12 Select fiction and non-fiction books to be read and attend with interest	L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction
PAF Performance Standards	<b>COG 10 Shows understanding of stories</b> The learning progressions in the CT ELDS include more detail about the how children exhibit comprehension of stories or information. Although the CT ELDS include the use of <i>who, what, where</i> and <i>why</i> questions at a younger age than mentioned in the PAF, the context and content of these questions will change over time, reflecting increasing levels of higher order thinking and a better grasp of the entire sequence of events in a story.						
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?”)	L.36.14 Enjoy telling and retelling stories and information	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text  L.48.14 Ask and answer simple who, what, where and why questions related to story or text  L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	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  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)  L.60.14 Use connections between self and character, experience and emotions to increase comprehension
PAF Performance Standards	<b>COG 10 Shows understanding of stories</b> The learning progressions in the CT ELDS include more detail about the how children exhibit comprehension of stories or information. Although the CT ELDS include the use of <i>who, what, where</i> and <i>why</i> questions at a younger age than mentioned in the PAF, the context and content of these questions will change over time, reflecting increasing levels of higher order thinking and a better grasp of the entire sequence of events in a story.						

Strand E: Early learning experiences will support children to gain knowledge of print and its uses.							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Book Concepts				L.24.14 Hold book upright	L.36.15 Turn pages of a book	L.48.16 Look at pages of a book from left to right (or according to conventions of home language)	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)
						L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels)	L.60.16 Know that books have titles, authors, illustrators or photographers
							L.60.17 Recognize words as a unit of print and that letters are grouped to form words
PAF Performance Standards	<b>COG 11 Displays knowledge of books and print</b> The CT ELDS include more detailed information about book and print concepts. The indicator addressing how print is read (L.60.15) appears in the 4 to 5 age range while in the PAF these skills appears in the 4 <sup>th</sup> benchmark.						
	<b>COG 13 Identifies printed words</b> The CT ELDS indicators 36.16 and 48.17 are aligned with Benchmarks 1 and 2 on COG 13.						
Print Concepts					L.36.16 Recognize some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	L.60.18 Identify some familiar printed words out of context
							L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text
PAF Performance Standards	<b>COG 11 Displays knowledge of books and print</b> The CT ELDS include more detailed information about book and print concepts.						
	<b>COG 13 Identifies printed words</b> The CT ELDS combine COG 13 benchmarks 3 and 4 in the indicator L.60.18.						

Strand E: Early learning experiences will support children to gain knowledge of print and its uses (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Letter Recognition						L.48.19 Recognize some letters especially those in one's own name	L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words
							L.60.21 Make some letter-sound connections
PAF Performance Standards	<b>COG 14 Uses writing to convey meaning</b>						
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")	L.48.20 Recognize rhyming words in songs, chants or poems	L.60.22 Produce rhyming words or words that have same initial sound
						L.48.21 Identify when initial sounds in words are the same	L.60.23 Recognize which words in a set of words begin with the same sound
						L.48.212 Distinguish individual words in a sentence	L.60.24 Distinguish syllables in words
PAF Performance Standards	<b>COG 12 Recognizes similar sounds in speech</b> Overall there is consistency between the PAF and the CT ELDS; however, the CT ELDS include the additional skills in Phonological Awareness of distinguishing individual words and then distinguishing syllables within words.						

**Strand G: Early learning experiences will support children to convey meaning through drawing, letters and words.**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Drawing and Writing			L.18.11 Use writing tools to make scribbles	L.24.15 Use writing tools to make scribbles	L.36.18 Draw simple shapes to represent ideas and write message using controlled linear scribble	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)	L.60.25 Draw original stories with a beginning, middle and end
						L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word
PAF Performance Standards	<p><b>COG 14 Uses writing to convey meaning</b></p> <p>The important milestone of scribbling is addressed in Benchmark 1 of COG 14; however, this skill typically appears earlier than the age ranges addressed in the PAF and therefore, appears in both L.18.11 and L.24.15.</p> <p>The CT ELDS include drawing which is not included in COG 14.</p> <p>The CT ELDS include more specific detail including drawing a story, the use of developmental spelling and the use of a “controlled linear scribble”.</p> <p>The CT ELDS do not address the use of conventional words as in PAF Benchmark 4.</p>						

## Creative Arts

	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators</b> <i>This is evident, for example, when children:</i>						

### 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.	CA.12.1 Show interest in singing, moving and dancing, using their body	CA.18.1 Use instruments to explore rhythm and melody	CA.24.1 React to changes in music by joining in with more extended segments of familiar music using voice, physical gestures and/or instruments	CA.36.1 Show response to qualities of different music with variations in physical movement (e.g., children walk, bounce, slide, rock, sway in response to qualities of rhythm)	CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/different qualities of music	CA.60.1 Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song)
		CA.12.2 Move body (e.g., nod head, bounce, wiggle, rock) in response to qualities of music whether melody, volume, or rhythm is same or different (fast/slow; low/high; calm/jazzy)	CA.18.2 Respond to music by joining in on one or two words in a song or moving physically upon hearing a familiar melody or rhythm (e.g., hand gestures)	CA.24.2 Initiate words to songs and song gestures (e.g., naming animals in a song or patting, nodding)	CA.36.2 Respond with voice, body and/or instruments to longer segments/or patterns of music	CA.48.2 Imitate or spontaneously sing an entire verse of song	CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)
		CA.12.3 Use musical sounds to aid in communication prior to the advent of language (e.g., babbles in a sing-song manner)	CA.18.3 Imitate parts of songs with words and/or gestures	CA.24.3 Repeat words to songs, song gestures and/or sounds (pitches)	CA.36.3 Repeat parts of simple songs	CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance)	CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft)
CA.48.4 Spontaneously sing songs and/or participate in songs with gestures	CA.60.4 Create music using their voices and/or a variety of instruments and materials						

PAF Performance Standards	<p><b>CRE 4 Sings and responds to music</b></p> <p>The CT ELDS address many more details about young children’s engagement and enjoyment of music and dance including using musical instruments, creating own, rhythms and songs, demonstrating dance concepts.</p>						
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**Strand A: Early learning experiences will support children to engage in and enjoy the arts (continued).**

	0-6 months	6-12 months	12- 18 Months	18-24 Months	24 to 36 Months	3 to 4 years	4 to 5 years
Visual Arts	CA.6.2 React to stimulation in the environment. This can include drawing, sculptures or painting. Response may be slight such as a glance or stopping an activity	CA.12.4 Respond and explore through sensory experiences such as water play, texture-books or toys and jumbo crayons	CA.18.4 Experiment with a variety of media, including painting with a paint brush, finger painting, scribbling, gluing and taping, age appropriate art software	CA.24.4 Use a wide variety of art materials and media (e.g., clay, dough, wet sand) for purposeful sensory exploration  CA.24.5 Experiment with strokes and lines using brushes, crayons, markers, etc.	CA.36.4 Create art in a variety of media with some control and own purpose	CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts
PAF Performance Standards	<b>CRE 1 Builds and constructs to represent own ideas</b> The CT ELDS learning progression of Visual Arts includes more detail than the PAF and introduces the guidance for use of a variety of materials beginning at 12 months.						
	<b>CRE 2 Draws and paints to represent own ideas</b> The CT ELDS address all visual arts, including sculpting, collage, etc., while the PAF specifically addresses drawing and painting Benchmark 4 in the PAF, which include more elaborate drawing and painting, is not reflected in the ELDS because of the age ranges represented.						
Drama				CA.24.6 Imitate simple aspects of a role using realistic props and sounds	CA.36.5 Engage in simple pretend play activities	CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play	CA.60.6 Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time)  CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play
PAF Performance Standards	<b>CRE 3 Represents experiences and fantasies in pretend play</b> The PAF addresses the developmental progression of play and sustaining play. The CT ELDS addresses the various components of pretend play (interactions with peers, symbolic representation, and self-expression) across various domains. The CT ELDS address the increasing complexity of pretend play, the use of props, and roles in pretend play.						

**Strand A: Early learning experiences will support children to engage in and enjoy the arts (continued).**

	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Dance		CA.12.5 Respond to music with full body movements	CA.18.5 Show increasing body awareness through gross motor movement (e.g., walking, bouncing, swaying, rocking, climbing) and bilateral movement (patting), show directional awareness in movements, and use non-locomotor movements (simple finger plays)	CA.24.7 Demonstrate developing ability to balance, awareness of body (e.g., name body parts, move distinct body parts)  CA.24.8 Move creatively while listening to music (e.g., stamp feet, wave arms, sway).	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.)	CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet)	CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees – sway arms, wiggle fingers, stretch, fall to ground)

PAF Performance Standards **CRE 4 Sings and responds to music**  
The CT ELDS address many more details about young children’s engagement and enjoyment of music and dance including using musical instruments, creating own, rhythms and songs, demonstrating dance concepts.

**Strand B: Early learning experiences will support children to explore and respond to creative works.**

Appreciation of the Arts					CA.36.7 Describe or ask questions about a work of art	CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2- and	CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is
					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)	CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences	

PAF Performance Standards  
Appreciation of the Arts is not addressed in the PAF.

Early Mathematical Discovery						Mathematics	
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to understand counting and cardinality.</b>							
Number Names			M.18.1 Say or sign a few number names, but may not necessarily recite them in the correct order	M.24.1 Say or sign a few number names, with beginning evidence of correct sequence (e.g., starts with "one")	M.36.1 Say or sign number sequence up to at least five. Use other number names but not necessarily in the correct order	M.48.1 Say or sign the number sequence up to at least 10	M.60.1 Say or sign the number sequence up to at least 20
PAF Performance Standards	<b>COG 6 Relates number to quantity</b> The CT ELDS include separate strands for number names and cardinality, specifying a count sequence to 20 (rote counting) and counting up to 10 objects at 5 years.						
Cardinality			M.18.2 Demonstrate one-to-one or one-to-many correspondence (e.g., may fill each compartment in a egg carton with one or several objects)	M.24.2 Put objects in one-to-one correspondence (e.g., puts one item in each compartment)	M.36.2 Count two to three objects using one-to-one correspondence	M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set
						M.48.3 Count out a set of objects up to four	M.60.3 Count out a set of objects up to five
PAF Performance Standards	<b>COG 6 Relates number to quantity</b> The CT ELDS include separate strands for number names and cardinality, specifying a count sequence to 20 (rote counting) and counting up to 10 objects at 5 years.						

Strand A: Early learning experiences will support children to understand counting and cardinality (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Written Numerals						M.48.4 Recognize written numerals up to at least five	M.60.4 Recognize written numerals up to at least 10
PAF Performance Standards	Written numerals are not addressed in the CT ELDS.						
Recognition of Quantity				M.24.3 Name groups of one to two objects	M.36.3 Name and match a small collection of up to three objects	M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items
PAF Performance Standards	Recognition of Quantity is not addressed in the PAF.						
Comparison				M.24.4 Compare collections that are quite different in size	M.36.4 Compare collections of 1 to 4 similar items verbally or nonverbally	M.48.6 Compare sets of 1 to 5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	M.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
PAF Performance Standards	<b>COG 6 Relates number to quantity</b>						

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")	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	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 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)
PAF Performance Standards	<b>COG 6 Relates number to quantity</b>						
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).							
See Attributes, Sorting and Patterns learning progression in Cognition							
Measurement				M.24.5 Use some vocabulary related to size and quantity (e.g., say something is "big" or request "more")	M.36.6 Have an increasing vocabulary related to number, size and quantity (e.g., use words such as "tall," "long")	M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	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) 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
PAF Performance Standards	<b>COG 5 Compares and orders objects and events</b>						

Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Data						M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	M. 60.11 Represent data using a concrete object or picture graph according to one attribute
PAF Performance Standards	<b>COG 5 Compares and orders objects and events</b>						
Sorting and Classifying			M.18.3 Match objects that are the same	M.24.6 Sort objects using inconsistent strategies (e.g., favorite items, colors)	M.36.7 Sort on the basis of one attribute with adult support	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	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
PAF Performance Standards	<b>COG 3 Sorts objects</b>						
	<b>COG 5 Compares and orders objects and events</b>						
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	M.24.7 Show beginning understanding of positional vocabulary (e.g., up/down, in/out, on/off, under)	M.36.8 Find objects or locations based upon landmarks and position words (e.g., "Your blanket is on the couch.")	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	M.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
PAF Performance Standards	<b>COG 7 Demonstrates spatial awareness</b> The learning progression of spatial relationships is closely correlated to COG 7, but the CT ELDS provide a more detailed breakdown of the development of this skill.						

Strand D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).							
	0-6 months	6-12 months	12-18 months	18-24 months	24-36 months	3 to 4 years	4 to 5 years
Identification of Shapes				M.24.8 Match familiar shapes (e.g., circle, square and typical triangle) with same size and orientation	M.36.9 Match familiar shapes with different size and orientation	M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	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
PAF Performance Standards	Identification of Shapes is not addressed in the PAF						
Composition of Shapes						M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose
PAF Performance Standards	Composition of Shapes is not addressed in the PAF						

Early Scientific Inquiry						Science	
	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>	<b>Indicators:</b> <i>This is evident, for example, when children:</i>
<b>Strand A: Early learning experiences will support children to apply scientific practices.</b>							
Questioning and Defining Problems	See Curiosity and Initiative learning progression in Cognition			S.24.1 Observe and make comments on things observed through the senses	S.36.1 Ask simple questions related to things observed through the senses (“what” and “why”)	S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)
PAF Performance Standards	<b>COG 1 Engages in scientific inquiry</b> The general progression of skills over time is consistent between the CT ELDS and the PAF. Prediction, which is included in the 4 <sup>th</sup> benchmark of COG 1, is not addressed in the Science domain of the CT ELDS. In general, the CT ELDS has more specific content in regard to science.						
Investigating	See Cause and Affect learning progression in Cognition				S.36.2 Manipulate materials and comment on the impact of own actions	S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships S.60.3 Gather data by drawing, counting or otherwise documenting observations
PAF Performance Standards	<b>COG 1 Engages in scientific inquiry</b> The general progression of skills over time is consistent between the CT ELDS and the PAF. Prediction, which is included in the 4 <sup>th</sup> benchmark of COG 1, is not addressed in the Science domain of the CT ELDS. In general, the CT ELDS has more specific content in regard to science.						
Using Evidence	See Personal Preferences learning progression in Social and Emotional Development				S.36.3 Provide personal reasons or evidence for decisions or opinions (e.g., “I made this picture green because my mom likes green.”)	S.48.3 Cite examples to support their ideas (e.g., “I think the plant will die because when I forgot to water my plant it died.”)	S.60.4 Give evidence from observations or investigations S.60.5 Begin to distinguish evidence from opinion
PAF Performance Standards	<b>COG 1 Engages in scientific inquiry</b> The general progression of skills over time is consistent between the CT ELDS and the PAF. Prediction, which is included in the 4 <sup>th</sup> benchmark of COG 1, is not addressed in the Science domain of the CT ELDS. In general, the CT ELDS has more specific content in regard to science.						

Strand B: Early learning experiences will support children to engage in the process of engineering.							
	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Design Cycle					S.36.4 Gather information to help determine if something has been designed by humans	S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem	S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements
PAF Performance Standards	<p><b>COG 1 Engages in scientific inquiry</b></p> <p>The general progression of skills over time is consistent between the CT ELDS and the PAF. Prediction, which is included in the 4<sup>th</sup> benchmark of COG 1, is not addressed in the Science domain of the CT ELDS.</p> <p>In general, the CT ELDS has more specific content in regard to science.</p>						
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	S.36.5 Observe features of plants and animals and explore function of features	S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups	S.60.7 Group and classify living things based upon features, providing evidence to support groupings
						S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)
PAF Performance Standards	This learning progression is related to COG 1 but the specific content is not addressed in the PAF.						

Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things (continued).							
	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Living Things and Their Interactions with the Environment and Each Other				S.24.3 Observe living things	S.36.6 Observe how a variety of living things obtain food as a source of energy for surviving	S.48.7 Explore how animals depend upon the environment for food, water and shelter	S.60.9 Provide examples of how animals depend on plants and other animals for food
PAF Performance Standards	This learning progression is related to COG 1 but the specific content is not addressed in the PAF.						
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	S.36.7 Observe different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact (collide)	S.48.8 Investigate how objects' speed and direction can be varied	S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move
							S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction
PAF Performance Standards	This learning progression is related to COG 1 but the specific content is not addressed in the PAF.						
Matter and its Properties				S.24.5 Observe simple attributes of materials (e.g., hard, soft)	S.36.8 Observe and describe attributes of materials that are related to their function (e.g., flexibility, transparency, strength)	S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength)	S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties
							S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)
PAF Performance Standards	This learning progression is related to COG 1 but the specific content is not addressed in the PAF.						

Strand E: Early learning experiences will support children to understand features of earth.							
	0-6 months	6-12 months	12-18 months	18-24 months	24 to 36 months	3 to 4 years	4 to 5 years
Earth's Features and the Effects of Weather and Water				S.24.6 Observe natural features of the earth (e.g., land, rain)	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)	S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.)	S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)
						S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles)	
PAF Performance Standards	This learning progression is related to COG 1 but the specific content is not addressed in the PAF.						
Earth and Human Activity				S.24.7 Talk about different foods humans eat	S.24.10 Give examples of natural resources that humans use to survive (e.g., food, water)	S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples)	S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion.)
PAF Performance Standards	This learning progression is related to COG 1 but the specific content is not addressed in the PAF.						

## Social Studies

Note: Precursors to the skills reflected in social studies can be found in the domain of Social and Emotional and Cognition.

	3 to 4 years	4 to 5 years
Learning Progression	<b>Indicators</b> <i>This is evident, for example, when children:</i>	<b>Indicators</b> <i>This is evident, for example, when children:</i>
<b>Strand A: Early Learning experiences will support children to understand self, family and a diverse community.</b>		
Individual Development and Identity	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.) SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families
PAF Performance Standards	<b>P &amp; S 9 Recognizes similarities and appreciates differences</b> The CT ELDS learning progression of Personal Preferences provides a level of details and specificity not currently captured in the PAF.	
Culture	SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)
PAF Performance Standards	<b>P &amp; S 9 Recognizes similarities and appreciates differences</b> The CT ELDS learning progression of Personal Preferences provides a level of details and specificity not currently captured in the PAF.	
<b>Strand B: Early Learning experiences will support children to learn about people and the environment.</b>		
Power, Authority and Governance	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom
PAF Performance Standards	Power, Authority and Governance are not specifically addressed in the PAF.	
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	SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling
	SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home	SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)
PAF Performance Standards	People, Places and Environments are not specifically addressed in the PAF.	
Civic Ideals and Practices	SS.48.7 Participate in jobs and responsibilities at home, classroom or community	SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)
PAF Performance Standards	Civic Ideals and Practices are not specifically addressed in the PAF.	

<b>Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.</b>		
	3 to 4 years	4 to 5 years
Individuals, Groups and Institutions	SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers
PAF Performance Standards	Individuals, Groups and Institutions are not specifically addressed in the PAF.	
Production, Distribution and Consumption	SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	SS.60.8 Demonstrate understanding of 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
PAF Performance Standards	Production, Distribution and Consumption are not specifically addressed in the PAF.	
Science, Technology and Society	SS.48.10 Understand the use of tools, including technology, for a variety of purposes	SS.60.9 Begin to be aware of technology and how it affects life
PAF Performance Standards	Science, Technology and Society are not specifically addressed in the PAF.	
<b>Strand D: Early Learning experiences will support children to understand change over time.</b>		
Time, Continuity and Change	SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)	SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community
	SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history
PAF Performance Standards	COG 5 Compares and orders objects and events	

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