



# CONNECTICUT EARLY LEARNING AND DEVELOPMENT STANDARDS & IGNITETABLE BY HATCH ALIGNMENT



| Connecticut Early Learning and Development Standards |         |  | IgniteTable Skill Descriptors   |
|--|---------|--|---|
| DOMAIN / CONTENT STANDARD                            | CT.C.   |  | Cognition   |
| STATE FRAMEWORK                                      | C.A.    | <b>Strand A: Early learning experiences will support children to develop effective approaches to learning.</b> |   |
| INDICATOR  |         | <b>Curiosity and Initiative</b>  |   |
| INDICATOR  | C.48.1. | Explore and investigate a variety of experiences and topics using different materials.                         | <p>All IgniteTable activities</p> <p>Self-Management/Exploration/Round 1: Explores cause and effect</p> <p>Self-Management/Exploration/Round 2: Makes educated guesses to solve a problem or task (hypotheses)</p> <p>Self-Management/Exploration/Round 3: Tests educated guesses (hypotheses) to find the result</p>   |
| INDICATOR  |         | <b>Engagement with Environment, People and Objects</b>   |   |
| INDICATOR  | C.48.2. | Maintain interest in exploring specific topics over time.  | <p>All IgniteTable activities</p> <p>Relationship Skills/Engagement/Round 1: Engages in prosocial behaviors with other children</p> <p>Relationship Skills/Engagement/Round 2: Sustains interactions with at least two or more other children for increasing periods of time</p> <p>Relationship Skills/Engagement/Round 3: Engages in joint play (i.e., coordinating goals, planning, and following rules) with more than one child at a time</p> <p>Relationship Skills/Participation/Round 1: Demonstrates a willingness to participate in a group activity</p> <p>Relationship Skills/Participation/Round 2: Demonstrates an ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation/Round 3: Demonstrates an ability to sustain cooperative interactions within a group</p> |

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|--|---------|---|---|
| DOMAIN / CONTENT STANDARD                            | CT.C.   |   | Cognition   |
|  |         |   | <p>Self-Management/Persistence/Round 1: Demonstrates persistence</p> <p>Self-Management/Persistence/Round 2: Attends to a task without displays of frustration</p> <p>Self-Management/Persistence/Round 3: Works on a task until it is complete</p>   |
| <b>INDICATOR</b>                                     |         | <b>Eagerness to Learn</b>                             |   |
| INDICATOR  | C.48.3. | Seek out new challenges and novel experiences.        | <p>All IgniteTable activities</p> <p>Relationship Skills/Engagement/Round 1: Engages in prosocial behaviors with other children</p> <p>Relationship Skills/Engagement/Round 2: Sustains interactions with at least two or more other children for increasing periods of time</p> <p>Relationship Skills/Engagement/Round 3: Engages in joint play (i.e., coordinating goals, planning, and following rules) with more than one child at a time</p> <p>Relationship Skills/Participation/Round 1: Demonstrates a willingness to participate in a group activity</p> <p>Relationship Skills/Participation/Round 2: Demonstrates an ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation/Round 3: Demonstrates an ability to sustain cooperative interactions within a group</p> <p>Self-Management/Persistence/Round 1: Demonstrates persistence</p> <p>Self-Management/Persistence/Round 2: Attends to a task without displays of frustration</p> <p>Self-Management/Persistence/Round 3: Works on a task until it is complete</p> |
| <b>INDICATOR</b>                                     |         | <b>Cooperation with Peers in Learning Experiences</b> |   |

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| DOMAIN / CONTENT STANDARD                            | CT.C.   |  | Cognition   |
| INDICATOR  | C.48.4. | Engage in and complete learning activities with peers. | <p>All IgniteTable activities</p> <p>Relationship Skills/Engagement/Round 1: Engages in prosocial behaviors with other children</p> <p>Relationship Skills/Engagement/Round 2: Sustains interactions with at least two or more other children for increasing periods of time</p> <p>Relationship Skills/Engagement/Round 3: Engages in joint play (i.e., coordinating goals, planning, and following rules) with more than one child at a time</p> <p>Relationship Skills/Participation/Round 1: Demonstrates a willingness to participate in a group activity</p> <p>Relationship Skills/Participation/Round 2: Demonstrates an ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation/Round 3: Demonstrates an ability to sustain cooperative interactions within a group</p> |
| INDICATOR  | C.48.5. | Help and cooperate in group.                           | <p>All IgniteTable activities</p> <p>Relationship Skills/Engagement/Round 1: Engages in prosocial behaviors with other children</p> <p>Relationship Skills/Engagement/Round 2: Sustains interactions with at least two or more other children for increasing periods of time</p> <p>Relationship Skills/Engagement/Round 3: Engages in joint play (i.e., coordinating goals, planning, and following rules) with more than one child at a time</p> <p>Relationship Skills/Participation/Round 1: Demonstrates a willingness to participate in a group activity</p> <p>Relationship Skills/Participation/Round 2: Demonstrates an ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation/Round 3: Demonstrates an ability to sustain cooperative interactions within a group</p> |
| INDICATOR  |         | <b>Curiosity and Initiative</b>                        |   |

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|--|-------------|---|--|
| DOMAIN / CONTENT STANDARD                            | CT.C.       |   | Cognition  |
| INDICATOR  | C.60.1.     | Investigate ways to make something happen.  | All IgniteTable activities<br>Self-Management/Exploration/Round 1: Explores cause and effect<br>Self-Management/Exploration/Round 2: Makes educated guesses to solve a problem or task (hypotheses)<br>Self-Management/Exploration/Round 3: Tests educated guesses (hypotheses) to find the result |
| <b>INDICATOR</b>                                     |             | <b>Engagement with Environment, People and Objects</b>  |  |
| INDICATOR  | C.60.3.     | Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer. | All IgniteTable activities   |
| <b>INDICATOR</b>                                     |             | <b>Eagerness to Learn</b>   |  |
| INDICATOR  | C.60.4.     | Show pride in accomplishment when reaching mastery of a skill and share experiences with others.  | All IgniteTable activities   |
| <b>INDICATOR</b>                                     |             | <b>Cooperation with Peers in Learning Experiences</b>   |  |
| <b>INDICATOR</b>                                     | C.60.5.     | Plan and complete learning activity with a peer.  | All IgniteTable activities   |
| <b>INDICATOR</b>                                     | C.60.6.     | Model or teach peers how to use materials or complete a task.   | All IgniteTable activities   |
| <b>STATE FRAMEWORK</b>                               | <b>C.B.</b> | <b>Strand B: Early learning experiences will support children to use logic and reasoning.</b>   |  |
| <b>INDICATOR</b>                                     |             | <b>Cause and Effect</b>   | All IgniteTable activities   |
| INDICATOR  | C.48.6.     | Manipulate materials and communicate about the impact of own actions.   | All IgniteTable activities<br>Self-Management/Exploration/Round 1: Explores cause and effect<br>Self-Management/Exploration/Round 2: Makes educated guesses to solve a problem or task (hypotheses)<br>Self-Management/Exploration/Round 3: Tests educated guesses (hypotheses) to find the result |

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| DOMAIN / CONTENT STANDARD                            | CT.C.    |   | Cognition  |
| <b>INDICATOR</b>                                     |          | <b>Attributes, Sorting and Patterns</b>   |  |
| INDICATOR  | C.48.7.  | Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound). | All IgniteTable activities   |
| INDICATOR  | C.48.8.  | Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language.   | Self-Management/Understands Routines/Round 1: Remembers the sequence of a routine<br>Self-Management/Understands Routines/Round 2: Identifies the missing part of a routine<br>Self-Management/Understands Routines/Round 3: Completes/plans a routine   |
| <b>INDICATOR</b>                                     |          | <b>Problem Solving</b>  |  |
| INDICATOR  | C.48.9.  | Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.   | All IgniteTable activities<br>Self-Management/Flexible Thinking/Round 1: Makes plans for an imaginative play routine<br>Self-Management/Flexible Thinking/Round 2: Changes plans for an imaginative play routine when new ideas are proposed<br>Self-Management/Flexible Thinking/Round 3: Integrates new plans for an imaginative play routine unprompted |
| <b>INDICATOR</b>                                     |          | <b>Cause and Effect</b>   |  |
| INDICATOR  | C.60.7.  | Try multiple uses of same materials and observe differing results.  | All IgniteTable activities   |
| <b>INDICATOR</b>                                     |          | <b>Problem Solving</b>  |  |
| INDICATOR  | C.60.11. | Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).                             | All IgniteTable activities<br>Self-Management/Exploration/Round 1: Explores cause and effect<br>Self-Management/Exploration/Round 2: Makes educated guesses to solve a problem or task (hypotheses)<br>Self-Management/Exploration/Round 3: Tests educated guesses (hypotheses) to find the result   |

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| DOMAIN / CONTENT STANDARD                            | CT.C.    |   | Cognition   |
| STATE FRAMEWORK                                      | C.C.     | <b>Strand C: Early learning experiences will support children to strengthen executive function.</b> |   |
| INDICATOR  |          | <b>Task Persistence</b>   |   |
| INDICATOR  | C.48.14. | Continue working through moderately difficult activities, despite some frustration.                 | All IgniteTable activities  |
| INDICATOR  |          | <b>Cognitive Flexibility</b>  |   |
| INDICATOR  | C.48.15. | With adult assistance, stop and consider alternatives when encountering a problem.                  | All IgniteTable activities<br>Relationship Skills/Social Problems/Round 1: Demonstrates sharing successfully<br>Relationship Skills/Social Problems/Round 2: Demonstrates sharing and compromising successfully<br>Relationship Skills/Social Problems/Round 3: Demonstrates sharing, compromising, and/or negotiating successfully |
| INDICATOR  |          | <b>Working Memory</b>   |   |
| INDICATOR  | C.48.16. | Engage in games that involve remembering (e.g., memory).  | All IgniteTable activities<br>Self-Management/Recalls Information/Round 1: Recalls one or more items removed from view<br>Self-Management/Recalls Information/Round 2: Recalls two or more items removed from view<br>Self-Management/Recalls Information/Round 3: Recalls three or more items removed from view                    |
| INDICATOR  |          | <b>Regulation of Attention and Impulses</b>   |   |
| INDICATOR  | C.48.17. | Maintain focus on high-interest activities in the face of minor social or sensory distractions.     | All IgniteTable activities<br>Self-Management/Persistence/Round 1: Demonstrates persistence<br>Self-Management/Persistence/Round 2: Attends to a task without displays of frustration<br>Self-Management/Persistence/Round 3: Works on a task until it is complete  |

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| DOMAIN / CONTENT STANDARD                            | CT.C.    |   | Cognition  |
| INDICATOR  | C.48.18. | With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting). | <p>All IgniteTable activities</p> <p>Self-Awareness/Delays Gratification/Round 1: Delays gratification during a group task</p> <p>Self-Awareness/Delays Gratification/Round 2: Ignores distractors while delaying gratification during a group task</p> <p>Self-Awareness/Delays Gratification/Round 3: Engages in an appropriate self-care activity based on a given mood</p> |
| <b>INDICATOR</b>                                     |          | <b>Cognitive Flexibility</b>  |  |
| INDICATOR  | C.60.17. | Generate or seek out multiple solutions to a problem.   | <p>All IgniteTable activities</p> <p>Self-Management/Flexible Thinking/Round 1: Makes plans for an imaginative play routine</p> <p>Self-Management/Flexible Thinking/Round 2: Changes plans for an imaginative play routine when new ideas are proposed</p> <p>Self-Management/Flexible Thinking/Round 3: Integrates new plans for an imaginative play routine unprompted</p>  |
| <b>INDICATOR</b>                                     |          | <b>Regulation of Attention and Impulses</b>   |  |
| INDICATOR  | C.60.19. | Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer.                               | All IgniteTable activities   |
| INDICATOR  | C.60.20. | Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool).                                     | <p>All IgniteTable activities</p> <p>Self-Awareness/Delays Gratification/Round 1: Delays gratification during a group task</p> <p>Self-Awareness/Delays Gratification/Round 2: Ignores distractors while delaying gratification during a group task</p> <p>Self-Awareness/Delays Gratification/Round 3: Engages in an appropriate self-care activity based on a given mood</p> |

| DOMAIN / CONTENT STANDARD | CT.SE.   |   | Social-Emotional Development   |
|---------------------------|----------|---|--|
| STATE FRAMEWORK           | SE.B.    | <b>Strand B: Early learning experiences will support children to develop self-regulation.</b>   |  |
| INDICATOR                 |          | <b>Regulation of Impulses and Behavior</b>  |  |
| INDICATOR                 | SE.48.4. | With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine). | <p>All IgniteTable activities</p> <p>Self-Awareness/Delays Gratification/Round 1: Delays gratification during a group task</p> <p>Self-Awareness/Delays Gratification/Round 2: Ignores distractors while delaying gratification during a group task</p> <p>Self-Awareness/Delays Gratification/Round 3: Engages in an appropriate self-care activity based on a given mood</p> |
| INDICATOR                 | SE.48.5. | Make transitions and follow basic schedule, routines and rules with occasional reminders.   | <p>Self-Management/Understands Routines/Round 1: Remembers the sequence of a routine</p> <p>Self-Management/Understands Routines/Round 2: Identifies the missing part of a routine</p> <p>Self-Management/Understands Routines/Round 3: Completes/plans a routine</p>  |
| INDICATOR                 |          | <b>Regulation of Impulses and Behavior</b>  |  |
| INDICATOR                 | SE.60.5. | Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.  | All IgniteTable activities   |
| INDICATOR                 | SE.60.6. | Initiate previously taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity). | <p>All IgniteTable activities</p> <p>Self-Awareness/Delays Gratification/Round 1: Delays gratification during a group task</p> <p>Self-Awareness/Delays Gratification/Round 2: Ignores distractors while delaying gratification during a group task</p> <p>Self-Awareness/Delays Gratification/Round 3: Engages in an appropriate self-care activity based on a given mood</p> |



| DOMAIN / CONTENT STANDARD | CT.SE.       |   | Social-Emotional Development  |
|---------------------------|--------------|---|---|
| INDICATOR                 | SE.60.7.     | Recall and follow daily routines with little support, including adapting to changes in rules and routines.                | <p>Self-Management/Understands Routines/Round 1: Remembers the sequence of a routine</p> <p>Self-Management/Understands Routines/Round 2: Identifies the missing part of a routine</p> <p>Self-Management/Understands Routines/Round 3: Completes/plans a routine</p> <p>Self-Awareness/Delays Gratification/Round 1: Delays gratification during a group task</p> <p>Self-Awareness/Delays Gratification/Round 2: Ignores distractors while delaying gratification during a group task</p> <p>Self-Awareness/Delays Gratification/Round 3: Identifies alternatives to keep busy while delaying gratification during a group task</p> |
| <b>STATE FRAMEWORK</b>    | <b>SE.D.</b> | <b>Strand D: Early learning experiences will support children to develop self-awareness, self-concept and competence.</b> |   |
| <b>INDICATOR</b>          |              | <b>Sense of self</b>  |   |
| INDICATOR                 | SE.48.9.     | Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills. | <p>Self-Awareness/Identity/Round 1: Creates a self-portrait</p> <p>Self-Awareness/Identity/Round 2: Draws a personal interest in the world around them</p> <p>Self-Awareness/Identity/Round 3: Engages in an appropriate self-care activity based on a given mood</p>   |
| <b>INDICATOR</b>          |              | <b>Personal Preferences</b>   |   |
| INDICATOR                 | SE.48.10.    | Recognize and describe themselves in terms of basic preferences.  | <p>Self-Awareness/Identity/Round 1: Creates a self-portrait</p> <p>Self-Awareness/Identity/Round 2: Draws a personal interest in the world around them</p> <p>Self-Awareness/Identity/Round 3: Engages in an appropriate self-care activity based on a given mood</p>   |
| <b>INDICATOR</b>          |              | <b>Self-Concept and Competency</b>  |   |
| INDICATOR                 | SE.48.11.    | Demonstrate confidence in a range of activities, routines and tasks and take initiative in attempting unfamiliar tasks.   | All IgniteTable activities  |

| DOMAIN / CONTENT STANDARD | CT.SE.    |   | Social-Emotional Development   |
|---------------------------|-----------|---|--|
| <b>INDICATOR</b>          |           | <b>Sense of self</b>  |  |
| INDICATOR                 | SE.60.11. | Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates). | <p>Self-Awareness/Identity/Round 1: Creates a self-portrait</p> <p>Self-Awareness/Identity/Round 2: Draws a personal interest in the world around them</p> <p>Self-Awareness/Identity/Round 3: Engages in an appropriate self-care activity based on a given mood</p>  |
| <b>INDICATOR</b>          |           | <b>Personal Preferences</b>   |  |
| INDICATOR                 | SE.60.12. | Describe self by referring to preferences, thoughts and feelings.   | <p>Self-Awareness/Identity/Round 1: Creates a self-portrait</p> <p>Self-Awareness/Identity/Round 2: Draws a personal interest in the world around them</p> <p>Self-Awareness/Identity/Round 3: Engages in an appropriate self-care activity based on a given mood</p>  |
| <b>INDICATOR</b>          |           | <b>Self-Concept and Competency</b>  |  |
| INDICATOR                 | SE.60.13. | Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.   | <p>All IgniteTable activities</p> <p>Relationship Skills/Participation/Round 1: Demonstrates a willingness to participate in a group activity</p> <p>Relationship Skills/Participation/Round 2: Demonstrates an ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation/Round 3: Demonstrates an ability to sustain cooperative interactions within a group</p> <p>Self-Management/Persistence/Round 1: Demonstrates persistence</p> <p>Self-Management/Persistence/Round 2: Attends to a task without displays of frustration</p> <p>Self-Management/Persistence/Round 3: Works on a task until it is complete</p> |
| INDICATOR                 | SE.60.14. | Show pride in accomplishments and abilities.  | All IgniteTable activities   |
| <b>INDICATOR</b>          |           | <b>Play/Friendship</b>  |  |

| DOMAIN / CONTENT STANDARD | CT.SE.    |  | Social-Emotional Development  |
|---------------------------|-----------|--|---|
| INDICATOR                 | SE.48.13. | Interact with one or more children (including small groups) beginning to work together to build or complete a project. |   |
| INDICATOR                 | SE.48.14. | Interact with a variety of children in the program.  | <p>All IgniteTable activities</p> <p>Relationship Skills/Engagement/Round 1: Engages in prosocial behaviors with other children</p> <p>Relationship Skills/Engagement/Round 2: Sustains interactions with at least two or more other children for increasing periods of time</p> <p>Relationship Skills/Engagement/Round 3: Engages in joint play (i.e., coordinating goals, planning, and following rules) with more than one child at a time</p> <p>Relationship Skills/Participation/Round 1: Demonstrates a willingness to participate in a group activity</p> <p>Relationship Skills/Participation/Round 2: Demonstrates an ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation/Round 3: Demonstrates an ability to sustain cooperative interactions within a group</p>   |
| <b>INDICATOR</b>          |           | <b>Play/Friendship</b>   |   |
| INDICATOR                 | SE.60.16. | Cooperate with peers through sharing and taking turns.   | <p>All IgniteTable activities</p> <p>Relationship Skills/Engagement/Round 1: Engages in prosocial behaviors with other children</p> <p>Relationship Skills/Engagement/Round 2: Sustains interactions with at least two or more other children for increasing periods of time</p> <p>Relationship Skills/Engagement/Round 3: Engages in joint play (i.e., coordinating goals, planning, and following rules) with more than one child at a time</p> <p>Relationship Skills/Participation/Round 1: Demonstrates a willingness to participate in a group activity</p> <p>Relationship Skills/Participation/Round 2: Demonstrates an ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation/Round 3: Demonstrates an ability to sustain cooperative interactions within a group</p> <p>Social Awareness/Takes Turns/Round 1: Takes turns successfully when prompted</p> |

| DOMAIN / CONTENT STANDARD | CT.SE.    |  | Social-Emotional Development  |
|---------------------------|-----------|--|---|
| INDICATOR                 | SE.48.13. | Interact with one or more children (including small groups) beginning to work together to build or complete a project. | <p>Social Awareness/Takes Turns/Round 2: Successfully demonstrates taking turns without prompts</p> <p>Social Awareness/Takes Turns/Round 3: Successfully initiates taking turns without prompts to complete a group goal</p>   |
| INDICATOR                 | SE.60.17. | Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships. | <p>All IgniteTable activities</p> <p>Relationship Skills/Engagement/Round 1: Engages in prosocial behaviors with other children</p> <p>Relationship Skills/Engagement/Round 2: Sustains interactions with at least two or more other children for increasing periods of time</p> <p>Relationship Skills/Engagement/Round 3: Engages in joint play (i.e., coordinating goals, planning, and following rules) with more than one child at a time</p> <p>Relationship Skills/Participation/Round 1: Demonstrates a willingness to participate in a group activity</p> <p>Relationship Skills/Participation/Round 2: Demonstrates an ability to initiate positive peer interactions while working within a group</p> <p>Relationship Skills/Participation/Round 3: Demonstrates an ability to sustain cooperative interactions within a group</p> |
| INDICATOR                 | SE.60.18. | Seek help from peers and offer assistance when it is appropriate.  | All IgniteTable activities  |
| <b>INDICATOR</b>          |           | <b>Conflict Resolution</b>   |   |
| INDICATOR                 | SE.60.19. | Engage in developing solutions and work to resolve conflict with peers.  | <p>All IgniteTable activities</p> <p>Relationship Skills/Social Problems/Round 1: Demonstrates sharing successfully</p> <p>Relationship Skills/Social Problems/Round 2: Demonstrates sharing and compromising successfully</p> <p>Relationship Skills/Social Problems/Round 3: Demonstrates sharing, compromising, and/or negotiating successfully</p>  |

| DOMAIN / CONTENT STANDARD | CT.L.   |   | Language and Literacy      |
|---------------------------|---------|---|----------------------------|
| STATE FRAMEWORK           | L.A.    | <b>Strand A: Early learning experiences will support children to understand language (receptive language).</b>  |                            |
| INDICATOR                 |         | <b>Word Comprehension</b>   |                            |
| INDICATOR                 | L.48.1. | Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts.  | All IgniteTable activities |
| INDICATOR                 |         | <b>Language Comprehension</b>   |                            |
| INDICATOR                 | L.48.2. | Understand increasingly complex sentences that include 2 - 3 concepts (e.g., "Put the blue paper under the box.").  | All IgniteTable activities |
| INDICATOR                 | L.60.1. | Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts.   | All IgniteTable activities |
| INDICATOR                 |         | <b>Language Comprehension</b>   |                            |
| INDICATOR                 | L.60.3. | Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.").   | All IgniteTable activities |
| STATE FRAMEWORK           | L.B.    | <b>Strand B: Early learning experiences will support children to use language (expressive language).</b>  |                            |
| INDICATOR                 |         | <b>Vocabulary</b>   |                            |
| INDICATOR                 | L.48.3. | Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.   | All IgniteTable activities |
| INDICATOR                 | L.48.4. | Use simple pronouns (e.g., I, me, you, mine, he, she).  | All IgniteTable activities |
| INDICATOR                 | 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). | All IgniteTable activities |

| DOMAIN / CONTENT STANDARD | CT.L.       |   | Language and Literacy      |
|---------------------------|-------------|---|----------------------------|
| <b>INDICATOR</b>          |             | <b>Expression of Ideas, Feelings and Needs</b>  |                            |
| INDICATOR                 | L.48.6.     | Communicate about current or removed events and/or objects.   | All IgniteTable activities |
| INDICATOR                 | L.48.7.     | Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.   | All IgniteTable activities |
| <b>INDICATOR</b>          |             | <b>Language Structure</b>   |                            |
| INDICATOR                 | L.48.8.     | Use basic grammar rules including irregular past tense and questions.   | All IgniteTable activities |
| INDICATOR                 | L.48.9.     | Use speech that is mostly intelligible to familiar and unfamiliar adults.   | All IgniteTable activities |
| INDICATOR                 | L.60.4.     | Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.                                       | All IgniteTable activities |
| INDICATOR                 | 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).                    | All IgniteTable activities |
| <b>INDICATOR</b>          |             | <b>Expression of Ideas, Feelings and Needs</b>  |                            |
| INDICATOR                 | L.60.6.     | Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”). | All IgniteTable activities |
| <b>INDICATOR</b>          |             | <b>Language Structure</b>   |                            |
| INDICATOR                 | L.60.7.     | Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.  | All IgniteTable activities |
| INDICATOR                 | L.60.8.     | Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.                                       | All IgniteTable activities |
| <b>STATE FRAMEWORK</b>    | <b>L.C.</b> | <b>Strand C: Early learning experiences will support children to use language for social interaction.</b>   |                            |

| DOMAIN / CONTENT STANDARD | CT.L.    |  | Language and Literacy      |
|---------------------------|----------|--|----------------------------|
| <b>INDICATOR</b>          |          | <b>Conventions of Conversation</b>   |                            |
| INDICATOR                 | L.48.10. | Maintain a topic of conversation over the course of several turns.                                       | All IgniteTable activities |
| <b>INDICATOR</b>          |          | <b>Conventions of Conversation</b>   |                            |
| INDICATOR                 | L.60.9.  | Initiate, maintain and end conversations by repeating what other person says and/or by asking questions. | All IgniteTable activities |
| <b>INDICATOR</b>          |          | <b>Language for Interaction</b>  |                            |
| INDICATOR                 | L.60.10. | Use language to share ideas and gain information.  | All IgniteTable activities |

| DOMAIN / CONTENT STANDARD | CT.SS.    |   | Social Studies  |
|---------------------------|-----------|---|---|
| STATE FRAMEWORK           | SS.A.     | <b>Strand A: Early Learning experiences will support children to understand self, family and a diverse community.</b>   |   |
| INDICATOR                 |           | <b>Individual Development and Identity</b>  |   |
| INDICATOR                 | SS.48.1.  | Identify physical characteristics of self (e.g., eyes, hair, skin, etc.).   | Self-Awareness/Identity/Round 1: Creates a self-portrait<br>Self-Awareness/Identity/Round 2: Draws a personal interest in the world around them<br>Self-Awareness/Identity/Round 3: Engages in an appropriate self-care activity based on a given mood  |
| INDICATOR                 |           | <b>Culture</b>  |   |
| INDICATOR                 | SS.48.3.  | Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.).   | Self-Awareness/Identity/Round 1: Creates a self-portrait<br>Self-Awareness/Identity/Round 2: Draws a personal interest in the world around them<br>Self-Awareness/Identity/Round 3: Engages in an appropriate self-care activity based on a given mood  |
| INDICATOR                 |           | <b>Culture</b>  |   |
| INDICATOR                 | SS.60.2.  | Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter). | Social Awareness/Acceptance of Others/Round 1: Demonstrates an understanding of diverse people<br>Social Awareness/Acceptance of Others/Round 2: Explores different types of communities by building a neighborhood<br>Social Awareness/Acceptance of Others/Round 3: Explores ways to make communities inclusive |
| STATE FRAMEWORK           | SS.C.     | <b>Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.</b>  |   |
| INDICATOR                 | SS.48.10. | Understand the use of tools, including technology, for a variety of purposes.   | All IgniteTable activities  |
| INDICATOR                 |           | <b>Science, Technology and Society</b>  |   |
| INDICATOR                 | SS.60.9.  | Begin to be aware of technology and how it affects life.  | All IgniteTable activities  |