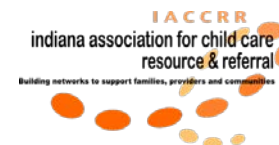


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| APPROACHES TO LEARNING | |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| EMOTIONAL AND BEHAVIOR SELF-REGULATION | |
| Infant/Toddler | |
| IT-ATL 1. Child manages feelings and emotions with support of familiar adults. (p. 12) | SE 1.2. Demonstrate identification and expression of emotions. (p. 21) SE 2.1. Demonstrates self control. (p. 22) |
| IT-ATL 2. Child manages actions and behavior with support of familiar adults. (p.12) | SE 2.1. Demonstrates self control. (p. 22) SE 3.1. Demonstrate conflict resolution. (p. 22) |
| Preschool | |
| P-ATL 1. Child manages emotions with increasing independence. (p.16) | SE 1.2. Demonstrate identification and expression of emotions. (p. 21) SE 2.1. Demonstrates self control. (p. 22) |
| P-ATL 2. Child follows classroom rules and routines with increasing independence. (p. 16) | SS 2.4. Demonstrate awareness of the functions of government. (p. 38) SS 5.1. Demonstrate awareness of citizenship. (p. 40) |
| P-ATL 3. Child appropriately handles and takes care of classroom materials. (p. 16) | SS 5.1. Demonstrate awareness of citizenship. (p. 40) |
| P-ATL 4. Child manages actions, words, and behavior with increasing independence. (p.17) | SE 2.1. Demonstrate self control. (p. 22) SE 3.1. Demonstrate conflict resolution. (p. 22) |



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| COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING) | |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Infant/Toddler | |
| IT-ATL 3. Child maintains focus and sustains attention with support. (p. 13) | APL 3.1. Demonstrate development of sustained attention and persistence. (p. 27) |
| IT-ATL 4. Child develops the ability to show persistence in actions and behavior. (p. 13) | APL 3.1. Demonstrate development of sustained attention and persistence. (p. 27) |
| IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior. (p. 13) | M 5.1. Understand concept of time. (p. 18) SE 2.1. Demonstrate self control. (p. 22) APL 2.1. Demonstrate development of flexible thinking skills during play. (p. 27) |
| Preschool | |
| P-ATL 5. Child demonstrates an increasing ability to control impulses. (p. 18) | SE 2.1. Demonstrate self control. (p. 22) |
| P-ATL 6. Child maintains focus and sustains attention with minimal adult support. (p. 18) | APL 3.1. Demonstrate development of sustained attention and persistence. (p. 27) |
| P-ATL 7. Child persists in tasks. (p. 19) | APL 3.1. Demonstrate development of sustained attention and persistence. (p.27) SS 5.1. Demonstrate awareness of citizenship. (p. 40) |
| P-ATL 8. Child holds information in mind and manipulates it to perform tasks. (p. 19) | ELA 1.1. Demonstrate receptive communication. (p. 7) |
| P-ATL 9. Child demonstrates flexibility in thinking and behavior. (p. 19) | APL 2.1. Demonstrate development of flexible thinking skills during play. (p. 27) |



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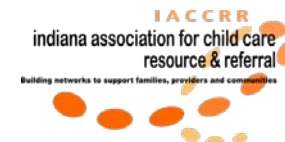
| INITIATIVE AND CURIOSITY | |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Infant/Toddler | |
| IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. (p. 14) | APL 1.1. Demonstrate initiative and self-direction. (p. 26) SS 4.1. Demonstrate awareness of economics. (p. 40) |
| IT-ATL 7. Child shows interest and curiosity about objects, materials, or events. (p. 14) | APL 1.2. Demonstrate interest and curiosity as a learner. (p. 26) SS 3.3. Demonstrate awareness of environment and society. (p. 33) |
| Preschool | |
| P-ATL 10. Child demonstrates initiative and independence. (p. 20) | APL 1.1. Demonstrate initiative and self-direction. (p. 26) CA 3.2. Demonstrate creative expression through visual art. (p. 44) CA 4.1. Demonstrates creative expression through dramatic play. (p. 45) |
| P-ATL 11. Child shows interest in and curiosity about the world around them. (p. 20) | APL 1.2. Demonstrate interest and curiosity as a learner. (p. 26) SC 1.1. Demonstrate ability to explore objects in the physical world. (p. 31) SC 1.2. Demonstrate awareness of physical properties of objects. (p. 31) SC 3.1. Demonstrate awareness of life. (p. 33) SC 5.1. Demonstrate scientific inquiry. (p. 34) |



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| CREATIVITY | |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Infant/Toddler | |
| IT-ATL 8. Child uses creativity to increase understanding and learning. (p. 15) | APL 2.1. Demonstrate development of flexible thinking skills during play. (p. 27) |
| IT-ATL 9. Child shows imagination in play and interactions with others. (p. 15) | APL 2.1. Demonstrate development of flexible learning skills during play. (p. 27) CA 3.1. Demonstrate creative expression through the visual art process. (p. 44) CA 4.1. Demonstrate creative expression through dramatic play. (p. 45) |
| Preschool | |
| P-ATL 12. Child expresses creativity in thinking and communication. (p. 21) | ELA 1.2. Demonstrate expressive communication. (p. 7) APL 2.1. Demonstrate development of flexible thinking skills during play. (p. 27) CA 2.1. Demonstrate creative movement expression. (p. 43) |



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| | How the Indiana Early Learning Foundations aligns with the Head Start Early Learning Outcomes Framework |
| P-ATL 13. Child uses imagination in play and interactions with others. (p. 21) | <p>ELA 3.2. Demonstrate ability to communicate a story. (p. 11)</p> <p>APL 2.1. Demonstrate development of flexible thinking skills during play. (p. 27)</p> <p>CA 3.1. Demonstrate creative expression through the visual art process. (p. 44)</p> <p>CA 3.2. Demonstrate creative expression through visual art production. (p. 44)</p> <p>CA 3.3. Demonstrate creative expression through art appreciation. (p. 44)</p> <p>CA 4.1. Demonstrate creative expression through dramatic play. (p. 45)</p> |
| SOCIAL AND EMOTIONAL DEVELOPMENT | |
| RELATIONSHIPS WITH ADULTS | |
| Infant/Toddler | |
| IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with adults. (p. 24) | <p>SE 1.2. Demonstrate identification and expression of emotions. (p. 21)</p> <p>SE 4.1. Demonstrate relationship skills. (p. 23)</p> |
| IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (p. 24) | <p>SE 1.2. Demonstrate identification and expression of emotions. (p. 21)</p> <p>SE 4.1. Demonstrate relationship skills. (p. 23)</p> |
| IT-SE 3. Child learns to use adult as a resource to meet needs. (p. 24) | <p>SE 4.1. Demonstrate relationship skills. (p. 23)</p> <p>SS 4.1. Demonstrate awareness of economics. (p. 40)</p> |
| Preschool | |
| P-SE 1. Child engages in and maintains positive relationships and interactions with adults. (p. 29) | SE 4.1. Demonstrate relationship skills. (p. 23) |
| P-SE 2. Child engages in prosocial and cooperative behaviors with adults. (p. 29) | SE 3.1. Demonstrate conflict resolution. (p. 22) |



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| RELATIONSHIPS WITH OTHER CHILDREN | |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Infant/Toddler | |
| IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. (p. 25) | SE 4.1. Demonstrate relationship skills. (p. 23) APL 4.1. Demonstrate development of social interactions during play. (p. 28) |
| IT-SE 5. Child imitates and engages in play with other children. (p. 25) | SE 4.1. Demonstrate relationship skills. (p. 23) APL 4.1. Demonstrate development of social interactions during play. (p. 28) CA 4.1. Demonstrate creative expression through dramatic play. (p. 45) |
| Preschool | |
| P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (p. 30) | ELA 1.3. Demonstrate ability to engage in conversations. (p. 8) SE 4.1. Demonstrate relationship skills. (p. 23) |



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| | How the Indiana Early Learning Foundations aligns with the Head Start Early Learning Outcomes Framework |
| P-SE 4. Child engages in cooperative play with other children. (p. 30) | APL 4.1. Demonstrate development of social interactions during play. (p. 28) CA 4.1. Demonstrate creative expression through dramatic play. (p. 45) |
| P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (p. 31) | SE 3.1. Demonstrate conflict resolution. (p. 22) SS 2.4 Demonstrate awareness of the functions of government. (p. 38) |

| EMOTIONAL FUNCTIONING | |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Infant/Toddler | |
| IT-SE 6. Child learns to express a range of emotions. (p. 26) | SE 1.2. Demonstrate identification and expression of emotions. (p. 21) |
| IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. (p. 26) | SE 1.2. Demonstrate identification and expression of emotions. (p. 21) |
| IT-SE 8. Child expresses care and concern towards others. (p. 26) | SE 1.2. Demonstrate identification and expression of emotions. (p. 21) |
| IT-SE 9. Child manages emotions with the support of familiar adults. (p. 27) | SE 1.2. Demonstrate identification and expression of emotions. (p. 21) SE 2.1. Demonstrate self control. (p. 22) |
| Preschool | |
| P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. (p. 31) | SE 1.2. Demonstrate identification and expression of emotions. (p. 21) |
| P-SE 7. Child expresses care and concern toward others. (p. 32) | SE 1.2. Demonstrate identification and expression of emotions. (p. 21) |
| P-SE 8. Child manages emotions with increasing independence. (p. 32) | SE 1.2. Demonstrate identification and expression of emotions. (p. 21) |



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| | How the Indiana Early Learning Foundations aligns with the Head Start Early Learning Outcomes Framework |
| SENSE OF IDENTITY AND BELONGING | |
| Infant/Toddler | |
| IT-SE 10. Child shows awareness about self and how to connect with others. (p. 27) | SE 1.1. Demonstrate self awareness and confidence. (p. 21) SE 4.1. Demonstrate relationship skills. (p. 28) PHG 2.2. Demonstrate development of body awareness. (p. 49) |
| IT-SE 11. Child understands some characteristics of self and others. (p. 27) | SE 1.1. Demonstrate self awareness and confidence. (p. 21) SS 1.1. Demonstrate development of self. (p. 37) |
| IT-SE 12. Child shows confidence in own abilities through relationships with others. (p. 28) | SE 1.1. Demonstrate self awareness and confidence. (p. 21) SE 4.1. Demonstrate relationship skills. (p. 28) |
| IT-SE 13. Child develops a sense of belonging through relationships with others. (p. 28) | SS 1.1. Demonstrate development of self (P. 37) |
| Preschool | |
| P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (p. 32) | SE 1.1. Demonstrate self awareness and confidence. (p. 21) SS 1.1. Demonstrate development of self. (p. 37) |
| P-SE 10. Child expresses confidence in own skills and positive feelings about self. (p. 33) | SE 1.1. Demonstrate self awareness and confidence. (p. 21) |
| P-SE 11. Child has sense of belonging to family, community, and other groups. (p. 33) | SS 1.1. Demonstrate development of self. (p. 37) |
| LANGUAGE AND LITERACY | |
| ATTENDING AND UNDERSTANDING | |
| Infant/Toddler | |
| IT-LC 1. Child attends to, understands, and responds to communication and language from others. (p. 36) | ELA 1.1. Demonstrate receptive communication. (p. 7) ELA 1.2. Demonstrate expressive communication. (p. 7) |



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| | How the Indiana Early Learning Foundations aligns with the Head Start Early Learning Outcomes Framework |
| IT-LC 2. Child learns from communication and language experiences with others. (p. 36) Preschool | ELA 1.1. Demonstrate receptive communication. (p. 7) |
| P-LC 1. Child attends to communication and language from others. (p. 42) | ELA 1.3. Demonstrate ability to engage in conversations. (p. 8) |
| P-LC 2. Child understands and responds to increasingly complex communication and language from others. (p. 42) | ELA 1.1. Demonstrate receptive communication. (p. 7) ELA 1.2. Demonstrate expressive communication. (p. 7) ELA 1.3. Demonstrate ability to engage in conversations. (p. 8) |

| COMMUNICATION AND SPEAKING | |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Infant/Toddler | |
| IT-LC 3. Child communicates needs and wants non-verbally and by using language. (p. 37) | ELA 1.2. Demonstrate expressive communication. (p. 7) ELA 1.3. Demonstrate ability to engage in conversations. (p. 8) |
| IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. (p. 37) | ELA 1.2. Demonstrate expressive communication. (p. 7) |
| IT-LC 5. Child uses increasingly complex language in conversation with others. (p. 38) | ELA 1.2. Demonstrate expressive communication. (p. 7) SS 2.2. Demonstrate awareness of historical knowledge. (p. 38) |
| IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. (p. 38) | ELA 1.2. Demonstrate expressive communication. (p. 7) ELA 1.3. Demonstrate ability to engage in conversations. (p. 8) |
| Preschool | |



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| P-LC 3. Child varies the amount of information provided to meet the demands of the situation. (p. 43) | ELA 1.2. Demonstrate expressive communication. (p. 7) |
| P-LC 4. Child understands, follows, and uses appropriate social and conversational rules. (p. 43) | ELA 1.3. Demonstrate ability to engage in conversations. (p. 8) |
| P-LC 5. Child expresses self in increasingly long, detailed, sophisticated ways. (p. 44) | ELA 1.2. Demonstrate expressive communication. (p. 7) |
| VOCABULARY | |
| Infant/Toddler | |
| IT-LC 7. Child understands an increasing number of words used in communication with others. (p. 39) | ELA 1.1. Demonstrate receptive communication. (p. 7) |
| IT-LC 8. Child uses an increasing number of words in communication and conversation with others. (p. 39) | ELA 1.2. Demonstrate expressive communication. (p. 7) |
| Preschool | |
| P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (p. 44) | ELA 1.1. Demonstrate receptive communication. (p. 7) |
| P-LC 7. Child shows understanding of word categories and relationships among words. (p. 45) | ELA 1.1. Demonstrate receptive communication. (p. 7) |
| EMERGENT LITERACY | |
| Infant/Toddler | |
| IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (p. 39) | ELA 2.2. Demonstrate phonological awareness. (p. 9) CA 1.1. Demonstrate creative music expression. (p. 43) |



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| IT-LC 10. Child handles books and relates them to their stories or information. (p. 40) | ELA 2.3. Demonstrate awareness and understanding of concepts of print. (p. 10) |
| IT-LC 11. Child recognizes pictures and some symbols, signs or words. (p. 40) | ELA 2.1. Demonstrate awareness of the alphabet. (p. 9) |
| IT-LC 12. Child comprehends meaning from pictures and stories. (p.40) | ELA 2.4. Demonstrate comprehension. (p. 10) |
| IT-LC 13. Child makes marks and uses them to represent objects or actions. (p. 41) | ELA 3.1. Demonstrate mechanics of writing. (p. 11) CA 3.1. Demonstrate creative expression through the visual art process. (p. 44) CA 3.2. Demonstrate creative expression through visual art production. (p. 44) |

| LITERACY | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| PHONOLOGICAL AWARENESS | |
| P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. (p. 46) | ELA 2.2. Demonstrate phonological awareness. (p. 9) |
| PRINT AND ALPHABET KNOWLEDGE | |
| P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (p. 46) | ELA 2.3. Demonstrate awareness and understanding of concepts of print. (p. 10) |



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| P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (p. 47) | ELA 2.1. Demonstrate awareness of the alphabet. (p. 9) ELA 2.2. Demonstrate phonological awareness. (p. 9) |
| COMPREHENSION AND TEXT STRUCTURE | |
| P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. (p. 47) | ELA 2.4. Demonstrate comprehension. (p. 10) |
| P-LIT 5. Child asks and answers questions about a book that was read aloud. (p. 48) | ELA 2.4. Demonstrate comprehension. (p. 10) |
| WRITING | |
| P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (p. 49) | ELA 3.1. Demonstrate mechanics of writing. (p. 11) ELA 3.2. Demonstrate ability to communicate a story. (p. 11) |

| COGNITION | |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPLORATION AND DISCOVERY | |
| IT-C 1. Child actively explores people and objects to understand self, others, and objects. (p. 52) | SC 1.1. Demonstrate ability to explore objects in the physical world. (p. 31) PHG 2.1. Demonstrate how the five senses support processing information. (p. 49) |
| IT-C 2. Child uses understanding of casual relationships to act on social and physical environments. (p. 52) | SC 1.2. Demonstrate awareness of the physical properties of objects. (p. 31) |



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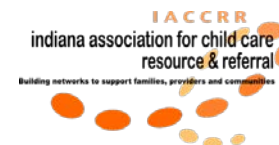
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| MEMORY | |
| IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (p. 53) | M 5.1. Understand concept of time. (p. 18) ELA 1.1. Demonstrate receptive communication. (p. 7) SS 2.3. Demonstrate awareness of the foundation of government. (p. 38) |
| IT-C 4. Child recognizes the stability of people and objects in the environment. (p. 53) | SS 3.2. Demonstrate awareness of places and regions. (p. 39) |
| IT-C 5. Child uses memories as a foundation for more complex actions and thoughts. (p. 53) | M 5.1. Understand concept of time. (p. 18) SS 2.1. Demonstrate awareness of chronological thinking. (p. 37) SS 2.2. Demonstrate awareness of historical knowledge. (p. 38) |
| REASONING AND PROBLEM-SOLVING | |
| IT-C 6. Child learns to use a variety of strategies in solving problems. (p. 54) | APL 1.2. Demonstrate interest and curiosity as a learner. (p. 26) |
| IT-C 7. Child uses reasoning and planning to solve problems. (p. 54) | APL 1.2. Demonstrate interest and curiosity as a learner. (p. 26) SC 4.1. Demonstrate engineering design skills. (p. 33) |
| EMERGENT MATHEMATICAL THINKING | |
| IT-C 8. Child develops sense of number and quantity. (p. 55) | M 1.3. Recognition of number relations. (p. 15) |
| IT-C 9. Child uses spatial awareness to understand objects and their movement in space. (p. 55) | M 4.1. Understanding of spatial relationships. (p. 17) SS 3.1. Demonstrate awareness of the world in spatial terms. (p. 39) |



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| IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (p. 55) | M 3.1. Demonstrate understanding of classifying. (p. 17) M 4.2. Exhibit ability to identify, describe, analyze, compare, and create shapes. (p. 17) SC 1.2. Demonstrate awareness of the physical properties of objects. (p. 31) |
| IMITATION AND SYMBOLIC REPRESENTATION PLAY | |
| IT-C 11. Child observes and imitates sounds, words, gestures, actions and behaviors. (p. 56) | CA 4.1. Demonstrate creative expression through dramatic play. (p. 45) |
| IT-C 12. Child uses objects or symbols to represent something else. (p. 56) | APL 2.1. Demonstrate development of flexible thinking skills during play. (p. 27) SS 3.1. Demonstrate awareness of the world in spatial terms. (p. 39) CA 4.1. Demonstrate creative expression through dramatic play. (p. 45) |
| IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. (p. 56) | SS 4.1. Demonstrate awareness of economics. (p. 40) CA 4.1. Demonstrate creative expression through dramatic play. (p. 45) |

| MATHEMATICS DEVELOPMENT | |
|---------------------------------------------------------------------------|---------------------------------------------------------------|
| COUNTING AND CARDINALITY | |
| P-MATH 1. Child knows number names and the count sequence. (p. 57) | M 1.1. Demonstrate a strong sense of counting. (p. 14) |



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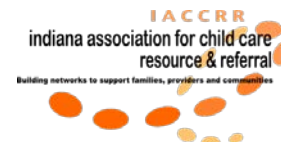
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| P-MATH 2. Child recognizes the number of objects in a small set. (p. 57) | M 1.1. Demonstrate a strong sense of counting. (p. 14) |
| P-MATH 3. Child understands the relationship between numbers and quantities. (p. 57) | M 1.1. Demonstrate a strong sense of counting. (p. 14) |
| P-MATH 4. Child compares numbers. (p. 58) | M 1.3. Recognition of number relations. (p. 15) |
| P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers. (p. 58) | M 1.2. Demonstrate understanding of written numerals. (p. 14) |
| OPERATIONS AND ALGEBRAIC THINKING | |
| P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from. (p. 59) | M 2.1. Exhibit understanding of mathematic structure. (p. 16) |
| P-MATH 7. Child understands simple patterns. (p. 59) | M 2.2. Demonstrate awareness of patterning. (p. 16) |
| MEASUREMENT | |
| P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (p. 60) | M 5.2. Understand measurement through description and comparison. (p. 18) |
| GEOMETRY AND SPATIAL SENSE | |
| P-MATH 9. Child identifies, describes, compares, and composes shapes. (p. 60) | M 3.1. Demonstrate understanding of classifying. (p. 17) M 4.2. Exhibit ability to identify, describe, analyze, compare and create shapes. (p. 17) |
| P-MATH 10. Child explores the positions of objects in space. (p. 61) | M 4.1. Understanding of spatial relationships. (p. 17) SS 3.1. Demonstrate awareness of the world in spatial terms. (p. 39) |
| SCIENTIFIC REASONING | |
| SCIENTIFIC INQUIRY | |



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| | How the Indiana Early Learning Foundations aligns with the Head Start Early Learning Outcomes Framework |
| <p>P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (p. 62)</p> | <p>SC 1.1. Demonstrate ability to explore objects in the physical world. (p. 31) SC 1.2. Demonstrate awareness of the physical properties of objects. (p. 31) SC 3.1. Demonstrate awareness of life. (p. 33) SC 5.1. Demonstrate scientific curiosity. (p. 34) CA 3.2. Demonstrate creative expression through visual art production. (p. 44)</p> |
| <p>P-SCI 2. Child engages in scientific talk. (p. 62)</p> | <p>SC 1.2. Demonstrate awareness of the physical properties of objects. (p. 31) SC 2.1. Recognize the characteristics of Earth and sky. (p. 32) SC2.2. Recognize seasonal and weather related changes. (p. 32) SC 3.1. Demonstrate awareness of life. (p. 33)</p> |
| <p>P-SCI 3. Child compares and categorizes observable phenomena. (63)</p> | <p>M 3.1. Demonstrate understanding of classifying. (p. 17) M 5.2. Understand measurement through description and comparison. (p. 18) SC 1.1. Demonstrate ability to explore objects in the physical world. (p. 31) SC 1.2. Demonstrate awareness of the physical properties of objects. (p. 31)</p> |

REASONING AND PROBLEM-SOLVING



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| | How the Indiana Early Learning Foundations aligns with the Head Start Early Learning Outcomes Framework |
| P-SCI 4. Child asks a question, gathers information, and makes predictions. (p. 64) | SC 5.1. Demonstrate scientific curiosity. (p. 34) |
| P-SCI 5. Child plans and conducts investigations and experiments. (p. 64) | SC 5.1. Demonstrate scientific curiosity. (p. 34) |
| P-SCI 6. Child analyzes results, draws conclusions, and communicates results. (p. 65) | SC 5.1. Demonstrate scientific curiosity. (p. 34) |
| PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT | |
| PERCEPTION | |
| IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. (p. 68) | SC 1.1. Demonstrate ability to explore objects in the physical world. (p. 31) PHG 2.1. Demonstrate how the five senses support processing information. (p. 49) |
| IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions. (p. 68) | PHG 2.2. Demonstrate development of body awareness. (p. 49) PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50) |
| GROSS MOTOR | |
| Infant/Toddler | |
| IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. (p. 69) | PHG 2.2. Demonstrate development of body awareness. (p. 49) PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50) |
| IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (p. 69) | PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50) |
| IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment. (p. 69) | PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50) |



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| Preschool | |
| P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. (p. 72) | PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50) |
| P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (p. 72) | PHG 2.2. Demonstrate development of body awareness. (p. 49) PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50) |
| FINE MOTOR | |
| Infant/Toddler | |
| IT-PMP 6. Child coordinates hand and eye movements to perform actions. (p. 70) | PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50) |
| IT-PMP 7. Child uses hands for exploration, play, and daily routines. (p. 70) | PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50) |
| IT-PMP 8. Child adjusts reach and grasp to use tools. (. 70) | PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50) |
| Preschool | |
| P-PMP3. Child demonstrates increasing control, strength, and coordination of small muscles. (p. 73) | PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 50) |

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| HEALTH, SAFETY, AND NUTRITION | |
| Infant/Toddler | |



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| IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (p. 71) | PHG 1.1. Demonstrate development of healthy practices. (p. 48) |
| IT-PMP 10. Child uses safe behaviors with support from adults. (p. 71) | PHG 1.2. Demonstrate development of safety practices. (p. 48) |
| IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. (p. 71) | PHG 1.3. Demonstrate development of nutrition awareness. (p. 49) |
| Preschool | |
| P-PMP 4. Child demonstrates personal hygiene and self-care skills. (p. 74) | PHG 1.1. Demonstrate development of healthy practice. (p. 48) PHG 4.1. Demonstrate increased independence in personal care routines. (p. 50) |
| P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. (p. 74) | PHG 1.3. Demonstrate development of nutrition awareness. (p. 49) |
| P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. (p. 75) | PHG 1.2. Demonstrate development of safety practices. (p. 48) |

