

# Early Childhood Standards and Assessment

Tools for Schools and Communities to  
Use in Supporting Early Learning and  
Development

Harriet Feldlaufer and Michelle Levy



Connecticut Office of  
**Early Childhood**

# CTELDS

The logo for CTElds features the text 'CTELDS' in a bold, blue, sans-serif font. A yellow caterpillar with colorful spots is positioned below the 'C' and 'T'. A yellow butterfly with colorful spots is positioned to the right of the 'S'. Below the butterfly are two yellow swirls.

Connecticut Early Learning  
and Development Standards

What children, birth to five,  
should know and be able to do

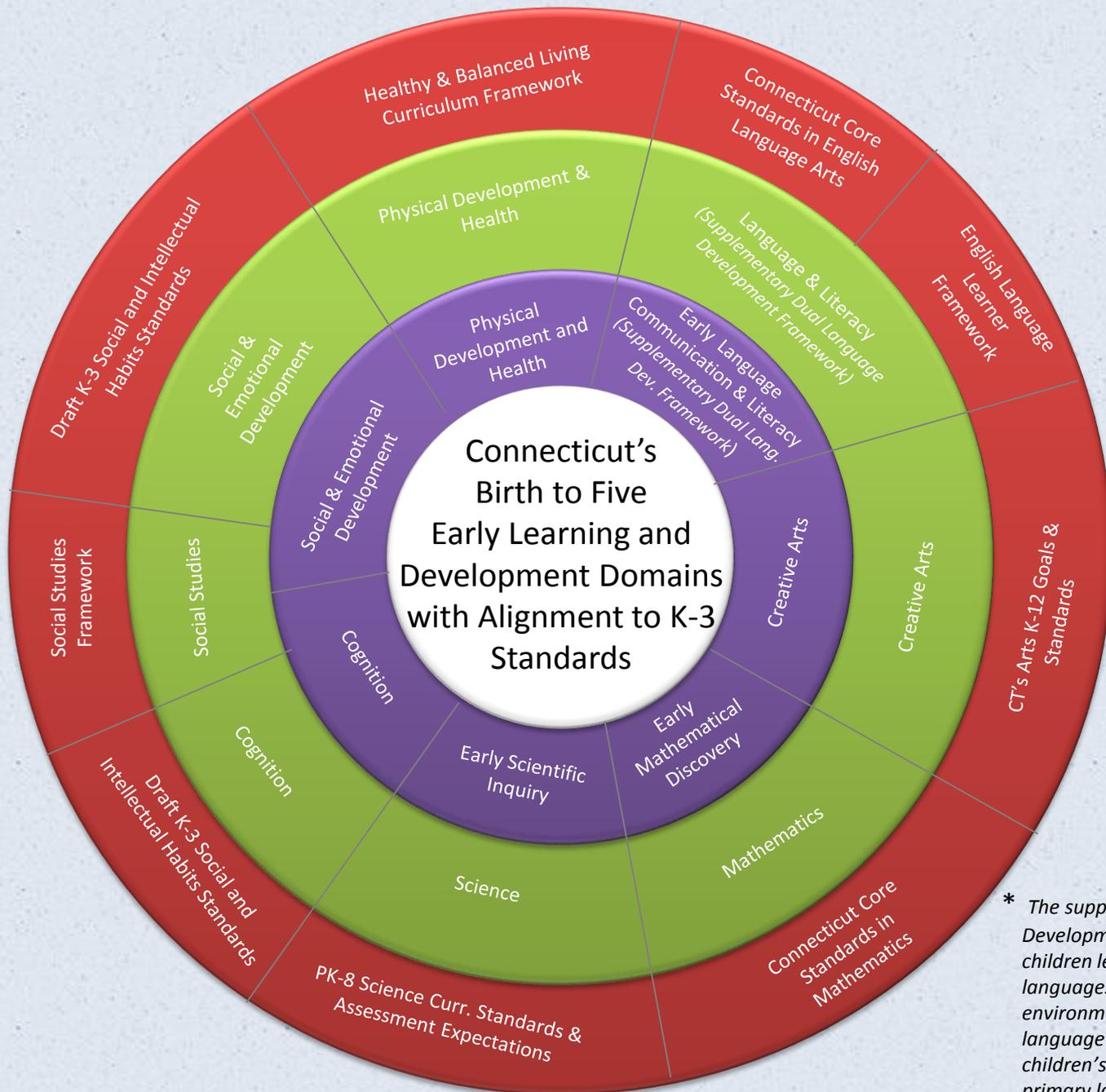


Connecticut's Early Learning and Development Standards were developed to help families, communities and schools work together to support children's early learning and growth.



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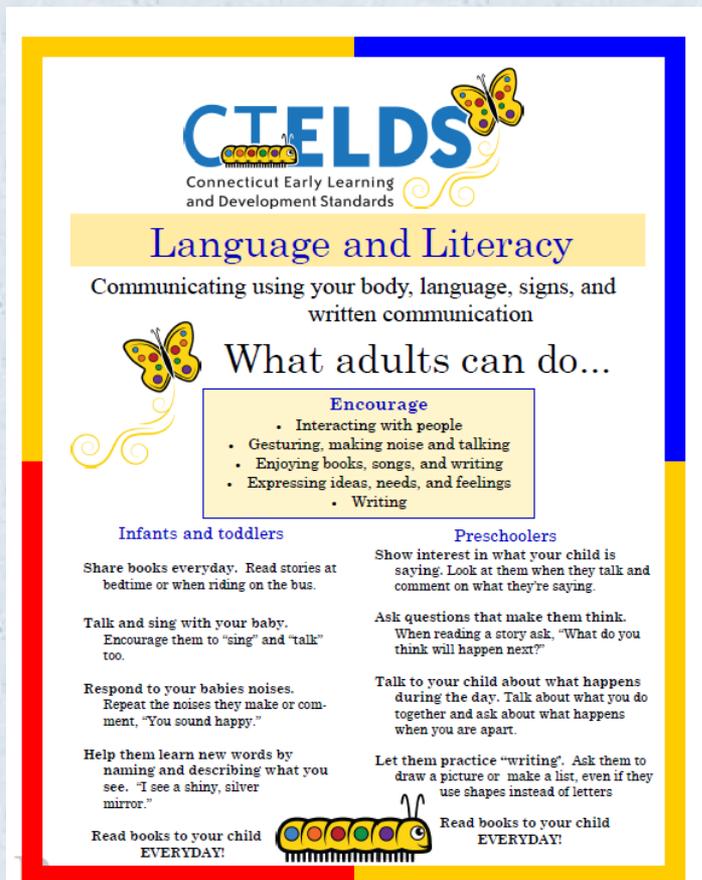


*\* The supplemental Dual Language Development Framework applies to children learning multiple languages. Early learning environments must respect family language preference and honor children's development in their primary language and promote continued bi-lingual development.*

# Strategies to Support Growth and Development

General strategies by domain:  
for families or those new to early care  
and education

More specific evidence based  
strategies for each CT ELDS strand-  
currently undergoing editing



The infographic is titled "CT ELDS Connecticut Early Learning and Development Standards" and focuses on the "Language and Literacy" domain. It describes the domain as "Communicating using your body, language, signs, and written communication" and lists "What adults can do..." for "Infants and toddlers" and "Preschoolers".

**CT ELDS**  
Connecticut Early Learning  
and Development Standards

**Language and Literacy**  
Communicating using your body, language, signs, and  
written communication

**What adults can do...**

**Encourage**

- Interacting with people
- Gesturing, making noise and talking
- Enjoying books, songs, and writing
- Expressing ideas, needs, and feelings
- Writing

**Infants and toddlers**

- Share books everyday. Read stories at bedtime or when riding on the bus.
- Talk and sing with your baby. Encourage them to "sing" and "talk" too.
- Respond to your babies noises. Repeat the noises they make or comment, "You sound happy."
- Help them learn new words by naming and describing what you see. "I see a shiny, silver mirror."
- Read books to your child EVERYDAY!

**Preschoolers**

- Show interest in what your child is saying. Look at them when they talk and comment on what they're saying.
- Ask questions that make them think. When reading a story ask, "What do you think will happen next?"
- Talk to your child about what happens during the day. Talk about what you do together and ask about what happens when you are apart.
- Let them practice "writing". Ask them to draw a picture or make a list, even if they use shapes instead of letters
- Read books to your child EVERYDAY!





**COMMON CORE  
STATE STANDARDS  
IN CONNECTICUT**

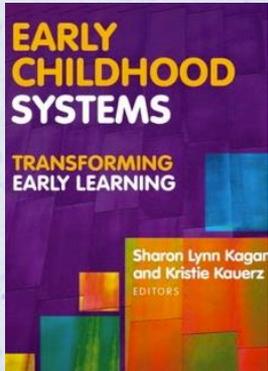
# Alignment to Common Core State Standards

- Learning progressions, including the K Common Core are included in Appendices A and B
- ELDS are crucial for supporting entering Kindergarten students because:
  - The kindergarten CCSS are end-of-year goals
  - Not all children enter kindergarten with the same skills, knowledge or experiences
  - To effectively support children one must understand the necessary foundational skills

# Appendix A: CT ELDS to Common Core State Standards Alignment — English Language Arts

Language and Literacy Early Learning and Development Standards		Common Core State Standards in English Language Arts	
	3 to 4 years	4 to 5 years	Kindergarten
<b>Strand A: Understand Language (Receptive Language)</b>			
Word Comprehension	L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real & symbolic contexts	L.60.1 Understand an increasing variety and specificity of words for objections, actions and attributes encountered in both real and symbolic contexts	CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content CC.K.L.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck) CC.K.L.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word CC.K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings CC.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent CC.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) CC.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful) CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts
		L. 60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects	
Language Comprehension	L.48.2 Understand increasingly complex sentences that include 2 to 3 concepts (e.g., “Put the blue paper under the box.”)	L.60.3 Understand increasingly complex sentences that include 2 to 3 concepts (e.g., “Plants are living things that will not survive without soil, sunlight and water.”)	

# Our Vision for Learning Standards



Adapted from Kagan and Kauerz (2012). *Early Childhood Systems, Transforming Early Learning*.

# Birth to Five



# K-12



# Building on the CT ELDS Foundation: Social and Intellectual Habits, Kindergarten through 3<sup>rd</sup> Grade

Children's social and intellectual habits play a critical role in their success at home, in school and in the community.



# What are Social And Intellectual Habits?

- Having a positive self-concept and a positive attitude toward learning
- Identifying and understanding emotions of self and others
- Developing positive interpersonal relationships



# What are Social And Intellectual Habits?

- Being able to focus, remember, plan, and problem solve (executive functioning)
- Using logic and reasoning
- Using symbolic representation



# Adults Support Children to Develop These Skills by....

- Understanding how these skills develop over time
- Forming strong, supportive relationships with children
- Building on children's strengths
- Providing learning environments and experiences that consider how these skills develop
- **Learning more about the K-3<sup>rd</sup> Grade Social and Intellectual Habits Standards as they are rolled out.**

# Early Childhood Assessment System



Replacement for the CT  
Preschool Assessment  
Framework



Replacement for the current  
Kindergarten Entrance  
Inventory

# PreK to Grade 3 Alignment

How can implementing these new tools serve as a catalyst for alignment and coherent learning pathways for young children?

# Contact Information

Website: [www.ct.gov/oec/elds](http://www.ct.gov/oec/elds)

Presenter contact:

Harriet Feldlaufer

[Harriet.feldlaufer@ct.gov](mailto:Harriet.feldlaufer@ct.gov)

(860) 713-6707

Michelle Levy

[michelle.levy@ct.gov](mailto:michelle.levy@ct.gov)

(860) 713-6756



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