

## 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  L. 60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects	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
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.")	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)
<b>Strand B: Use language (Expressive language)</b>			
Vocabulary	L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts  L.48.4 Use simple pronouns (I, me, you, mine, he, she)	L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts
	L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog)	L.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs)	
Expressing Ideas, Feelings and Needs	L.48.6 Communicate about current or removed events and/or objects  L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas	L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as under, beside and comparative words such as bigger or longer)	CC.K.SL.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail CC.K.SL.6 Speak audibly and express thoughts, feelings and ideas clearly

Language Structure	L.48.8 Use basic grammar rules including irregular past tense and questions  Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular & irregular past tense, irregular plurals  Note: Variations in applying grammar rules may be due to dual language learning and/or alternative grammar usage in home or community	CC.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when speaking CC.K.L.1.a Print many upper- and lowercase letters CC.K.L.1.b Use frequently occurring nouns and verbs CC.K.L.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) CC.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) CC.K.L.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) CC.K.L.1.f Produce and expand complete sentences in shared language activities
	L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults	L.60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts	

### Strand C: Use language for social interaction

Conventions of Conversation	L.48.10 Maintain a topic of conversation over the course of several turns	L.60.9 Initiate, maintain and end conversations by repeating what other person says and/or asking questions	CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups CC.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) CC.K.SL.1.b Continue a conversation through multiple exchanges CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood
Language for Interaction	L.48.11 Answer simple who, what, where and why questions	L.60.10 Use language to share ideas and gain information	

### Strand D: Book Appreciation and Knowledge

Show Interest and Engagement with Books	L.48.12 Select fiction and non-fiction books to be read and attend with interest	L.60.11 Independently choose to 'read' books and select a variety of texts, including fiction and nonfiction	CC.K.R.F.4 Read emergent-reader texts with purpose and understanding CC.K.R.I.10 Actively engage in group reading activities with purpose and understanding CC.K.R.L.10 Actively engage in group activities with purpose and understanding
Understands Stories or Information  (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)	L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events or share information learned from nonfiction text	L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or shares key details from informational text	CC.K.R.I.1 With prompting and support, ask and answer questions about key details in a text CC.K.R.I.2 With prompting and support, identify the main topic and retell key details of a text CC.K.R.L.1 With prompting and support, ask and answer questions about key details in a text CC.K.R.L.2 With prompting and support, retell familiar stories, including key details CC.K.R.L.3 With prompting and support, identify characters, setting and major events in a story

	L.48.13 Ask and answer simple who, what, where and why questions related to story or text	L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)	CC.K.R.I.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
	L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures	L.60.14 Use connections between self and character experience and emotions to increase comprehension	
<b>Strand E: Knowledge of Print and Its Uses</b>			
Book Concepts	L.48.16 Looks at pages of a book from left to right (or according to conventions of home language)	L.60.15 Know how print is read (left to right, top to bottom, front to back or according to convention of home language)	CC.K.R.F.1 Demonstrate understanding of the organization and basic features of print CC.K.R.F.1.a Follow words from left to right, top to bottom, and page by page CC.K.R.I.4 With prompting and support, ask and answer questions about unknown words in a text CC.K.R.I.5 Identify the front cover, back cover, and title page of a book CC.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text CC.K.R.L.4 Ask and answer questions about unknown words in a text CC.K.R.L.5 Recognize common types of texts (e.g., story-books, poems) CC.K.R.L.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story CC.K.R.I.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) CC.K.R.I.8 With prompting and support, identify the reasons an author gives to support points in a text CC.K.R.I.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) CC.K.R.L.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) CC.K.R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
	L.48.17 Recognizes that print represents spoken words (i.e., first name in print, environmental labels)	L.60.16 Know that books have titles, authors, illustrators or photographers  L.60.17 Recognize words as a unit of print and that letters are grouped to form words	
Print Concepts	L.48.16 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment	L.60.18 Identify some familiar printed words out of context  L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text	CC.K.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words CC.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant CC.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels CC.K.R.F.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) CC.K.R.F.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Letter Recognition	L.48.19 Recognize some letters especially those in one's own name	L.60.2 Recognize and names known letters of the alphabet in familiar and unfamiliar words	CC.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters CC.K.R.F.1.c Understand that words are separated by spaces in print CC.K.R.F.1.d Recognize and name all upper- and lower-case letters of the alphabet
		L.60.21 Make some letter-sound connections	

**Strand F: Phonological Awareness:**

Phonological Awareness	L.48.20 Recognize rhyming words in songs, chants or poems	L.60.22 Produce rhyming words or words that have same initial sound	CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) CC.K.R.F.2.a Recognize and produce rhyming words CC.K.R.F.2.b Count, pronounce, blend, and segment syllables in spoken words CC.K.R.F.2.c Blend and segment onsets and rhymes of single-syllable spoken words CC.K.R.F.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /l/, /r/, or /x/.) CC.K.R.F.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
	L.48.21 Identify when initial sounds in words are the same	L.60.23 Recognize which words in a set of words begin with the same sound	
	L.48.22 Distinguish individual words in a sentence	L.60.24 Distinguish syllables in words	

**Strand G: Conveying meaning through drawing, letters and words**

Conveying meaning through drawing, letters and words	L.48.23 Draw or "writes" to convey an idea, event or story. "Writing" involves scribbles, letters and/or letter-like shapes (e.g., make pretend list or use their words to dictate a message to communicate with others)	L.60.25 Draw original stories with a beginning, middle and end	CC.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .) CC.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers CC.K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
	L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound	CC.K.L.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing CC.K.L.2.a Capitalize the first word in a sentence and the pronoun I CC.K.L.2.b Recognize and name end punctuation CC.K.L.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes)

## Appendix B: CT ELDS to Common Core State Standards Alignment — Mathematics

Mathematics Early Learning and Development Standards			Common Core State Standards in Mathematics
	3 to 4 years	4 to 5 years	Kindergarten
<b>Strand A: Understand Counting and Cardinality</b>			
Number Names	M.48.1 Say or sign the number sequence up to at least 10	M.60.1 Say or sign the number sequence up to at least 20	K.CC.1. Count to 100 by ones and by tens. K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Cardinality	M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set	M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted c. Understand that each successive number name refers to a quantity that is one larger
	M.48.3 Count out a set of objects up to 4	M.60.3 Count out a set of objects up to 5	K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects
Written Numerals	M.48.4 Recognize written numerals up to at least five	M.60.4 Recognize written numerals up to at least 10	K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
Recognizing Quantities	M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects	M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items	K.Introduction. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away
Comparison	M.48.6 Compare sets of 1-5 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than or the same	K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies* (* Include groups with up to ten objects) K.CC.7. Compare two numbers between 1 and 10 presented as written numerals

Strand B: Understand and describe relationships to solve problems (operations and algebraic thinking)			
Number Operations	M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group	M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through 5	<p>K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed by ten ones and one, two, three, four, five, six, seven, eight, or nine ones</p> <p>K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations</p> <p>* Drawings need not show details, but should show the mathematics in the problem (This applies wherever drawings are mentioned in the Standards.)</p>
		M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects)	<p>K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem</p> <p>K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>)</p> <p>K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation</p> <p>K.OA.5. Fluently add and subtract within 5</p>
Strand C: Understand the attributes and relative properties of objects (measurement and data)			
Measurement	M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)	<p>K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter</p>
		M.60.10 Begin to use strategies to determine measurable attributes (length or capacity of objects). May use comparison, standard or non-standard measurement tools	
Data	M.48.9 Sort objects into two groups, counts and compares the quantity of the groups formed (e.g., indicates which is more)	M.60.11 Represent data using a concrete object or picture graph according to one attribute	
Sorting and Classifying	M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape)	M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute	<p>K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by\ count **</p> <p>** Limit category counts to be less than or equal to 10</p>

**Strand D: Understand shapes and spatial relationships (geometry and spatial sense)**

Spatial Relationships	M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object	M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to K.G.2. Correctly name shapes regardless of their orientations or overall size K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")
Identifying Shapes	M.48.12 Identify 2- dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes	M.60.14 Identify and describe a variety of 2- dimensional and 3- dimensional shapes with mathematical names (e.g., ball/ sphere, box/rectangular prism, can/cylinder) regardless of orientation and size	K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length)
Composing Shapes	M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment	M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose	K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes K.G.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

