

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
	Connecticut Early Learning & Development Standards (2025)			Every Child Ready Standards					
	Cognition								
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand A: Early learning experiences will support children to develop effective approaches to learning.	A1. Curiosity and Initiative	Older Toddlers by about 3 yrs	Explores a variety of materials with repetition	ATL 3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	LL-LC 2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.
		Young Preschoolers by about 4 yrs.	Seeks new knowledge and skills; asks questions and seeks new challenges and experiences	ATL 3.AA Explores a variety of available objects and materials to discover what they do and how they work.	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	SC-SP 2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P 1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	
		Older Preschoolers by about 5 yrs.	SE D3: Builds confidence to take some risks in trying new behaviors/skills	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	IS 6.E Seeks out opportunities to complete age-appropriate tasks independently.	IS 3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	ATL 3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	
			Shows motivation to seek information and overcome challenges	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-P 1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	ATL 3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	
	A2. Engagement with Environment, People, and Objects	Older Toddlers by about 3 yrs	Maintains interest in activities they selected; may seek others to join in or ask questions	ATL 6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL 3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	IS 6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	
		Young Preschoolers by about 4 yrs.	Maintains interest in exploring specific topics/activities over time	ATL 8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL 6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	ATL 6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL 6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL 8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	
		Older Preschoolers by about 5 yrs.	Engages in sustained exploration in topics of interest, using multiple methods for gathering information with adult support	ATL 6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL 6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL 9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SC-SP 1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.	ATL 8.C With adult support, creates a goal for an activity and follows a simple plan.
	A3. Cooperation with Peers in Learning Experiences	Older Toddlers by about 3 yrs	SE E2: Seeks out children and will interact using common materials and imitating actions	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	SE 5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.	IS 5.A Engages with peers with teacher modeling and participates in organized group activities.	IS 6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.		
		Young Preschoolers by about 4 yrs.	Engages in a shared activity, (e.g., block building, making a mural) with peers	ATL 2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	IS 5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL 2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL 2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).		
			Helps and cooperates in group activities	ATL 2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	IS 5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS 5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).			
		Older Preschoolers by about 5 yrs.	Plans and practices turn-taking, listening, and sharing with others in group learning activities	ATL 2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	IS 5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	LL-LC 4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	ATL 7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL 2.E Establishes rules with peers during play or structured activities (cooperative play).	ATL 7.E Regulates impulses to complete tasks and engages in goal-directed behavior.
			LL C1: Engages in extended conversation/discussion during play	IS 5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	IS 2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.	IS 7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.	LL-LC 4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC 4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	
		Older Toddlers by about 3 yrs	Varies actions to observe different results (e.g., hit lever harder to see if result changes)	SC-SP 1.B Observes and describes cause and effect.	SC-P 4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.			
	B1. Cause and Effect	Young Preschoolers by about 4 yrs.	Manipulate materials and communicate about the impact of own actions	SC-P 4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-SP 2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP 1.B Observes and describes cause and effect.	ATL 4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	SC-P 1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	ATL 4.D Assesses or reflects upon activity or task outcome or product.

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Strand B: Early learning experiences will support children to use logic and reasoning.	B2. Attributes, Sorting, and Patterns	Older Preschoolers by about 5 yrs.	Experiments with multiple uses of same materials, observing and reflecting on differing results	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	SC-SP.1.B Observes and describes cause and effect.	
		Older Toddlers by about 3 yrs	Identifies similarities and differences in objects, people, events, or sounds focusing on one feature at a time (e.g., same color, different shapes)	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as colors, textures, flexibility, hardness, softness, and so on.	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	SC-SP.1.AA Uses senses to observe the environment.
				M-C.3: Sorts a small number of items based on one feature or characteristic (e.g., puts toy animals in one bin and cars in another, helps sort laundry, sorts blue and yellow blocks)	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).			
		Young Preschoolers by about 4 yrs.	Considers multiple features of objects when grouping, sharing, or making decisions	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.		
		Older Preschoolers by about 5 yrs.	Compares characteristics of objects, people, events (e.g., taller, louder, more, less)	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.2.C Compares and contrasts the different seasons.	M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.	M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
				ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	ATL.8.E Plans simple steps for future activity goal.	ATL.8.D Creates and follows through with simple plans independently.
			Uses familiar patterns or routines to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.	
				Seeks understanding by comparing and questioning information from different sources (e.g., when the teacher shares information with class, says, "But my dad says...")					
	B3. Problem Solving	Older Toddlers by about 3 yrs	Uses objects in new and unexpected ways to solve problems through trial and error	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	SC-SP.1.B Observes and describes cause and effect.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.		
			Solves problems that involve adjusting and fitting items together (spatial awareness)	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.		
		Young Preschoolers by about 4 yrs.	Thinks of and tries a different strategy when their first attempt at solving a problem doesn't work	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.	
				ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	
		Older Toddlers	Uses a similar object to represent another object in play (e.g., pretends a stick is a spoon)	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).					

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B4. Symbolic Representation		by about 3 yrs	CA A3: Acts out common roles in play (e.g., mom or dad with baby)	ATL 1.D Carries out familiar roles during individual or collaborative role-play.	C-ARTS 2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.				
		Young Preschoolers by about 4 yrs.	Uses or makes a prop to represent another object (e.g., uses blocks to make a cash register)	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	C-ARTS 2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.				
			CA A3: Acts out short scenes in familiar roles (e.g., teacher, doctor, firefighter)	ATL 1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL 1.D Carries out familiar roles during individual or collaborative role-play.				
			Represents people, places, or things through simple drawings, movement, and three-dimensional construction	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	C-ARTS 2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.				
		Older Preschoolers by about 5 yrs.	Occasionally uses objects that are not similar to represent other objects in play or performs an action with an imaginary object (e.g., use stirring action without anything in hand)	ATL 1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	C-ARTS 2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	C-ARTS 2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	ATL 1.D Carries out familiar roles during individual or collaborative role-play.		
			Engages in longer pretend play scenarios and recognizes the difference between pretend play and reality	C-ARTS 2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	C-ARTS 2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL 1.E Coordinates roles and carries out more complex stories during role-play.			
			Represents people, places, or things through drawings, movement, and/or three-dimensional constructions that are increasingly abstract (e.g., draws a map of their room using simple shapes to represent objects)	LL-WR 2.B Draws and/or writes to represent and describe an object, event, or observation.	C-ARTS 3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	SOC 4.D Creates representations or maps of familiar places, such as classroom, community, or region.			
		Older Toddlers by about 3 yrs	Makes choices based on preferences	ATL 8.AA Self-selects toy, activity, or Center to engage in when provided with choices.	SOC 2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	ATL 9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	IS 6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.		
		Young Preschoolers by about 4 yrs.	With adult assistance, chooses activities and plans what to do	ATL 8.B Uses adult-created organization tools to complete steps of a simple task or project.	ATL 8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	IS 6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.	IS 6.A With explicit adult instruction and modeling, completes a task alongside teacher support.	ATL 8.E Plans simple steps for future activity goal.	
C1. Choosing and planning	C2. Task Persistence	Older Preschoolers by about 5 yrs.	Creates a plan for play or task that has goals and choices, then reflects on what they actually did	ATL 8.C With adult support, creates a goal for an activity and follows a simple plan.	ATL 8.D Creates and follows through with simple plans independently.	ATL 8.E Plans simple steps for future activity goal.	ATL 3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL 6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).
		Older Toddlers by about 3 yrs	Completes self selected, short-term activities many times to gain mastery	ATL 3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL 3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL 4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.		
		Young Preschoolers by about 4 yrs.	Continues working through moderately difficult activities, despite some frustration	ATL 3.C Asks questions and seeks clarity after attempting a challenging task.	ATL 3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.				
	Older Preschoolers by about 5 yrs.	Complete longer term and more complex tasks with a focus on the goal, despite frustration	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	C-ARTS 2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	ATL 3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	ATL 7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	IS 6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.		
		Older Toddlers by about 3 yrs	Realizes when something is not working, and with adult help, can try another approach	ATL 5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	IS 7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.			
			Tries new ideas or materials; combines materials in new ways	C-ARTS 3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	ATL 3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL 3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.			

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Strand C: Early learning experiences will support children to strengthen executive function.	C3. Cognitive Flexibility	Young Preschoolers by about 4 yrs.	With adult help, adapts to a changing situation, adjusting plans, thinking, and/or behavior	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).		
			Engages in pretend play by taking on different roles and adjusting to simple changes in the scenario	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	
		Older Preschoolers by about 5 yrs.	Exhibits greater independence in adjusting thinking and behavior, based on changing situations. May support peers in adjusting, encouraging them to adapt and engage under new circumstances	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.		
			Expands pretend play by creating new scenarios, adapting to changes in roles and dilemmas, and considers others' ideas	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	
	C4. Working Memory	Older Toddlers by about 3 yrs	Remembers where recently used objects were placed	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.				
			Requests or gets familiar materials and books	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.1.D Looks at books independently or with peers.			
		Young Preschoolers by about 4 yrs.	Follows two- or three-step directions that do not involve familiar routines	ATL.7.B Independently follows two- to three-step verbal adult directions.					
			Gets and uses material(s) for an intended purpose and puts them away when done (e.g., builds with blocks and puts them back on shelf)	ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).	ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	PD.4.D Independently completes self-care and hygiene routines.		
			Remembers and follows through with routines with adult prompts	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).			
		Older Preschoolers by about 5 yrs.	Waits turn and shares personal experience related to a topic of group discussion	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	
			Engages in games that involve remembering (e.g., lotto)	ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).		
			Remembers and follows basic rules, actions, or routines during daily activities or pretend play, sometimes needing adult prompts	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).			
			Holds multiple play ideas in mind, recalling and building on past play events/schemes	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment								
Strand	Connecticut Early Learning & Development Standards (2025)			Every Child Ready Standards				
	Learning Progression	Age Range	Cognition Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
	C5. Regulation of Attention	Older Toddlers by about 3 yrs	Stays focused on high-interest activities despite routine distractions (e.g., noise from other daily activities)	ATL 6.D Refocuses attention to independent or group activity after minor distraction.	ATL 7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL 6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).		
		Young Preschoolers by about 4 yrs.	Stays focused on high-interest activities despite minor social or sensory distractions (e.g., new person entering room or home, phone ringing)	ATL 6.C Attends to independent or group activity after minor distraction.	ATL 6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL 6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).		
			Waits for a turn, stays in character, and follows simple play rules with adult support	ATL 7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL 2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL 1.D Carries out familiar roles during individual or collaborative role-play.		
		Older Preschoolers by about 5 yrs.	Engages in preferred and some non-preferred activities for longer periods of time; remain with some high-interest activities 15 minutes or longer	ATL 6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).	ATL 6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).	ATL 7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL 5.AA Stops preferred activities with one on one assistance or coregulation.	
			Stays engaged in extended play schemes/scenarios and negotiates roles with peers	ATL 6.D Refocuses attention to independent or group activity after minor distraction.	ATL 7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	IS 5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	SOC 3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.	
	C6. Regulation of Impulses	Older Toddlers by about 3 yrs	With adult support, resists impulses in more formal or structured settings for brief periods of time	ATL 7.A Participates in one- to two-step inhibition games and activities.	ATL 7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	IS 2.A Coregulates emotion with one-on-one adult support.		
			Begins to respond to choice and limits provided by an adult	ATL 7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).	IS 7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS 7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	ATL 5.A Transitions between activities that are part of the routine school day with adult reminders.	
		Young Preschoolers by about 4 yrs.	With minimal adult support, waits for short periods of time to get something they want	ATL 7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL 7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	IS 2.B Accepts offers of adult assistance to engage in coregulation.		
			With adult reminders, briefly stops an initial response (e.g., stops imitating inappropriate behaviors of peers, waits turn to respond in group setting)	ATL 7.A Participates in one- to two-step inhibition games and activities.	ATL 7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL 7.E Regulates impulses to complete tasks and engages in goal-directed behavior.		
		Older Preschoolers by about 5 yrs.	Typically resists impulses during daily routine	ATL 7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	IS 6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS 2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.		
			Uses strategies they have learned to help wait for things they want (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity)	ATL 7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	ATL 6.D Refocuses attention to independent or group activity after minor distraction.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Social and Emotional Development				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.	A1. Trusting Relationships	Older Toddlers by about 3 yrs	Approaches caregivers for support and comfort, especially when feeling stress or frustration	IS.2.AA Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.	IS.2.A Co-regulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.		
		Young Preschoolers by about 4 yrs.	Engages in interactions with some less familiar adults	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	ATL.3.C Asks questions and seeks clarity after attempting a challenging task.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	
		Older Preschoolers by about 5 yrs.	Seeks trusted adults or peers for support related to a social, emotional, or behavioral situation; may seek help or approval from less familiar adults in trusted roles (e.g., new teachers)	IS.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.			
	A2. Managing Separation	Older Toddlers by about 3 yrs	With support from a trusted adult, manages most separations without distress and adjusts to new settings	IS.2.A Co-regulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.				
		Young Preschoolers by about 4 yrs.	With a trusted adult, manages most separations from trusted adults without distress; adjusts to new settings when	IS.2.A Co-regulates emotion with one-on-one adult support.	IS.2.B Accepts offers of adult assistance to engage in coregulation.				
		Older Preschoolers by about 5 yrs.	Explores new but predictable settings (e.g., a new playground, classroom, home settings, or store), and adapts to changes in new settings but may need to check in with preferred, trusted adults at times	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.		
Strand B: Early learning experiences will support children to develop self-regulation.	B1. Regulation of Emotions and Behavior	Older Toddlers by about 3 yrs	Uses self-calming techniques with help or prompting from adults	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.2.A Co-regulates emotion with one-on-one adult support	ATL.5.AA Stops preferred activities with one on one assistance or coregulation.			
		Young Preschoolers by about 4 yrs.	Begins to attempt strategies to calm self when dealing with upsetting emotions; seeks help as needed	IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.		
			Manages self through small levels of frustration and disappointment with adult help	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.2.A Co-regulates emotion with one-on-one adult support.	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.		
		Older Preschoolers by about 5 yrs.	With little prompting; seeks help as needed, talking about strategies with peers, family or teachers, attempts learned strategies to calm self across situations when dealing with upsetting emotions	IS.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.	IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.		
			Expresses emotions in a way that aligns with the social norms of the setting (e.g., may cry more loudly at home than in a quiet setting, expressed excitement more loudly when outside)	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.1.E Identifies that they can have different emotions about the same situation.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.			
			With adult support, identifies social norms and safety considerations that guide behavior including personal space	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	PD.6.A With teacher guidance, follows safety procedures.	PD.6.D Understands and describes the importance of safety procedures.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	
	B2. Following Routines	Older Toddlers by about 3 yrs	SS B1: Transitions from one activity to another and follows basic routines and rules with adult support	ATL.7.A Participates in one- to two-step inhibition games and activities.	ATL.7.B Independently follows two- to three-step verbal adult directions.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).	
		Young Preschoolers by about 4 yrs.	Makes transitions and follows a basic schedule with a few reminders	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	M-M.2.A Sequences up to two to four steps in a familiar daily routine.	M-M.2.AA Demonstrates understanding of familiar daily routines.	
		Older Preschoolers by about 5 yrs.	Remembers and follows daily routines with little support and adjusts to minor changes in rules and routines	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	
		Older Toddlers by about 3 yrs	Begins to communicate about feelings more often, sometimes mentioning causes or reactions to feelings (e.g., "I miss my mommy. I sad," "He mad you took his toy." "I sad so Papa hug me.")	IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	SC-SP.1.B Observes and describes cause and effect.		

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Social and Emotional Development				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand C: Early learning experiences will support children to develop, express, recognize, and respond to emotions.	C1. Emotional Expression	Young Preschoolers by about 4 yrs.	Expresses emotions they have during typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) using words and gestures	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.		
		Older Preschoolers by about 5 yrs.	Expresses and describes emotions and feelings clearly to trusted adults and peers, using language and social cues in line with developmentally appropriate expectations for the setting	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	IS.1.E Identifies that they can have different emotions about the same situation.		
			Understands that words, voice tone, and body language are a part of communicating and impact relationships	LL-LC.4.E Modifies conversations based on the context or listener.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.1.E Identifies that they can have different emotions about the same situation.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.		
	C2. Recognizing and Responding to Emotions	Older Toddlers by about 3 yrs	Labels different emotions in pictures and others' expressions	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.			
			Is aware of appropriate responses to the emotions expressed by others (e.g., may comfort someone who is upset or nurture a doll during play)	IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.			
		Young Preschoolers by about 4 yrs.	Recognizes and labels a wide range of emotions in others and shows empathy toward others	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.		
			Makes connections between emotional reaction of others and own emotional experiences	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.	IS.1.E Identifies that they can have different emotions about the same situation.	SC-SP.1.B Observes and describes cause and effect.		
		Older Preschoolers by about 5 yrs.	Shows empathy: Recognizes and acknowledge the feelings, needs and rights of others (e.g., say "thank you," share with others, notice issues of fairness)	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.				
			Begins to understand that different people may have different emotional reactions and is learning to respond with empathy or appropriate behavior based on others' feelings	IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.1.E Identifies that they can have different emotions about the same situation.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.		
	D1. Sense of Self	Older Toddlers by about 3 yrs	SS A1: Identifies self, family members, other familiar adults (e.g., teacher) and some peers by name	IS.3.AA Responds to own name.	SOC.1.AA Identifies and recognizes self and family members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.			
		Young Preschoolers by about 4 yrs.	Refers to self by first and last names and shares some characteristics (e.g., hair color and/or skills)	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.			
		Older Preschoolers by about 5 yrs.	Identifies self as an individual and a part of a group; shares personal characteristics and roles within a group (e.g., "I'm -----'s big sister", "I'm in -----'s class")	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	
		Older Toddlers by about 3 yrs	Feels a sense of ownership; may want to keep special items close by and may not want to share	IS.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.	ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	
		Young Preschoolers by about 4 yrs.	Describes self in terms of some basic preferences (e.g., favorite food, book)	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	PD.5.B Demonstrates understanding of types of foods and preferences.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	
Strand D: Early learning experiences will support children to develop, express, recognize, and respond to their own culture and community.	D2. Personal Preferences	Older Toddlers by about 3 yrs	Feels a sense of ownership; may want to keep special items close by and may not want to share	IS.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.	ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	
		Young Preschoolers by about 4 yrs.	Describes self in terms of some basic preferences (e.g., favorite food, book)	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	PD.5.B Demonstrates understanding of types of foods and preferences.	ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Social and Emotional Development				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand D: Early learning experiences will support children to develop self-awareness, self-concept, and competence.	D3. Self-Concept and Competency	Older Preschoolers by about 5 yrs.	Describes self by referring to preferences, thoughts, feelings, and cultural characteristics; describes attributes of self and others	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	IS.1.D Independently verbally or nonverbally names and describes their own emotions.	IS.1.E Identifies that they can have different emotions about the same situation.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.		
		Older Toddlers by about 3 yrs	Often engages in familiar tasks, tries to do new things on their own, even when it might be somewhat difficult	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	
			Shows pleasure when accomplishing something new and shares with others (e.g., "Look what I made!")	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	
		Young Preschoolers by about 4 yrs.	Shows confidence with a range of activities, routines, and tasks; will start a new, unfamiliar task on their own	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	ATL.8.D Creates and follows through with simple plans independently.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.		
		Older Preschoolers by about 5 yrs.	COG A1: Builds confidence to take some risks in trying new behaviors/skills	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.	ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.	
			Shows pride in own actions/work and makes positive statements about self	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.		IS.3.C Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.	
			Begins to take the social and personal results of their actions into consideration when making decisions	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	
	E1. Interacting with Adults	Older Toddlers by about 3 yrs	Enjoy sharing new experiences with familiar adults	ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.6.A With explicit adult instruction and modeling, completes a task alongside teacher support.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.		
		Young Preschoolers by about 4 yrs.	Communicates with familiar adults and accepts, or requests, support when needed	IS.2.B Accepts offers of adult assistance to engage in coregulation.	IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	IS.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	
		Older Preschoolers by about 5 yrs.	Uses behaviors aligned with setting expectations and routines with most adults; generally following directions, offering help, and responding to limits.	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a	ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity	ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.	IS.6.E Seeks out opportunities to complete age-appropriate tasks independently.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	
	E2. Interacting with Peers	Older Toddlers by about 3 yrs	COG A3: Seeks out children and will interact using common materials and imitating actions	IS.2.A Engages in activities next to peers using shared materials (parallel play).	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	
			Shows a preference for certain peers over time, although their preferences may shift	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.				
		Young Preschoolers by about 4 yrs.	Interacts with one or more children (including small groups), beginning to work together to build or complete a project	ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	
			Interacts with a variety of familiar children	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Social and Emotional Development				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand E: Early learning experiences will support children to develop social relationships .		Older Preschoolers by about 5 yrs.	Cooperates with peers through sharing and taking turns and working together	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).
			Shows a growing interest in peer interactions and friendships by adapting behavior to build and strengthen positive relationships	IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).		
			Seeks help from peers and offers assistance when it is appropriate	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.					
	E3. Conflict Resolution	Older Toddlers by about 3 yrs	Sometimes resolves a conflict with adult support	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.		
			Seeks and accepts adult help to resolve conflicts with peers	IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).		
		Young Preschoolers by about 4 yrs.	LL C2: Begins to use language to problem solve in social situations	IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.	IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).				
			Engages in developing solutions to resolve conflicts with peers; listening, discussing solutions, compromising, and restoring relationships	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.			
			Discusses strategies to resolve conflict; may suggest strategies when peers have a conflict	IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment								
Connecticut Early Learning & Development Standards (2025) Physical Development and Health				Every Child Ready Standards				
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Strand A: Early learning experiences will support children to develop gross motor skills .	A1. Mobility	Older Toddlers by about 3 yrs	Walks and runs on various surfaces and level changes with balance and control of speed	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.			
			Walks up stairs alternating feet with railing held and walks down one step at a time with railing held	PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.			
		Young Preschoolers by about 4 yrs.	Walks with ease and control in all directions, will pick up and carry large objects and step over objects in their path	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.			
			Walks up and down stairs alternating feet on steps with railing held	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.			
		Older Preschoolers by about 5 yrs.	Alternates direction while running and stops without losing balance	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.				
			Navigates through home, school, and play environments with ease, balancing on one foot briefly, going up and down stairs, climbs, etc.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.				
	Older Toddlers by about 3 yrs		Plays catch with playground ball (trapping it with body to catch and throwing it back with two hands)	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.				
			Imitates movements (e.g., during games such as "Simon Says")	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	ATL.6 AA Follows along with and participates in songs, chants, and simple stories.			
			Jumps in place and off bottom step	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.			
			Kicks a ball in forward direction	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment								
Connecticut Early Learning & Development Standards (2025) Physical Development and Health				Every Child Ready Standards				
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
	A2. Large Muscle Movement and Coordination	Young Preschoolers by about 4 yrs.	Combines several gross motor movements in an organized way (e.g., moving through an obstacle course or playing a game with different sequences of movement, creative movement with direction)	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.			
			Hops on one foot	PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.				
			Kicks a ball at a target a short distance with accuracy and speed	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.			
			Throws a small ball both overhand and underhand at a target a short distance away with accuracy	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.			
		Older Preschoolers by about 5 yrs.	Combines more complex motor movements in a coordinated manner (e.g., climbs on playground equipment, gallops, skips, plays hopscotch, pumps a swing)	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.		
			Bends, dances, twists, walks on narrow surface while maintaining balance	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg.			
			Peddles a wheeled toy and steers smoothly	PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.				
			Throws overhand with accuracy for short distances, rotating body and shifting weight on feet	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.			
	B1. Visual Motor Integration	Older Toddlers by about 3 yrs	Uses common items that involve vision and motor movements such as hammering a peg, or twisting a handle to open a latch	PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination.	PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.	
		Young Preschoolers by about 4 yrs.	Uses small objects easily (e.g., puts small pegs in a light board, uses a large needle to sew, uses scissors to cut on curved line, etc.)	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Physical Development and Health				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand B: Early learning experiences will support children to develop fine motor skills .	B2. Small Muscle Movement and Coordination	Older Preschoolers by about 5 yrs.	Coordinates movements to achieve a goal, (e.g., drawing and cutting a shape, stringing beads, buttoning)	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.			
		Older Toddlers by about 3 yrs	Uses writing tools with more control, making or copying simple forms such as lines, curves, open circles, and dots	PD.3.AA Uses crayons or markers with some coordination.	PD.3.A Draws vertical and horizontal lines with a model using a fist grasp.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	LL-WR.4.A Makes any mark on paper.	
			Is able to handle smaller objects using a pincer grasp when needed (e.g., strings large beads, handles smaller puzzle pieces, uses large tongs to pick up items, etc.)	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.	PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.		
			Pounds, rolls, punches and/or pinches playdough	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.				
		Young Preschoolers by about 4 years	Draws simple shapes, pictures and/or letters. (May have immature pencil grasp with three-five fingers on pencil shaft)	PD.3.A Draws vertical and horizontal lines with a model using a fist grasp.	PD.3.B With teacher modeling, draws circles, squares, and crosses.	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.		
			Uses household or toy tools with more precision (e.g., cuts playdough, brushes teeth, uses eating utensils, twists with toy screwdriver)	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.			
			Uses controlled and coordinated movements to copy simple shapes, write some letters, cut out simple shapes, and fasten buttons	PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.D Writes all letters using uppercase or lowercase letters in their name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.
		Older Preschoolers by about 5 yrs.	Uses a mature pencil grasp with three fingers on writing implement	PD.3.D Begins to use a tripod grasp when writing and copies complex designs.	PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.				
Strand C: Early learning experiences will support children to acquire self-help skills .	C1. Feeding Routines and Nutrition	Older Toddlers by about 3 yrs	Feeds self using fingers or utensils with little spilling	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.			
		Young Preschoolers by about 4 yrs.	Pours from a small pitcher and serves self food with little spilling	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.C Completes self-care and hygiene routines with minimal assistance.			
		Older Preschoolers by about 5 yrs.	Uses a butter knife to spread and cut; opens most containers to remove food	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	PD.4.C Completes self-care and hygiene routines with minimal assistance.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate	PD.4.C Completes self-care and hygiene routines with minimal assistance.	
	C2. Safety and Decision Making	Older Toddlers by about 3 yrs	Tells a few basic safety rules; tells an adult when other children aren't following the rules	PD.6.A With teacher guidance, follows safety procedures.	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.				
		Young Preschoolers by about 4 yrs.	Remembers many basic safety rules; usually follows rules and tells adults when other children aren't following the rules	PD.6.B Demonstrates understanding of safety procedures and begins to initiate.	PD.6.C Independently follows safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.	ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.		
		Older Preschoolers by about 5 yrs.	Understands the reason for most basic safety rules at home, in familiar settings, and in the community	PD.6.D Understands and describes the importance of safety procedures.	PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.				
	C3. Dressing and Hygiene	Older Toddlers by about 3 yrs	Tries to complete basic self-care routines (e.g., dressing, undressing, toileting and washing) but may still need help	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.	PD.4.A With teacher guidance, follows self-care and hygiene routines.	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.			
		Young Preschoolers by about 4 yrs.	Takes care of simple dressing, toileting, hand washing, and tooth brushing routines with few reminders or help	PD.4.C Completes self-care and hygiene routines with minimal assistance.					

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Physical Development and Health				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand D: Early learning experiences will support children to maintain physical health status and well-being.	D1. Physical Activity	Older Preschoolers by about 5 yrs.	Usually handles own dressing, toileting, and basic hygiene	PD.4.D Independently completes self-care and hygiene routines.					
		Older Toddlers by about 3 yrs	Has increasing strength and endurance, allowing them to actively engage in a total of 60 minutes of physical activity spread over the course of a day	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).		
		Young Preschoolers by about 4 yrs.	Has increasing strength and endurance, allowing them to actively engage in a total of 60 minutes of moderate to vigorous physical activity spread over the course of a day	PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).			
		Older Preschoolers by about 5 yrs.		PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).		
	D2. Healthy Behaviors	Older Toddlers by about 3 yrs	Follows routines involving healthy behaviors such as blowing nose, washing hands, eating healthy foods, and sleeping	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	PD.5.B Demonstrates understanding of types of foods and preferences.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.		
		Young Preschoolers by about 4 yrs.	Names examples of healthy behaviors related to hygiene, nutrition, and sleep	PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.	PD.5.B Demonstrates understanding of types of foods and preferences.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.			
		Older Preschoolers by about 5 yrs.	Talks about healthy behaviors and why they are important	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	PD.4.E Understands and describes the importance of self-care and hygiene routines.	ATL.4.D Assesses or reflects upon activity or task outcome or product.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.		

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Language and Literacy				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand A Early learning experiences will support children to understand language (receptive language) .	A1. Understanding words	Older Toddlers by about 3 yrs	Understands more words across languages they are regularly exposed to, including nouns, verbs, and some adjectives	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.1.A Responds to simple requests, such as choosing between objects.			
		Young Preschoolers by about 4 yrs.	Understands words for objects, actions and visible characteristics (e.g., color, size) in real situations and symbolic contexts (e.g., books, pretend play)	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.		
		Older Preschoolers by about 5 yrs.	Understands different types of words that convey more specific information about objects, actions and attributes in real situations and symbolic contexts (e.g., books, pretend play)	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.
			Figures out the meaning of unknown words/concepts using the context of conversations, pictures, or concrete objects	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.		
	A2. Understanding language	Older Toddlers by about 3 yrs	Follows two- or three-step directions that do not involve familiar routines	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	ATL.7.A Participates in one- to two-step inhibition games and activities.				
			Understands language referring to items or actions that may not be in the context of current situation or setting	LL-LC.1.A Responds to simple requests, such as choosing between objects.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.			
		Young Preschoolers by about 4 yrs.	Understands sentences that include two- three concepts (e.g., "Put the blue paper under the box")	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	ATL.7.B Independently follows two- to three-step verbal adult directions.	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.			
		Older Preschoolers by about 5 yrs.	Understands sentences that include three-four concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water") in the context of planned activities and/or interactive storytelling	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.		
			Understands common language used to refer to objects, actions, and attributes, during conversations, when listening to and following directions, listening to stories, etc.	LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.	LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.			
	B1. Vocabulary	Older Toddlers by about 3 yrs	Use nouns and verbs to label experiences, actions or events	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").			
			Uses some personal pronouns such as "me", "mine", and "you"; use of pronouns may vary based on language(s) they are most familiar with	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	
			Experiments with less common words learned through books and personal experiences (e.g., large, fast, angry, car, run)	LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.
		Young Preschoolers by about 4 yrs.	Uses common words for objects, actions, and attributes for things found in real situations and symbolic contexts (e.g., books, pretend play)	LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.	LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.	LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.		
			Uses more simple pronouns (e.g., I, me, you, mine, he, she). Use of pronouns may vary based on language(s) they are most familiar with	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.
Incorporates less common words learned through books and personal experiences into their vocabulary (e.g., gigantic, rapidly, frustrated, transportation, race or jog)			LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.				

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Language and Literacy				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand B Early learning experiences will support children to use language (expressive language).	B2. Expressing ideas, feelings, and needs	Older Preschoolers by about 5 yrs.	Uses a greater range and variety of specific words for objects, actions, and attributes encountered in real situations and symbolic contexts (e.g., books, pretend play)	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.3.D Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.			
			Uses more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.			
		Older Toddlers by about 3 yrs	Uses inflection in phrases or sentences to ask a question	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.		
			Comments on different experiences, interactions, or things	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.
			Expresses ideas through pretend play	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.				
		Young Preschoolers by about 4 yrs.	Communicates about current or recent ideas, events, and/or objects in different contexts (e.g., as a part of learning activity, to negotiate with peers, or to express emotions)	LLL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.
			Uses speech that is mostly intelligible to familiar and unfamiliar adults in the language(s) they are most familiar with. May still have difficulty with s, sh, ch, j, ng, th, z, l, and r sounds; or sounds that were not common in languages they were first exposed to	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").		
	B3. Language Structure	Older Preschoolers by about 5 yrs.	Describes objects, events, and relationships in more detail (e.g., describes how things relate to each other using position words such as "under" or "beside" and comparative words such as "bigger" or "longer")	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of direction terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.	M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.	M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.
		Older Toddlers by about 3 yrs	Uses some basic grammar rules such as pronouns, plurals, possessives, and regular past tense	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	
			Uses longer phrases of three or more words	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").			
		Young Preschoolers by about 4 yrs.	Uses basic grammar rules and begins to use irregular past tense and questions	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.		
			Uses sentences that combine phrases or concepts to communicate ideas	LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").	SOC.5.D Describes how people and things change over time and will continue to change into the future.		
		Older Preschoolers by about 5 yrs	Uses basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").	LL-LC.4.E Modifies conversations based on the context or listener.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Language and Literacy				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand C: Early learning experiences will support children to use language for social interaction.	C1. Engaging in conversations	by about 3 yrs.	Uses sentences that are more complex, combining phrases, using conjunctions (e.g., and, or, because) and generally using rules of grammar	LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.	LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").	LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").	LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.	
		Older Toddlers by about 3 yrs	Has conversations with adults and peers that include four or more exchanges	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.				
		Young Preschoolers by about 4 yrs.	Focuses a topic of conversation over several turns	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.				
			Initiates conversations with peers and adults	LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.				
		Older Preschoolers by about 5 yrs.	Engages in longer conversations involving statements, questions, and answers about a topic	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.			
			COG A3: Engages in extended conversation/discussion during play	LL-LC.4.E Modifies conversations based on the context or listener.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.		
	C2. Language for Interaction	Older Toddlers by about 3 yrs	Talks with adults and peers about experiences or events	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.		
		Young Preschoolers by about 4 yrs.	Answers simple who, what, where, and why questions	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.			
			Shares personal experiences related to a topic of discussion	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).	LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.			
			SE E3: Begins to use language to problem solve in social situations						
		Older Preschoolers by about 5 yrs.	Uses language to share ideas and gain information	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.			
			Makes connections between new information and prior knowledge in conversations	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.			
			Engages in discussions with adults and peers to resolve conflict, problem solve, negotiate, and plan	IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.		
			Stays interested in a book being read to them for short periods of time	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).	LL-NC.5.AA Listens to a wide variety of informational texts read aloud.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.		

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Language and Literacy				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand D: Early learning experiences will support children to gain book appreciation and knowledge.	D1. Engaging with Text	Older Toddlers by about 3 yrs	Recites familiar phrases of songs, books, and rhymes; may complete a phrase or missing word from a familiar text or song	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you _____."			
		Young Preschoolers by about 4 yrs.	Chooses a book to be read; looks based on interest; attends to illustrations	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.	ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).		
			Asks and answers simple who, what, and where questions about books read aloud to them	LL-LC.2.E Uses question words in order to gain information. Asks follow-up questions to clarify information.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" question words when prompted by the teacher or peers.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	
		Older Preschoolers by about 5 yrs.	Independently chooses to read books based on interests, including fiction and nonfiction	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.	LL-BK.1.D Looks at books independently or with peers.	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.	LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.	
			Engages in conversations about text, asking and answering questions, and sharing connections from personal experience	LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.	LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	
	D2. Understanding books (stories or informational text)	Older Toddlers by about 3 yrs	Enjoy telling and retelling stories and information learned through books	LL-BK.2.B Uses illustrations to tell a familiar story.	LL-NC.3.AA Joins in acting out a book as it's read aloud.	LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.			
			Acts out scenes or stories from familiar books	LL-NC.3.AA Joins in acting out a book as it's read aloud.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	LL-NC.3.E With prompting and support, retells familiar stories, including key details.			
		Young Preschoolers by about 4 yrs.	Demonstrates comprehension of stories in a variety of ways: retelling with use of pictures and props, acting out main events or sharing information learned from nonfiction text, creating related stories, or extending a story through dramatic play	LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.	LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.	LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.	LL-NC.5.B Recognizes that informational texts are a source of information.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	
			With prompting, makes predictions and/or asks questions about a text by examining the title, cover, pictures	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-NC.1.C Identifies and answers questions about events in a story.	LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.	LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).	
		Older Preschoolers by about 5 yrs.	With prompting and support, retells familiar stories, including story elements (e.g., setting, characters, events) and/or shares key details from informational text	LL-NC.3.E With prompting and support, retells familiar stories, including key details.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.	LL-NC.1.B Identifies the setting in a story.	LL-NC.1.A Identifies and describes the main character in a story.	LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.	
			Makes simple inferences about character motivation and/or predicts what might happen next in a story	LL-NC.2.C Uses events from the book to make a prediction about what might happen next.	LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.	LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.			
			Identifies main components of a story or text (the major plot points of a story or the main topic of an informational text)	LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.	LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.				
			Uses connections between self and characters, experiences, and events to increase comprehension	LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.				
	E1. Book Concepts	Older Toddlers by about 3 yrs	Turns pages of a paper book with thick pages	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.				
		Young Preschoolers by about 4 yrs.	Looks at pages of a book from left to right	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.				
			Know how books are read (e.g., left to right, top to bottom, front to back)	LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.	LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.	LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Language and Literacy				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand E: Early learning experiences will support children to gain knowledge of print and its uses.	E2. Print Concepts	Older Preschoolers by about 5 yrs.	Uses the cover of a book to gain information about the book's content (e.g., looks at pictures, asks what the title of the book is)	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.	LL-NC.2.AA Responds to illustrations or photos by using at least one word.			
			Knows that books have titles, authors, illustrators or photographers	LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.	LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.				
		Older Toddlers by about 3 yrs	Recognizes some familiar signs and symbols in the environment (e.g., logos, signs for familiar store)	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.A Demonstrates understanding that print has meaning.			
			Uses books and/or other written materials (e.g., lists, menus, signs) in a purposeful way during play	LL-BK.1.D Looks at books independently or with peers.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).	LL-NC.5.C Makes connections between own experiences, background knowledge, and information prior to learning.		
			Recognizes that print represents spoken words (e.g., first name in print, environmental labels)	LL-BK.3.AA Identifies familiar images or logos in environmental print.	LL-BK.3.A Demonstrates understanding that print has meaning.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-AK.1.AA Identifies the first letter in their name.	
			Recognizes the difference between a letter and a word	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.			
		Young Preschoolers by about 4 yrs.	Identifies some printed words and/or common symbols (e.g., bathroom signs) in the context of the daily routines and/or play	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.A Demonstrates understanding that print has meaning.			
			Recognizes words as a unit of print and that letters are grouped to form words	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.		
			Follows words from left to right with finger	LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.	LL-WR.5.C Leaves spaces between words when writing.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.			
			Identifies some familiar printed words during play, even in new contexts (e.g., a word used during snack time that they now in the dramatic play area)	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word	LL-AK.1.AA Identifies the first letter in their name.			
			Begins to use awareness of letter sounds to identify words in text	LL-PA.5.D Blends onset-rimes to form familiar CVC words.	LL-PA.6.D Blends three phonemes in familiar CVC words.				
		Older Preschoolers by about 5 yrs.	Recognizes words as a unit of print and that letters are grouped to form words	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.		
			Follows words from left to right with finger	LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.	LL-WR.5.C Leaves spaces between words when writing.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.			
			Identifies some familiar printed words during play, even in new contexts (e.g., a word used during snack time that they now in the dramatic play area)	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word	LL-AK.1.AA Identifies the first letter in their name.			
			Begins to use awareness of letter sounds to identify words in text	LL-PA.5.D Blends onset-rimes to form familiar CVC words.	LL-PA.6.D Blends three phonemes in familiar CVC words.				
			Recognizes words as a unit of print and that letters are grouped to form words	LL-BK.3.B Distinguishes between print and images in books and in the environment.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.	LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.		
	E3. Letter Knowledge	Older Toddlers by about 3 yrs	Shows interest in letters in the environment, including the letters in their name	LL-AK.1.AA Identifies the first letter in their name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.	LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.		
			Recognizes some letters, especially those in their own name	LL-AK.1.AA Identifies the first letter in their name.	LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.	LL-AK.1.B Identifies up to ten uppercase or lowercase letters.			
		Young Preschoolers by about 4 yrs.	Participates in alphabet songs and games	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.			
			Identifies the most common sounds and keywords beginning with those sounds for some letters	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.	LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.	
		Older Preschoolers by about 5 yrs.	Recognizes and names at least half of the upper and lowercase letters of the alphabet, including letters in their first and last name and those they often see in learning environments	LL-AK.2.AA Produces the first letter sound in their name with teacher support.	LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.	LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.	LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.	LL-AK.2.E Produces up to 26 letter sounds when shown letters in random order.	
			Recognizes environmental sounds (e.g., animal or vehicle sounds such as "Baa-baa" or "Beep-beep")	LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).	SC-SP.1.AA Uses senses to observe the environment.				

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Language and Literacy				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand F: Early learning experiences will support children to develop awareness of the sounds of language.	F1. Phonological Awareness	Older Toddlers by about 3 yrs	Tries to clap along to the rhythm in a song or to the words of a chant	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.	M-PFA.3.AA Copies simple AB patterns through rhythm and movement.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	
			Participates in chants and games that involve playing with sounds (e.g., environmental sounds, rhymes, same initial sounds)	ATL-PA.3.AA Follows along with and participates in songs, chants, and simple stories.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).		
		Young Preschoolers by about 4 yrs.	Recognizes when beginning and/or ending sounds are the same during songs, books, fingerplays, etc.	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."	LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"	LL-PA.4.D Identifies the final consonant sound in one-syllable words.		
			Distinguishes individual words in a sentence	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.					
			Experiments with rhyming and alliteration during speech	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.	LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."			
		Older Preschoolers by about 5 yrs.	Produces rhyming words	LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."	LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."			
			Produces words with same initial sound	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).	LL-PA.4.AA Listens to and repeats the correct beginning sounds.	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.		
			Distinguishes syllables in words	LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.	LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.	LL-PA.2.D Blends the syllables in two- to three-syllable words.	LL-PA.2.E Blends the syllables in four-syllable words.	LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.	LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.
			Identifies initial sounds in spoken words	LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).	LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.	LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.			
			When provided with two sounds, is able to blend into a word (E.g., /n/ and /o/ make "no")	LL-PA.2.D Blends the syllables in two- to three-syllable words.	LL-PA.2.E Blends the syllables in four-syllable words.	LL-PA.6.B Blends a two-phoneme word with teacher support.	LL-PA.6.C Segments a two-phoneme word.		
Strand G: Early learning experiences will support children to convey meaning through drawing, letters, and words.	G1. Drawing and Writing	Older Toddlers by about 3 yrs	Begins to draw simple shapes (including lines, curves, and/or dots) to represent ideas and may try to write message using controlled linear scribble	LL-WR.2.AA Draws to represent something or to communicate a thought.	LL-WR.4.AA Makes any mark on paper.	LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.	LL-WR.5.AA Scribbles and makes marks on paper.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	
			Tells others about their drawings	ATL-PA.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.	LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	ATL-PA.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.		
		Young Preschoolers by about 4 yrs.	Writes in a manner that is distinct from drawing, making letter-like shapes or symbols	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.	LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.	LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.	LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.
			Uses a combination of early writing and drawing to convey an idea, share an event or story, make a list, or write a message to someone	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.	C-ARTS.3.A Expresses self using a variety of art materials and tools.		
			Asks an adult to write their name, label a picture, or write a few words for another purpose	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Language and Literacy				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
		Older Preschoolers by about 5 yrs.	Writes letter-like shapes to represent their name (e.g. signs in when arriving at school, puts name on artwork)	LL-WR.3.A When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.	LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.	LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.			
			Tries to write or copy words that are meaningful to them (e.g., labeling a picture, making a sign or card), with early attempts at spelling. May use 1 letter for the initial or final sound to represent a whole word	LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.	LL-WR.6.C Writes the correct initial sound of a word.	LL-WR.6.D Writes the final sound or another sound heard in a word.	LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.		
			Dictates a short story or message for an adult to write	LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.	LL-NC.4.B Tells a two-event personal narrative using simple phrases.	LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment								
Connecticut Early Learning & Development Standards (2025) Creative Arts				Every Child Ready Standards				
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Strand A: Early learning experiences will support children to perform and create art .	A1. Music Exploration and Expression	Older Toddlers by about 3 yrs	Responds with voice, body, and/or instruments to longer segments/or patterns of music	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.AA Moves body spontaneously to music.		
			Participates in familiar and call and response songs	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.4.AA Listens to a variety of music.	
		Young Preschoolers by about 4 yrs.	Responds to changes in the expressive qualities of music and moves in more organized ways to demonstrate an understanding of the music	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.		
			Spontaneously sings familiar songs	ATL.6.AA Follows along with and participates in songs, chants, and simple stories.	LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you _____."	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	
			With some adult assistance, initiates new musical ideas with voices or instruments (e.g., applies words, initiates their own listening and movement experiences)	C-ARTS.4.E Creates and performs original music or songs for others.	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.		
		Older Preschoolers by about 5 yrs.	Creates new musical ideas with voices/instruments (e.g., applies new words, adds instruments to a familiar song)	C-ARTS.4.E Creates and performs original music or songs for others.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	
			Creates own music (e.g., hums, sings, creates rhythms, etc.)	C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.	C-ARTS.4.E Creates and performs original music or songs for others.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.		
			Plays with familiar rhythms and patterns in a novel way (e.g., experiments with high/low pitch and loud/soft dynamics)	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.	
	A2. Visual Arts and Creative Exploration	Older Toddlers by about 3 yrs	Uses a variety of materials to create art with growing control and for personal expression	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.	
		Young Preschoolers by about 4 yrs.	Uses different materials to make art creations that reflect thoughts, feelings, experiences, knowledge	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.			
		Older Preschoolers by about 5 yrs.	Uses a variety of tools and materials to create original work to express individual creativity	C-ARTS.3.A Expresses self using a variety of art materials and tools.	C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.	C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.	
	A3. Drama: Role Play and Storytelling	Older Toddlers by about 3 yrs	COG B4: Acts out common roles in play (e.g., mom or dad with baby)	C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.		
		Young Preschoolers by about 4 yrs.	COG B4: Acts out short scenes in familiar roles (e.g., teacher, doctor, firefighter)	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.	
		Older Preschoolers by about 5 yrs.	Assumes elaborate roles in dramatic play (e.g., plays multiple roles or may stay in character for extended periods of time)	C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.	C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.	ATL.1.E Coordinates roles and carries out more complex stories during role-play.		
			Uses materials and props in unique ways and is creative in finding and using materials as props desired for dramatic play	C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.	ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment								
Connecticut Early Learning & Development Standards (2025) Creative Arts				Every Child Ready Standards				
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
	A4. Dance: Movement and Physical Expression	Older Toddlers by about 3 yrs	Demonstrates directional and spatial awareness involving time (fast/slow), space (high, middle, low), or energy (hard/soft) during songs or play (e.g., moves like a turtle, jumps like a frog, floats like a feather)	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	
		Young Preschoolers by about 4 yrs.	Demonstrates increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumps from 1 place to another, combines several movements like hopping, turning, stamping feet)	C-ARTS.1.C Creates short dances or movement sequences.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.		
		Older Preschoolers by about 5 yrs.	Uses multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., uses movement to represent leaves falling off trees – sways arms, wiggles fingers, stretches, falls to ground)	C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	
Strand B: Early learning experiences will support children to respond and connect to the arts.	B1. Responding and Connecting to Music	Older Toddlers by about 3 yrs	Responds to elements of different music with variations in physical movement (e.g., walks, bounces, slides, rocks, sways in response to qualities of rhythm)	C-ARTS.1.AA Moves body spontaneously to music.	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.
		Young Preschoolers by about 4 yrs.	Shows an interest and preferences in some music selections over others	C-ARTS.4.AA Listens to a variety of music.	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.		
		Older Preschoolers by about 5 yrs.	Describes similarities and differences in music selections	C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.		
	B2. Responding and Connecting to Visual Arts	Older Toddlers by about 3 yrs	Describes or asks questions about a work of art	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.	C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.
			Expresses interest in and shows appreciation for the creative work of others (e.g., through body language, facial expression or oral language)	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.		
		Young Preschoolers by about 4 yrs.	Responds to the materials, techniques, ideas and emotions of artworks, both two- and three-dimensional (e.g., explains a picture or sculpture including several details)	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.		
			Communicates and explains preferences for one piece of art over another	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	LL-LC.4.E Modifies conversations based on the context or listener.		
		Older Preschoolers by about 5 yrs.	Observes and discusses visual art forms and compares similarities and differences (e.g., uses a lot of colors and the paint is thick; sculpture is bumpy)	C-ARTS.5.C Recognizes and discusses differences in artistic creations.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.		
		Older Toddlers by about 3 yrs	Repeats a movement that has been demonstrated in a dance	C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.	C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.	PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.		
		Young Preschoolers by about 4 yrs.	Communicates what they see when watching others dance	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.		

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment								
Connecticut Early Learning & Development Standards (2025) Creative Arts				Every Child Ready Standards				
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
		Older Preschoolers by about 5 yrs.	Recognizes an emotion expressed in a dance movement	IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.		
		Older Toddlers by about 3 yrs						
	B4. Responding and Connecting to Dramatic Arts	Young Preschoolers by about 4 yrs.	With guidance, names and describes characters in dramatic play, role playing, and story telling	LL-NC.1.AA Identifies characters in a simple story.	LL-NC.1.A Identifies and describes the main character in a story.	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.	ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.	ATL.1.D Carries out familiar roles during individual or collaborative role-play.
		Older Preschoolers by about 5 yrs.	With guidance, identifies the emotional responses of characters in dramatic play, role playing, and story telling	IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.	LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.	LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.		

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Mathematics				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand A: Early learning experiences will support children to understand counting and cardinality .	A1. Number Names	Older Toddlers by about 3 yrs	Recites numbers up to at least 5. Uses other number names but not necessarily in the correct order	M-NC.1.B Says number words in order from 1–5 from memory.					
		Young Preschoolers by about 4 yrs.	Recites numbers up to at least 10	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.				
		Older Preschoolers by about 5 yrs.	Recites numbers up to at least 20	M-NC.1.E Says number words in order from 1–20 from memory.	M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.				
			Recites numbers forward beginning with any number between 1 and 10	M-NC.1.D Says number words in order from 1–10 from memory.	M-NC.1.E Says number words in order from 1–20 from memory.				
	A2. Cardinality	Older Toddlers by about 3 yrs	Counts up to 3 objects using one-to-one correspondence	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.					
		Young Preschoolers by about 4 yrs.	Counts at least 5 objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.					
			Counts out a set of objects up to 4	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.					
		Older Preschoolers by about 5 yrs.	Counts up to ten objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.					
				M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.					
			Counts out a set of objects up to 5						
	A3. Written Numerals	Older Toddlers by about 3 yrs							
		Young Preschoolers by about 4 yrs.	Recognizes written numerals up to at least 5	M-NC.5.A Says the names of numerals 0–3 shown in random order.	M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3.				
		Older Preschoolers by about 5 yrs.	Recognizes written numerals up to at least 10	M-NC.5.B Says the names of numerals 0–5 shown in random order.	M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.				
			Writes numbers 1-5 in the context of experiences (e.g., child writes 3 when a friend in dramatic play wants to buy 3 apples)	M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.					
	A4. Recognition of Quantity	Older Toddlers by about 3 yrs	Names and matches groups of up to 3 objects with the number name	M-NC.2.AA Nonverbally or verbally matches 1–3 real objects or pictures that are the same or different.					
		Young Preschoolers by about 4 yrs.	Recognizes quantities up to 3 without counting, matches groups of up to 5 objects with the number names	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.	M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3.				
		Older Preschoolers by about 5 yrs.	Quickly recognizes and names, without counting, the number of objects in collections of up to 5 items	M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.	M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.				
	A5. Comparison	Older Toddlers by about 3 yrs	Compares collections of 1 to 4 similar items verbally or nonverbally	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.				
		Young Preschoolers by about 4 yrs.	Compares sets of 1 to 5 objects using a visual matching or counting strategy and describes the comparison as more, less than or the same	M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.			
		Older Preschoolers by about 5 yrs.	Compares sets of up to ten objects using a visual matching or counting strategy and describes the comparison as more than, less than, or the same	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.				
			Can identify which of the written numerals 1-5 is more or less	M-NC.6.E Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same.	M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.				

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Mathematics				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand B: Early learning experiences will support children to understand and describe relationships to solve problems operations and algebraic thinking.	B1. Number Operations	Older Toddlers by about 3 yrs	Uses some vocabulary related to relative quantity (e.g., "more," "less")	M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.	M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.	M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.	M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.	M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.	M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.
		Young Preschoolers by about 4 yrs.	Understands that adding (or taking away) one or more objects from a group will increase or decrease the objects in the group	M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.	M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.	M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.	M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.		
		Older Preschoolers by about 5 yrs.	Uses real-world situations and concrete objects to add (e.g., putting together) and subtract (e.g., taking away) problems up through 5	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.				
			Can compose number combinations up to at least 5 (e.g., recognize how many have been secretly taken away from a group of 5 objects)	M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.	M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.				
Strand C: Early learning experiences will support children to understand the attributes and relative properties of objects.	C1. Measurement	Older Toddlers by about 3 yrs	Has an increasing vocabulary related to number, size and quantity (e.g., uses words such as "tall," "long")	M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.				
		Young Preschoolers by about 4 yrs.	Recognizes measurable attribute of an object such as length, weight, or capacity	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"			
			Begins to use non-standard units of measurement (e.g., blocks or hand spans) to measure length or height of objects	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.			
		Older Preschoolers by about 5 yrs.	Compares 2 or more objects (e.g., length, weight and capacity) and describes the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)	M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.	M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"			
			Begins to use standard and non-standard measurement tools to measure the length or height of objects	M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"	M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"	M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.			
		Older Toddlers by about 3 yrs							
	C2. Data	Young Preschoolers by about 4 yrs.	Sorts objects into 2 groups, counts, and compares the quantity of the groups formed (e.g., indicates which is more)	M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.	M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.	M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).		
		Older Preschoolers by about 5 yrs.	Represents data using concrete objects, pictures or tally marks	M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).	M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.	M-DAP.2.E Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).	
		Older Toddlers by about 3 yrs	COG B2: Sorts a small number of items based on 1 feature or characteristic (e.g., puts toy animals in 1 bin and cars in another, helps sort laundry, sorts blue and yellow blocks)	M-PFA.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.AA Matches one item that is similar to a given group with a provided example.			
		Young Preschoolers	Sorts objects by 1 feature into 2 or more groups (e.g., color, size, shape)	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Mathematics				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
	C3. Sorting, Classifying, and Patterning	by about 4 yrs.	With adult support, identifies and duplicates simple repeating patterns (e.g., ABAB patterns)	M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).				
		Older Preschoolers by about 5 yrs.	Sorts a set of objects on the basis of 1 feature (e.g., size or color) and is able to switch and describe the sorting rule	M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regrouping according to a different attribute.	M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.	M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).	M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.		
			Creates, extends, and/or duplicates simple repeating patterns with objects, numbers, sounds and movements (e.g., ABAB, AABAAB, ABCABC, ABBABB patterns)	M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).	M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).				
Strand D: Early learning experiences will support children to understand shapes and spatial relationships .	D1. Spatial Relationships	Older Toddlers by about 3 yrs	Finds objects or locations based upon landmarks and position words (e.g., "Your blanket is on the couch.")	M-GS.3.AA Demonstrates understanding of location terms (e.g., "up," "down") by using gestures or objects.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.	M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.			
		Young Preschoolers by about 4 yrs.	Uses positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.	M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.				
		Older Preschoolers by about 5 yrs.	Uses relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.	M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.				
	D2. Identification of Shapes	Older Toddlers by about 3 yrs	Matches and sometimes names familiar shapes with different size and orientation	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).				
		Young Preschoolers by about 4 yrs.	Identifies two-dimensional shapes in different orientations and sizes	M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).			
		Older Preschoolers by about 5 yrs.	Identifies and describes a variety of two- and three-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size	M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.	M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).	M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."			
	D3. Composition of Shapes	Older Toddlers by about 3 yrs							
		Young Preschoolers by about 4 yrs.	Combines 2 or more shapes to create a new shape or to represent an object in the environment	M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.				
		Older Preschoolers by about 5 yrs.	Completes a shape puzzle or a new figure by putting multiple shapes together with purpose	M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.	M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.	M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Science				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand A: Early learning experiences will support children to apply scientific practices .	A1. Questioning and Defining Problems	Older Toddlers by about 3 yrs	Asks simple what, why, and how questions related to things observed	SC-SP.1.D Formulates own science-oriented questions based on observations.	SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.		
		Young Preschoolers by about 4 yrs.	Asks more detailed questions including the relationship between two things or cause and effect relationships	SC-SP.1.B Observes and describes cause and effect.	SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.	SC-SP.1.D Formulates own science-oriented questions based on observations.	LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.		
		Older Preschoolers by about 5 yrs.	Defines a problem to be solved, including details and restrictions (e.g., "We need to make something for the bird food, but we have to hang it so the squirrels can't get it")	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."		
	A2. Investigating	Older Toddlers by about 3 yrs	Makes simple predictions of what will happen	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.		
			Uses senses to explore how features of objects can affect how they can be used (e.g. stacking blocks and noticing that 1 is better on the bottom of the tower)	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-SP.1.B Observes and describes cause and effect.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	
		Young Preschoolers by about 4 yrs.	Uses tools with purpose to test ideas and gather information (e.g. testing containers with holes to explore how sand moves through them)	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-SP.2.D Make hypotheses, and tests their hypotheses through experimentation.	
		Older Preschoolers by about 5 yrs.	Plans and carries out investigations with increasing purpose and organization (e.g. designing ramps of different heights, testing how far objects travel and documents results with drawing or graphs)	SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.	SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	SC-SP.2.D Make hypotheses, and tests their hypotheses through experimentation.	M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.	
	A3. Using Evidence	Older Toddlers by about 3 yrs	Provides reasons for decisions or opinions (e.g., "I made this picture green because my mom likes green.")	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP.3.E Makes recommendations based on observations and conclusions.			
		Young Preschoolers by about 4 yrs.	Provides examples or evidence to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died.")	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.	SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	SC-SP.3.E Makes recommendations based on observations and conclusions.		
		Older Preschoolers by about 5 yrs.	Gives evidence from observations or investigations	SC-SP.3.C Draws conclusions on prior knowledge and recorded information.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.	SC-SP.3.E Makes recommendations based on observations and conclusions.	SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.		
			Begins to distinguish evidence from opinion	SC-SP.3.E Makes recommendations based on observations and conclusions.	LL-NC.5.B Recognizes that informational texts are a source of information.	LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).			
Strand B: Early learning experiences will support children to engage in the process of engineering .	B1. Design Cycle	Older Toddlers by about 3 yrs	Demonstrates an interest in how things work	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.		
			Uses open ended materials to build and construct with purpose	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.				
			Describes how human-made items solve problems (e.g. a bottle helps us carry water, a pencil helps us write)	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment										
Connecticut Early Learning & Development Standards (2025) Science				Every Child Ready Standards						
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6	
Strand C: Early learning experiences will support children to understand patterns, process and relationships of living things.		Young Preschoolers by about 4 yrs.	With adult support, recognizes a problem and describes what they see and participates in brainstorming ideas to solve the problem	SC-SP.2.D Make hypotheses, and tests their hypotheses through experimentation.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).	IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).	
		Older Preschoolers by about 5 yrs.	With adult support, identifies a problem with an item or process, defines what is not working and creates a new design, tests out various solutions and refines design elements	SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.	ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers				
	C1. Unity and Diversity of Life	Older Toddlers by about 3 yrs	Observes features of plants and animals and explores function of features	SC-LES.5.AA Points to and observes plants in the environment.	SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.	SC-LES.4.AA Points to and observes animals in the environment.	SC-LES.4.A Identifies various animals.			
		Young Preschoolers by about 4 yrs.	Compares and contrasts basic features of living things (e.g., body parts and their uses) between and across groups	SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.	SC-LES.5.C Identifies that plants are living and describes the needs of plants.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.		
			Recognizes changes in living things over their lifespan by observing similarities and differences between babies and adults	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.5.D Observes and describes plant habitats and life cycles.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.			
		Older Preschoolers by about 5 yrs.	Groups and classifies living things based upon features, providing evidence to support groupings	SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).	M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).	M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.		
			Demonstrates an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	SC-LES.4.D Observes and describes habitats and life cycles.	SC-LES.4.E Describes and discusses the relationship between humans and animals.	SC-LES.5.D Observes and describes plant habitats and life cycles.	SOC.5.D Describes how people and things change over time and will continue to change into the future.			
	C2. Living Things and Their Interactions with the Environment and Each Other	Older Toddlers by about 3 yrs	Observes how a variety of living things obtain food and what happens when food cannot be obtained	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.	SC-SP.1.B Observes and describes cause and effect.	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.				
		Young Preschoolers by about 4 yrs.	Explores how animals depend upon the environment for food, water, and shelter	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for	SC-LES.4.E Describes and discusses the relationship between humans and animals.	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.				
		Older Preschoolers by about 5 yrs.	Describes how animals depend on plants and other animals for food	SC-LES.4.E Describes and discusses the relationship between humans and animals.	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees,				
	D1. Energy, Force, and Motion	Older Toddlers by about 3 yrs	Observes different ways objects move (e.g., roll, bounce, spin, slide) and what happens when they interact with other objects	SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.					
		Young Preschoolers by about 4 yrs.	Investigates how objects' speed and direction can be varied	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.					
			Makes predictions and conducts simple experiments to change direction, speed, and distance objects move	SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.	SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.	SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.				
		Older Preschoolers by about 5 yrs.	Determines cause and effect of push/pull/collision that makes objects start, stop, and change direction	SC-P.4.E Compares and contrasts how different factors change the motion of objects.	SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.	SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment									
Connecticut Early Learning & Development Standards (2025) Science				Every Child Ready Standards					
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5	Alignment 6
Strand D: Early learning experiences will support children to understand physical sciences.	D2. Matter and its Properties	Older Toddlers by about 3 yrs	Observes and describes attributes of materials that are related to their use or purpose	SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.	SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.	ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.		
		Young Preschoolers by about 4 yrs.	Compares and contrasts attributes of common materials related to their function (e.g., flexibility, transparency, strength)	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.				
		Older Preschoolers by about 5 yrs.	Evaluates the appropriateness of a material for a given purpose based upon its properties	SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.					
			Observes how heating and cooling cause changes to properties of materials (e.g., ice melts when we bring it inside; plastic becomes brittle when it is left outside in the cold.)	SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.	SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.	SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.			
Strand E: Early learning experiences will support children to understand features of earth.	E1. Earth's Features and the Effects of Weather and Water	Older Toddlers by about 3 yrs	Describes common features of the earth (e.g., sky, land, water) and what is found there (e.g., birds, fish, stars)	SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves.	SC-LES.3.AA Points to and observes the sky.	SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars.	SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.		
		Young Preschoolers by about 4 yrs.	Observes, records, and notes patterns regarding weather and the effects on the immediate environment (e.g., rain over a period of days causes flooding, sunny days cause the flower bed to dry out)	SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.	SC-LES.2.E Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.			
			Investigates how water interacts with other earth materials (e.g., sand, dirt, pebbles)	SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.					
		Older Preschoolers by about 5 yrs.	Gives examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts)	SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.	SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.				
	E2. Earth and Human Activity	Older Toddlers by about 3 yrs	Gives examples of natural resources that humans use to survive (e.g., food, water)	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.					
		Young Preschoolers by about 4 yrs.	Investigates how humans use natural resources to meet basic needs and design solutions to improve how we live (e.g., cut trees to build houses, make applesauce out of apples)	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.				
		Older Preschoolers by about 5 yrs.	Explores how humans' use of natural resources impacts the environment (e.g., If we catch all the salmon, this can no longer be a food source. Cutting down trees can cause erosion)	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.					

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment								
Connecticut Early Learning & Development Standards (2025) Social Studies				Every Child Ready Standards				
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.	A1. Individual Development and Identity	Older Toddlers by about 3 yrs	Notifies differences and similarities between self and others	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	IS.4.B With adult prompts, compares their own characteristics and emotions to those of others.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.		
			SE D1: Identifies self, family members, other familiar adults (e.g., teacher), and some peers by name	SOC.1.AA Identifies and recognizes self and family members.	ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.		
		Young Preschoolers by about 4 yrs.	Identifies physical characteristics of self (e.g., eyes, hair, skin, etc.)	IS.3.A With adult support, verbally or nonverbally identifies something about themselves.	SOC.1.AA Identifies and recognizes self and family members.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.		
			Understands self as part of a family (e.g., parents, grandparents, siblings, caregivers)	SOC.1.A Understands family relationships in relation to self.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.			
		Older Preschoolers by about 5 yrs.	Understands that there are similarities and differences among people and families	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.	
	A2. Culture	Older Toddlers by about 3 yrs	Identifies family practices (e.g traditions, celebrations, songs, food, language) of their family	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.		
		Young Preschoolers by about 4 yrs.	Identifies cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.)	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.	SOC.1.B Discusses the activities or celebrations that their family does together.	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.
			Asks simple questions about others' cultures	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.	ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.		
		Older Preschoolers by about 5 yrs.	Understands that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation, and shelter)	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.	SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.		
		Young Preschoolers by about 4 yrs.	SE B2: With adult support, transitions from one activity to another and follows basic routines and rules	ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.	M-M.2.AA Demonstrates understanding of familiar daily routines.	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.		
			Remembers and follows rules of the home, cultural community, and/or classroom with adult support	ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).	ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).		
	B1. Rules and Responsibilities	Young Preschoolers by about 4 yrs.	Understands some reasons for basic rules in the home, cultural community, and/or classroom	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	SOC.2.D Recognizes that people have different thoughts and opinions within a community.	ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment								
Connecticut Early Learning & Development Standards (2025) Social Studies				Every Child Ready Standards				
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Strand B: Early Learning experiences will support children to learn about people and the environment.	B2. People, Places, and Environments	Older Preschoolers by about 5 yrs.	Identifies rules and understands reasons for rules and laws in the home, cultural community, and/or classroom	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.	IS.5.A Engages with peers with teacher modeling and participates in organized group activities.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.		
		Older Toddlers by about 3 yrs	With adult guidance, begins to understand, that people have the responsibility to care for each other, plants, animals, and the environment	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.	
		Young Preschoolers by about 4 yrs.	Understands that people share the environment with other people, animals, and plants and have the responsibility to care for them and the environment	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.	SC-LES.4.E Describes and discusses the relationship between humans and animals.		
			Describes, draws, or constructs aspects of the environment of the classroom and/or home	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.		
		Older Preschoolers by about 5 yrs.	Understands that people have a responsibility to take care of the environment through active participation in activities such as recycling	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.		
			Describes, draws, or constructs aspects of the classroom, home, and/or community (including roads, buildings, bodies of water, etc.)	SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).	SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.			
	B3. Contributing in A Democratic Society	Older Toddlers by about 3 yrs	With adult support, completes jobs to contribute to their community	IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.	IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	
		Young Preschoolers by about 4 yrs.	Participates in jobs and responsibilities at home, in the classroom, or in the community	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.		
		Older Preschoolers by about 5 yrs.	Completes jobs and shows an understanding of why certain responsibilities are important and participates in responsibilities at home, classroom, or community (e.g., cleaning up, caring for pets)	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.		
	C1. Individuals, Groups and Institutions	Older Toddlers by about 3 yrs	Recognizes jobs within their community	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.			
		Young Preschoolers by about 4 yrs.	Shows an awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	SOC.2.AA Shows interest in a variety of familiar community members.	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.			
		Older Preschoolers by about 5 yrs.	Shows an awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.	Tech.1.AA Observes adults using technology devices.			
		Older Toddlers by about 3 yrs	Begins to understand that they can trade an item, like a toy, with a peer for another item	SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.	IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.			

Every Child Ready Standards & Connecticut Early Learning & Development Standards Alignment								
Connecticut Early Learning & Development Standards (2025) Social Studies				Every Child Ready Standards				
Strand	Learning Progression	Age Range	Indicator	Alignment 1	Alignment 2	Alignment 3	Alignment 4	Alignment 5
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.	C2. Economic Systems and Concepts	Young Preschoolers by about 4 yrs.	Engages in play exploring the roles of buying and selling	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money			
			Begins to understand the difference between wants and needs	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."			
		Older Preschoolers by about 5 yrs.	Understands the basic relationship of money for the purchase of food, shelter, goods, and services, moving toward an understanding of the difference between wants and needs	SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.	SOC.3.E Discusses the purpose of saving money for a future purchase.		
			Identifies the difference between wants and needs	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."			
	C3. Science, Technology and Society	Older Toddlers by about 3 yrs	Begins to understand that tools, including technology, serve a variety of purposes	Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support.	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.	
		Young Preschoolers by about 4 yrs.	Understands the purpose of common tools in their environment, including technology	Tech.1.A Identifies a variety of technology devices and begins to use technology devices with adult support.	Tech.1.B Participates in digital activities that use learning applications and programs with adult support.	LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.		
		Older Preschoolers by about 5 yrs.	Recognizes that different tools and technology have an impact on our lives	Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.	Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.	Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.	
Strand D: Early Learning experiences will support children to understand change over time.	D1. Time, Continuity and Change	Older Toddlers by about 3 yrs	Begins to understand the difference between today and tomorrow through familiar events	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	M-M.2.AA Demonstrates understanding of familiar daily routines.	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.		
			Begins to recognize change in themselves (e.g. identifying themselves in baby pictures)	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.		
		Young Preschoolers by about 4 yrs.	Understands and describes sequence of events and time periods (using terms such as time of day, yesterday, today and tomorrow)	SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.	M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.	SC-LES.4.D Observes and describes habitats and life cycles.
			Demonstrates a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	SOC.5.B Begins to sequence past and present experiences using visual supports.	
		Older Preschoolers by about 5 yrs.	Understands past, present, and future as it relates to one's self, family, and community	SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.	SOC.5.B Begins to sequence past and present experiences using visual supports.	SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.	SOC.5.D Describes how people and things change over time and will continue to change into the future.	
			Demonstrates a beginning understanding of change over time through discussing, representing, or playing about their own growth and family history	SOC.5.D Describes how people and things change over time and will continue to change into the future.	SC-LES.4.D Observes and describes habitats and life cycles.			