

Alignment of Head Start Early Learning Outcomes Framework and Indiana Early Learning Standards

Indiana Early Learning Standards (2023)	Head Start Early Learning Outcomes Framework (2015)
English/Language Arts	
1. Communication Process	
<p>ELA 1.1. Demonstrate receptive communication. (p. 3)</p>	<p>P-ATL 8. Child holds information in mind and manipulates it to perform tasks. (p. 19)</p> <p>IT-LC 1. Child attends to, understands and responds to communication and language from others. (p. 36)</p> <p>IT-LC 2. Child learns from communication and language experiences with others. (p.36)</p> <p>IT-LC 7. Child understands an increasing number of words used in communication with others. (p. 39)</p> <p>P-LC 2. Child understands and responds to increasingly complex communication and language from others. (p. 42)</p> <p>P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (p. 44)</p> <p>P-LC 7. Child shows an understanding of word categories and relationships among words. (p. 45)</p> <p>IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions or events. (p. 53)</p>
<p>ELA 1.2. Demonstrate expressive communication. (p. 4)</p>	<p>P-ATL 12. Child expresses creativity in thinking and communication. (p. 21)</p> <p>IT-LC 1. Child attends to, understands and responds to communication and language from others. (p. 36)</p> <p>IT-LC 2. Child learns from communications and language experiences with others. (p. 36)</p> <p>IT-LC 3. Child communicates needs and wants non-verbally and by using language. (p. 37)</p> <p>IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. (p. 37)</p> <p>IT-LC 5. Child uses increasingly complex language in conversation with others. (p. 38)</p> <p>IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. (p. 38)</p> <p>IT-LC 8. Child uses an increasing number of words in communication and conversation with others. (p. 39)</p> <p>P-LC 2. Child understands and responds to increasingly complex communication and language from others. (p. 42)</p> <p>P-LC 3. Child communicates needs and wants non-verbally and by using language. (p. 43)</p> <p>P-LC 5. Child expresses self in increasingly long, detailed and sophisticated ways. (p. 44)</p> <p>P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (p. 44)</p>



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<p>ELA 1.3. Demonstrate ability to engage in conversations. (p. 5)</p>	<p>P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (p. 30)</p> <p>IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. (p. 37)</p> <p>IT-LC 5. Child uses increasingly complex language in conversation with others. (p. 38)</p> <p>IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. (p. 38)</p> <p>IT-LC 7. Child understands an increasing number of words used in communication with others (p. 39)</p> <p>IT-LC 8. Child uses an increasing number of words in communication and conversation with others. (p. 39)</p> <p>P-LC 1. Child attends to communication and language from others. (p. 42)</p> <p>P-LC 2. Child understands and responds to increasingly complex communication and language from others. (p. 42)</p> <p>P-LC 3. Child varies the amount of information provided to meet the demands of the situation. (p. 43)</p> <p>P-LC 4. Child understands, follows and uses appropriate social and conversational rules. (p. 43)</p>
<h2>2. Early Reading</h2>	
<p>ELA 2.1. Demonstrate awareness of the alphabet. (p. 5)</p>	<p>IT-LC 11. Child recognizes pictures and some symbols, signs or words. (p. 40)</p> <p>P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (p. 47)</p>
<p>ELA 2.2. Demonstrate phonological awareness. (p. 6)</p>	<p>IT-LC 9. Child attends to, repeats and uses some rhymes, phrases or refrains from stories or songs. (p. 39)</p> <p>P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. (p. 46)</p> <p>P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (p. 47)</p>
<p>ELA 2.3. Demonstrate awareness and understanding of concepts of print. (p. 6)</p>	<p>IT-LC 10. Child handles books and relates them to their stories or information. (p. 40)</p> <p>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)</p>
<p>ELA 2.4. Demonstrate comprehension. (p. 7)</p>	<p>IT-LC 12. Child comprehends meaning from pictures and stories. (p. 40)</p> <p>P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. (p. 47)</p> <p>P-LIT 5. Child asks and answers questions about a book that was read aloud. (p. 48)</p>



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3. Early Writing	
ELA 3.1. Demonstrate mechanics of writing. (p. 8)	IT-LC 13. Child makes marks and uses them to represent objects or actions. (p. 41) P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (p. 49)
ELA 3.2. Demonstrate ability to communicate a story. (p. 9)	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (p. 49)
Mathematics	
1. Numeracy	
M 1.1. Demonstrate strong sense of counting. (p. 10)	P-MATH 1. Child knows number names and the count sequence. (p. 57) P-MATH 2. Child recognizes the number of objects in a small set. (p. 57) P-MATH 3. Child understands the relationship between numbers and quantities. (p. 57)
M 1.2. Demonstrate understanding of written numerals. (p. 11)	P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers. (p. 58)
M 1.3. Recognition of number relations. (p. 11)	IT-C 8. Child develops sense of number and quantity. (p. 55) P-MATH 4. Child compares numbers. (p. 58) P-MATH 3. Child understands the relationship between numbers and quantities. (p. 57) P-MATH 2. Child recognizes the number of objects in a small set. (p. 57)
2. Computation and Algebraic Thinking	
M 2.1. Exhibit understanding of mathematic structure. (p. 12)	P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from. (p. 59)
M 2.2. Demonstrate awareness of patterning. (p. 12)	P-MATH 7. Child understands simple patterns. (p. 59)
3. Data Analysis	
M 3.1. Demonstrate understanding of classifying. (p. 13)	IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (p. 55) P-MATH 9. Child identifies, describes, compares and composes shapes. (p. 60) P-SCI 3. Child compares and categorizes observable phenomena. (p. 63)
4. Geometry	
M 4.1. Understanding of spatial relationships. (p. 13)	IT-C 9. Child uses spatial awareness to understand objects and their movement in space. (p. 55) P-MATH 10. Child explores the positions of objects in space. (p. 61)



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M 4.2. Exhibit ability to identify, describe, analyze, compare, and create shapes. (p. 14)	IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (p. 55) P-MATH 9. Child identifies, describes, compares and composes shapes. (p. 60)
5. Measurement	
M 5.1. Understand concept of time. (p. 14)	IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior. (p. 13) IT-C 3. Child recognizes the difference between familiar and unfamiliar people, objects, actions or events. (p. 53) IT-C 5. Child uses memories as a foundation for more complex actions or thoughts. (p. 53)
M 5.2. Understand measurement through description and comparison. (p. 15)	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) P-SCI 2. Child engages in scientific talk. (p. 62) P-SCI 3. Child compares and categorizes observable phenomena. (p. 63)
Science	
1. Physical Science	
SC 1.1. Demonstrate ability to explore objects in the physical world. (p. 16)	P-ATL 11. Child shows interest in and curiosity about the world around them. (p. 20) IT-C 1. Child actively explores people and objects to understand self, others and objects. (p. 52) P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms and events). (p. 62) P-SCI 3. Child compares and categorizes observable phenomena. (p. 63) IT-PMP 1. Child uses perceptual information to understand objects, experiences and interactions. (p. 68)
SC 1.2. Demonstrate awareness of the physical properties of objects. (p. 17)	P-ATL 11. Child shows interest in and curiosity about the world around them. (p. 20) IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. (p. 52) IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (p. 55) P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms and events). (p. 62) P-SCI 2. Child engages in scientific talk. (p. 62) P-SCI 3. Child compares and categorizes observable phenomena. (p. 63)



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2. Earth and Space Science	
SC 2.1. Recognize seasonal and weather-related changes (p. 17)	P-SCI 2. Child engages in scientific talk. (p. 62) IT-ATL7. Child shows interest in and curiosity about objects, materials or events. (p. 14)
3. Life Science	
SC 3.1. Demonstrate awareness of life. (p. 18)	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms and events). (p. 62) P-SCI 2. Child engages in scientific talk. (p. 62) P-SCI 4. Child asks a question, gathers information and makes predictions. (p. 64) P-SCI 5. Child plans and conducts investigations and experiments. (p. 64)
SC 3.2 Demonstrate awareness of the preservation, protection and care of living creatures and plants. (p. 19)	P-SCI 4. Child asks a question, gathers information and makes predictions. (p. 64) P-SCI 5. Child plans and conducts investigations and experiments. (p. 64) P-SCI 6. Child analyzes results, draws conclusions and communicates results. (p. 65)
4. Engineering	
SC 4.1. Demonstrate engineering design skills. (p. 20)	IT-C 6. Child learns to use a variety of strategies in solving problems. (p.54) IT-C 7. Child uses reasoning and planning ahead to solve problems. (p. 54)
5. Scientific Inquiry and Methods	
SC 5.1. Demonstrate scientific curiosity. (p. 21)	IT-ATL 7. Child shows interest in and curiosity about objects, materials or events. (p. 14) P-ATL 11. Child shows interest in and curiosity about the world around them. (p. 20) P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms and events). (p. 62) P-SCI 4. Child asks a question, gathers information and makes predictions. (p. 64) P-SCI 5. Child plans and conducts investigations and experiments. (p. 64) P-SCI 6. Child analyzes results, draws conclusions and communicates results. (p. 65)



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6. Computational Thinking	
SC 6.1 Demonstrate decomposition of larger tasks into smaller steps. (p. 21)	IT-C 6. Child learns to use a variety of strategies in solving problems. (p. 54) IT-C 7. Child uses reasoning and planning ahead to solve problems. (p.54) P-ATL 2. Child follows classroom rules and routines with increasing independence. (p. 16) IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions or events. (p.53) IT-C 5. Child uses memories as a foundation for more complex actions and thoughts. (p. 53) IT-ATL 2. Child manages actions and behavior with support of familiar adults. P. 12)
SC 6.2 Demonstrate algorithmic thinking and debugging. (p.22)	IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior (p. 13) P-ATL 12. Child expresses creativity in thinking and communication. (p. 21) P-MATH 7. Child understands simple patterns. (p. 59) P-SCI 6. Child analyzes results, draws conclusions and communicates results. (p. 65) IT-C 6. Child learns to use a variety of strategies in solving problems. (p. 54)
Social Studies	
1. Self	
SS 1.1. Demonstrate development of self. (p. 23)	IT-SE 11. Child understands some characteristics of self and others. (p. 27) IT-SE 13. Child develops a sense of belonging through relationships with others. (p. 28) P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions and interests. (p. 32) P-SE 11. Child has sense of belonging to family, community and other groups. (p. 33)
2. History and Events	
SS 2.1. Demonstrate awareness of chronological thinking. (p. 24)	IT-C 5. Child uses memories as a foundation for more complex actions and thoughts. (p. 53)
SS 2.2. Demonstrate awareness of personal historical knowledge. (p. 24)	IT-LC 5. Child uses increasingly complex language in conversation with others. (p. 53) IT-C 5. Child uses memories as a foundation for more complex actions or thoughts. (p. 53)
SS 2.3. Demonstrate awareness of the foundations of government or authority. (p. 24)	IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions or events. (p. 53) IT-LC 11. Child recognizes pictures and some symbols, signs or words. (p. 40)



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3. Geography	
SS 3.1. Demonstrate awareness of the world in spatial terms. (p. 25)	IT-C 9. Child uses spatial awareness to understand objects and their movement in space. (p. 55) IT-C 12. Child uses objects or symbols to represent something else. (p. 56) P-MATH 10. Child explores the positions of objects in space. (p. 61)
SS 3.2. Demonstrate awareness of places and regions. (p. 25)	IT-C 4. Child recognizes the stability of people and objects in the environment. (53)
4. Economics	
SS 4.1. Demonstrate awareness of economics, spending and making money. (p. 26)	IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences and explorations. (p. 14) IT-SE 3. Child learns to use adults as a resource to meet needs. (p. 24) IT-C 13. Child uses pretend play to increase understanding of culture, environment and experiences. (p. 56)
5. Citizenship	
SS 5.1. Demonstrate awareness of citizenship. (p. 27)	P-ATL 2. Child follows classroom rules and routines with increasing independence. (p. 16) P-ATL 7. Child persists in tasks. (p. 19)
Student Wellbeing	
1. Sense of Self	
SW 1.1. Demonstrate self-awareness and confidence. (p. 28)	IT-SE 10. Child shows awareness about self and how to connect with others. (p. 27) IT-SE 11. Child understands some characteristics of self and others. (p. 27) IT-SE 12. Child shows confidence in own abilities through relationships with others. (p. 28) P-SE 8. Child manages emotions with increasing independence. (p. 32) P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions and interests. (p. 32) P-SE 10. Child expresses confidence in own skills and positive feelings about self. (p. 33)



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<p>SW 1.2. Demonstrate identification and expression of emotions. (p. 29)</p>	<p>IT-ATL 1. Child manages feelings and emotions with support of familiar adults. (p. 12)</p> <p>P-ATL 1. Child manages emotions with increasing independence. (p. 16)</p> <p>IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with adults. (p. 24)</p> <p>IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (p. 24)</p> <p>IT-SE 6. Child learns to express a range of emotions. (p. 26)</p> <p>IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. (p. 26)</p> <p>IT-SE 8. Child expresses care and concern toward others. (p. 26)</p> <p>IT-SE 9. Child manages emotions with the support of familiar adults. (p. 27)</p> <p>P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. (p. 31)</p> <p>P-SE 7. Child expresses care and concern toward others. (p. 32)</p>
<h2>2. Self-Regulation</h2>	
<p>SW 2.1. Demonstrate self-control. (p. 29)</p>	<p>IT-ATL 1. Child manages feelings and emotions with support of familiar adults. (p. 12)</p> <p>IT-ATL 2. Child manages actions and behavior with support of familiar adults. (p. 12)</p> <p>IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior. (p. 13)</p> <p>P-ATL 1. Child manages emotions with increasing independence. (p. 16)</p> <p>P-ATL 4. Child manages actions, words and behavior with increasing independence. (p. 17)</p> <p>P-ATL 5. Child demonstrates an increasing ability to control impulses. (p. 18)</p> <p>IT-SE 9. Child manages emotions with the support of familiar adults. (p. 27)</p> <p>P-SE 8. Child manages emotions with increasing independence. (p. 26)</p>



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3. Conflict Resolution	
SW 3.1. Demonstrate conflict resolution. (p. 30)	IT-ATL 2. Child manages actions and behavior with support of familiar adults. (p. 12) P-ATL 4. Child manages actions, words and behavior with increasing independence. (p. 13) P-SE 2. Child engages in prosocial and cooperative behaviors with adults. (p. 29) P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (p. 31)
4. Building Relationships	
SW 4.1. Demonstrate relationship skills. (p. 31)	IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with adults. (p. 24) IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (p. 24) IT-SE 3. Child learns to use adults as a resource to meet needs. (p. 24) IT-SE 4. Child shows interest in, interacts with and develops personal relationships with other children. (p. 25) IT-SE 5. Child imitates and engages in play with other children. (p. 25) IT-SE 10. Child shows awareness about self and how to connect with others. (p. 27) IT-SE 13. Child develops a sense of belonging through relationships with others. (p. 28) P-SE 1. Child engages in and maintains positive relationships and interactions with adults. (p. 29) P-SE 3. Child engages in and maintains positive interactions and relationships with other children (p. 30) P-SE 4. Child engages in cooperative play with other children. (p. 30)
Approaches to Play and Learning	
1. Initiative and Exploration	
APL 1.1. Demonstrate initiative and self-direction. (p. 32)	IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences and explorations. (p. 14) P-ATL 10. Child demonstrates initiative and independence. (p. 20)



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APL 1.2. Demonstrate interest and curiosity as a learner. (p. 32)	IT-ATL 7. Child shows interest in and curiosity about objects, materials or events. (p. 14) P-ATL 11. Child shows interest in and curiosity about the world around them. (p. 20) IT-C 6. Child learns to use a variety of strategies in solving problems. (p. 54) IT-C 7. Child uses reasoning and planning to solve problems. (p. 54) IT-C 1. Child actively explores people and objects to understand self, others and objects. (p. 52)
2. Flexible Thinking	
APL 2.1. Demonstrate development of flexible thinking skills during play. (p. 33)	IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior. (p. 13) IT-ATL 8. Child uses creativity to increase understanding and learning. (p. 15) IT-ATL 9. Child shows imagination in play and interactions with others. (p. 15) P-ATL 9. Child demonstrates flexibility in thinking and behavior.(p. 19) P-ATL 13. Child uses imagination in play and interactions with others. (p. 21) IT-C 12. Child uses objects or symbols to represent something else. (p. 56)
3. Attentiveness and Persistence	
APL 3.1. Demonstrate development of sustained attention and persistence. (p. 33)	IT-ATL 3. Child maintains focus and sustains attention with support. (p. 13) IT-ATL 4. Child develops the ability to show persistence in actions and behavior. (p. 13) P-ATL 5. Child demonstrates an increasing ability to control impulses. (p. 18) P-ATL 6. Child maintains focus and sustains attention with minimal adult support. (p.18) P-ATL 7. Child persists in tasks. (p. 19) P-ATL 4. Child manages actions, words and behavior with increasing independence. (p. 13) P-SE 2. Child engages in prosocial and cooperative behaviors with adults. (p. 29) P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (p. 31)



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4. Social Interactions	
APL 4.1. Demonstrate development of social interactions during play. (p. 34)	IT-SE 4. Child shows interest in, interacts with and develops personal relationships with other children. (p. 25) IT-SE 5. Child imitates and engages in play with other children. (p. 25) P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (p. 30) P-SE 4. Child engages in cooperative play with other children. (p. 30) P-ATL 13. Child uses imagination in play and interactions with others. (p. 21) IT-ATL 9. Child shows imagination in play and interactions with others. (p. 15)
Creative Arts	
1. Music	
CA 1.1. Demonstrate creative music expression. (p. 35)	IT-LC 9. Child attends to, repeats and uses some rhymes, phrases or refrains from stories or songs. (p. 39)
2. Dance	
CA 2.1. Demonstrate creative movement expression. (p. 36)	P-ATL 12. Child expresses creativity in thinking and communication. (p. 21) IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (p. 69) P-PMP 1. Child demonstrates control, strength and coordination of large muscles. (p. 69) IT-PMP 2. Child uses perceptual information in directing own actions, experiences and interactions. (p. 68) P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (p. 72)
3. Visual Arts	
CA 3.1. Demonstrate creative expression through the visual art process or experience. (p. 37)	IT-ATL 9. Child shows imagination in play and interactions with others. (p. 15) P-ATL 13. Child uses imagination in play and interactions with others. (p. 21) IT-LC 13. Child makes marks and uses them to represent objects or actions. (p. 41) IT-PMP 7. Child uses hands for exploration, play and daily routines. (p. 70)
CA 3.2. Demonstrate creative expression through visual art production and presentation. (p. 37)	P-ATL 10. Child demonstrates initiative and independence. (p. 20) IT-LC 13. Child makes marks and uses them to represent objects or actions. (p. 41) P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms and events). (p. 62)



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CA 3.3. Demonstrate creative expression through art appreciation (p. 38)	IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. (p. 14) P-ATL 13. Child uses imagination in play and interactions with others. (p. 21)
4. Dramatic Play	
CA 4.1. Demonstrate creative expression through dramatic play. (p. 38)	IT-ATL 9. Child shows imagination in play and interactions with others. (p. 19) P-ATL 10. Child demonstrates initiative and independence. (p. 20) P-ATL 13. Child uses imagination in play and interactions with others. (21) IT-SE 5. Child imitates and engages in play with other children. (p. 25) P-SE 4. Child engages in cooperative play with other children. (p. 30) IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors. (p. 56) IT-C 12. Child uses objects or symbols to represent something else. (p. 56) IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. (p. 56)
Physical Health and Growth	
1. Health and Safety	
PHG 1.1. Demonstrate development of healthy practice. (p. 39)	IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (p. 71) P-PMP 4. Child demonstrates personal hygiene and self-care skills. (p. 74)
PHG 1.2. Demonstrate development of safety practice. (p. 40)	IT-PMP 10. Child uses safe behaviors with support from adults. (p. 71) P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. (p. 75)
PHG 1.3. Demonstrate development of nutrition awareness. (p. 40)	IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. (p. 71) P-P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. (p. 74)
2. Senses	
PHG 2.1. Demonstrate how the five senses support processing information. (p. 41)	IT-C 1. Child actively explores people and objects to understand self, others, and objects. (p. 52) IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. (p. 68)



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PHG 2.2. Demonstrate development of body awareness and physical activity. (p. 42)	IT-SE 10. Child shows awareness about self and how to connect with others. (p. 27) IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment. (p. 69) IT-PMP 2. Child uses perceptual information in directing own actions, experiences and interactions. (p. 68) IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. (p. 69) IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (p. 69) P-PMP 1. Child demonstrates control, strength and coordination of large muscles. (p. 72) P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (p. 72)
3. Motor Skills	
PHG 3.1. Demonstrate development of fine and gross motor coordination. (p. 42)	IT-PMP 2. Child uses perceptual information in directing own actions, experiences and interactions. (p. 68) IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. (p. 69) IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (p. 69) IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment. (p. 69) IT-PMP 6. Child coordinates hand and eye movements to perform actions. (p. 70) IT-PMP 7. Child uses hands for exploration, play and daily routines. (p. 70) IT-PMP 8. Child adjusts reach and grasp to use tools. (p. 70) P-PMP 1. Child demonstrates control, strength and coordination of large muscles. (p. 72) P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (p. 72) P-PMP 3. Child demonstrates increasing control, strength and coordination of small muscles. (p. 73)
PHG 3.2. Demonstrate development of oral motor skills. (p. 43)	IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (p. 71)



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4. Personal Care	
<p>PHG 4.1. Demonstrate increase independence in personal care routines. (p. 43)</p>	<p>P-ATL 2. Child follows classroom rules and routines with increasing independence. (p. 16)</p> <p>IT-C 11. Child observes and imitates sounds, words, gestures, actions and behaviors. (p. 56)</p> <p>IT-C 12. Child uses objects or symbols to represent something else. (p. 56)</p> <p>IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (p. 71)</p> <p>P-PMP 4. Child demonstrates personal hygiene and self-care skills. (p. 74)</p>

