

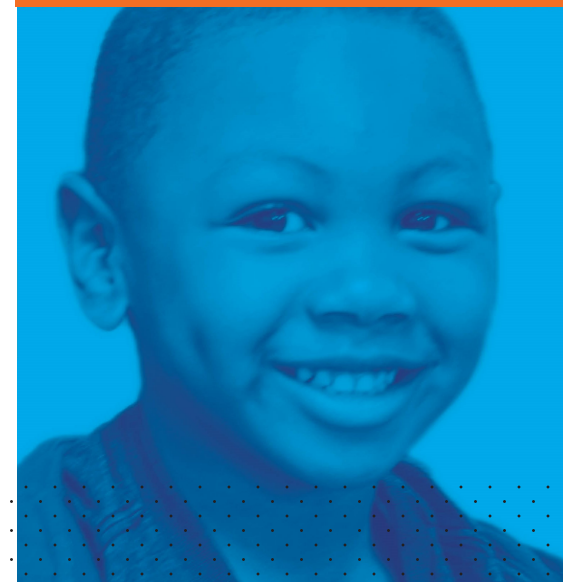


# THE HIGHSCOPE curriculum

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2015 Head Start Early Learning  
Outcomes Framework Ages  
Birth to Five

ALIGNMENT



## Alignment of The HighScope Curriculum With 2015 Head Start Early Learning Outcomes Framework Ages Birth to Five

This document aligns the content in the 2015 Head Start Early Learning Outcomes Framework Ages Birth to Five with the learning objectives of the **HighScope Curriculum** for infants and toddlers and preschool.

Evidence-based and grounded in current child development theory and research, **The HighScope Infant-Toddler Curriculum** is built on 42 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children’s development and learning across each curriculum content area.

Based on more than 50 years of research on early childhood development, **The HighScope Preschool Curriculum** is built on 58 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children’s development and learning across each curriculum content area.

### References

Head Start Early Learning Outcomes Framework Ages Birth to Five content was retrieved on December 23, 2015 from <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

HighScope Educational Research Foundation. (2011). *Tender Care and Early Learning*. Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2012). *The HighScope Preschool Curriculum*. Ypsilanti, MI: HighScope Press.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Infant/Toddler</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation</b>	
<b>Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.</b>	
<b>Birth to 9 Months</b>	
Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	5. Attachment: Children form an attachment to a primary caregiver.
<b>8 to 18 Months</b>	
Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.
<b>16 to 36 Months</b>	
Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.
<b>Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.</b>	
<b>Birth to 9 Months</b>	
Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	5. Attachment: Children form an attachment to a primary caregiver.
<b>8 to 18 Months</b>	
Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.
<b>16 to 36 Months</b>	
Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.	2. Problem solving: Children solve problems encountered in exploration and play. 7. Relationships with peers: Children build relationships with peers. 8. Emotions: Children express emotions.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>	
<b>Goal IT-ATL 3.</b> Child maintains focus and sustains attention with support.	
<b>Birth to 9 Months</b>	
Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	1. Initiative: Children express initiative.
<b>8 to 18 Months</b>	
Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.	1. Initiative: Children express initiative.
<b>16 to 36 Months</b>	
Participates in activities and experiences with people, objects, or materials that require attention and common focus.	1. Initiative: Children express initiative.
<b>Goal IT-ATL 4.</b> Child develops the ability to show persistence in actions and behavior.	
<b>Birth to 9 Months</b>	
Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	2. Problem solving: Children solve problems encountered in exploration and play.
<b>8 to 18 Months</b>	
Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	2. Problem solving: Children solve problems encountered in exploration and play.
<b>16 to 36 Months</b>	
Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	2. Problem solving: Children solve problems encountered in exploration and play.
<b>Goal IT-ATL 5.</b> Child demonstrates the ability to be flexible in actions and behavior.	
<b>Birth to 9 Months</b>	
Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	2. Problem solving: Children solve problems encountered in exploration and play.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning), CONT</b>	
<b>Goal IT-ATL 5, CONT</b>	
<b>8 to 18 Months</b>	
Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	<ol style="list-style-type: none"> <li>1. Initiative: Children express initiative.</li> <li>2. Problem solving: Children solve problems encountered in exploration and play.</li> </ol>
<b>16 to 36 Months</b>	
Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	<ol style="list-style-type: none"> <li>2. Problem solving: Children solve problems encountered in exploration and play.</li> <li>11. Group participation: Children participate in group routines.</li> </ol>
<b>Sub-Domain: Initiative and Curiosity</b>	
<b>Goal IT-ATL 6.</b> Child demonstrates emerging initiative in interactions, experiences, and explorations.	
<b>Birth to 9 Months</b>	
Initiates interactions with familiar adults through expressions, actions, or behaviors.	<ol style="list-style-type: none"> <li>5. Attachment: Children form an attachment to a primary caregiver.</li> <li>6. Relationships with adults: Children build relationships with other adults.</li> </ol>
<b>8 to 18 Months</b>	
Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	<ol style="list-style-type: none"> <li>1. Initiative: Children express initiative.</li> <li>6. Relationships with adults: Children build relationships with other adults.</li> </ol>
<b>16 to 36 Months</b>	
Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	<ol style="list-style-type: none"> <li>1. Initiative: Children express initiative.</li> </ol>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Initiative and Curiosity, CONT</b>	
<b>Goal IT-ATL 7.</b> Child shows interest in and curiosity about objects, materials, or events.	
<b>Birth to 9 Months</b>	
Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	8. Emotions: Children express emotions.
<b>8 to 18 Months</b>	
Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
<b>16 to 36 Months</b>	
Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
<b>Sub-Domain: Creativity</b>	
<b>Goal IT-ATL 8.</b> Child uses creativity to increase understanding and learning.	
<b>Birth to 9 Months</b>	
Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally.
<b>8 to 18 Months</b>	
Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	1. Initiative: Children express initiative. 36. Imitating and pretending: Children imitate and pretend.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Creativity, CONT</b>	
<b>Goal IT-ATL 8, CONT</b>	
<b>16 to 36 Months</b>	
Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	<ul style="list-style-type: none"> <li>1. Initiative: Children express initiative.</li> <li>36. Imitating and pretending: Children imitate and pretend.</li> <li>37. Exploring art materials: Children explore building and art materials.</li> </ul>
<b>Goal IT-ATL 9. Child shows imagination in play and interactions with others.</b>	
<b>Birth to 9 Months</b>	
<i>Emerging</i>	
<b>8 to 18 Months</b>	
Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	<ul style="list-style-type: none"> <li>21. Enjoying language: Children enjoy stories, rhymes, and songs.</li> <li>40. Responding to music: Children respond to music.</li> <li>41. Sounds: Children explore and imitate sounds.</li> <li>42. Vocal pitch: Children explore vocal pitch sounds.</li> </ul>
<b>16 to 36 Months</b>	
Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	<ul style="list-style-type: none"> <li>10. Playing with others: Children play with others.</li> <li>36. Imitating and pretending: Children imitate and pretend.</li> </ul>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Preschool</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation</b>	
<b>Goal P-ATL 1. Child manages emotions with increasing independence.*</b>	
* This is the same as P-SE Goal 8	
<b>36 to 48 Months</b>	
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	9. Emotions: Children recognize, label, and regulate their feelings.
<b>48 to 60 Months</b>	
Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	9. Emotions: Children recognize, label, and regulate their feelings.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Expresses emotions in ways that are appropriate to the situation.</li> <li>• Looks for adult assistance when emotions are most intense.</li> <li>• Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</li> </ul>	9. Emotions: Children recognize, label, and regulate their feelings.
<b>Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</b>	
<b>36 to 48 Months</b>	
Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	11. Community: Children participate in the community of the classroom. 19. Personal care: Children carry out personal care routines on their own.
<b>48 to 60 Months</b>	
Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	11. Community: Children participate in the community of the classroom. 19. Personal care: Children carry out personal care routines on their own.



## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Preschool, CONT</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation, CONT</b>	
<b>Goal P-ATL 2, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</li> <li>• Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.</li> <li>• Responds to signals when transitioning from one activity to another.</li> </ul>	<p>11. Community: Children participate in the community of the classroom.</p> <p>19. Personal care: Children carry out personal care routines on their own.</p>
<b>Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.</b>	
<b>36 to 48 Months</b>	
Handles classroom materials, such as putting them where they belong, with adult support.	11. Community: Children participate in the community of the classroom.
<b>48 to 60 Months</b>	
Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	11. Community: Children participate in the community of the classroom.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Appropriately handles materials during activities.</li> <li>• Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</li> </ul>	11. Community: Children participate in the community of the classroom.
<b>Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</b>	
<b>36 to 48 Months</b>	
Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	<p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>14. Moral development: Children develop an internal sense of right and wrong.</p> <p>15. Conflict resolution: Children resolve social conflicts.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Preschool, CONT</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation, CONT</b>	
<b>Goal P-ATL 4, CONT</b>	
<b>48 to 60 Months</b>	
Manages own actions, words, and behavior with occasional support from adults.	9. Emotions: Children recognize, label, and regulate their feelings. 14. Moral development: Children develop an internal sense of right and wrong. 15. Conflict resolution: Children resolve social conflicts.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.</li> <li>• Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</li> <li>• Waits for turn, such as waits in line to wash hands or waits for turn on swings.</li> <li>• Refrains from aggressive behavior towards others.</li> <li>• Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</li> </ul>	9. Emotions: Children recognize, label, and regulate their feelings. 11. Community: Children participate in the community of the classroom. 14. Moral development: Children develop an internal sense of right and wrong. 15. Conflict resolution: Children resolve social conflicts.
<b>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</b>	
<b>Goal P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.	
<b>36 to 48 Months</b>	
Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	15. Conflict resolution: Children resolve social conflicts.
<b>48 to 60 Months</b>	
Sometimes controls impulses independently, while at other times needs support from an adult.	15. Conflict resolution: Children resolve social conflicts.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Preschool, CONT</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation, CONT</b>	
<b>Goal P-ATL 5, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Stops an engaging activity to transition to another less desirable activity with adult guidance and support.</li> <li>• Delays having desires met, such as agreeing to wait turn to start an activity.</li> <li>• Without adult reminders, waits to communicate information to a group.</li> <li>• Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</li> </ul>	11. Community: Children participate in the community of the classroom.
<b>Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</b>	
<b>36 to 48 Months</b>	
With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	3. Engagement: Children focus on activities that interest them.
<b>48 to 60 Months</b>	
With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	3. Engagement: Children focus on activities that interest them.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Maintains focus on activities for extended periods of time, such as 15 minutes or more.</li> <li>• Engages in purposeful play for extended periods of time.</li> <li>• Attends to adult during large and small group activities with minimal support.</li> </ul>	3. Engagement: Children focus on activities that interest them.
<b>Goal P-ATL 7. Child persists in tasks.</b>	
<b>36 to 48 Months</b>	
Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	3. Engagement: Children focus on activities that interest them. 4. Problem solving: Children solve problems encountered in play.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Preschool, CONT</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation, CONT</b>	
<b>Goal P-ATL 7, CONT</b>	
<b>48 to 60 Months</b>	
Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	<ol style="list-style-type: none"> <li>3. Engagement: Children focus on activities that interest them.</li> <li>4. Problem solving: Children solve problems encountered in play.</li> </ol>
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</li> <li>• Returns with focus to an activity or project after having been away from it.</li> </ul>	<ol style="list-style-type: none"> <li>3. Engagement: Children focus on activities that interest them.</li> <li>4. Problem solving: Children solve problems encountered in play.</li> </ol>
<b>Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</b>	
<b>36 to 48 Months</b>	
Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	21. Comprehension: Children understand language.
<b>48 to 60 Months</b>	
Holds an increasing amount of information in mind in order to successfully complete tasks.	21. Comprehension: Children understand language.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Accurately recounts recent experiences in the correct order and includes relevant details.</li> <li>• Successfully follows detailed, multi-step directions, sometimes with reminders.</li> <li>• Remembers actions to go with stories or songs shortly after being taught.</li> </ul>	<ol style="list-style-type: none"> <li>6. Reflection: Children reflect on their experiences.</li> <li>21. Comprehension: Children understand language.</li> </ol>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Preschool, CONT</b>	
<b>Sub-Domain: Emotional and Behavioral Self-Regulation, CONT</b>	
<b>Goal P-ATL 9.</b> Child demonstrates flexibility in thinking and behavior.	
<b>36 to 48 Months</b>	
Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	4. Problem solving: Children solve problems encountered in play.
<b>48 to 60 Months</b>	
Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	4. Problem solving: Children solve problems encountered in play. 15. Conflict resolution: Children resolve social conflicts.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Tries different strategies to complete work or solve problems including with other children.</li> <li>• Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</li> <li>• Transitions between activities without getting upset.</li> </ul>	4. Problem solving: Children solve problems encountered in play. 11. Community: Children participate in the community of the classroom.
<b>Sub-Domain: Initiative and Curiosity</b>	
<b>Goal P-ATL 10.</b> Child demonstrates initiative and independence.	
<b>36 to 48 Months</b>	
Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	1. Initiative: Children demonstrate initiative as they explore their world. 3. Engagement: Children focus on activities that interest them.
<b>48 to 60 Months</b>	
Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	1. Initiative: Children demonstrate initiative as they explore their world. 3. Engagement: Children focus on activities that interest them.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Preschool, CONT</b>	
<b>Sub-Domain: Initiative and Curiosity, CONT</b>	
<b>Goal P-ATL 10, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Engages in independent activities.</li> <li>• Makes choices and communicates these to adults and other children.</li> <li>• Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</li> <li>• Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.</li> </ul>	<ol style="list-style-type: none"> <li>1. Initiative: Children demonstrate initiative as they explore their world.</li> <li>3. Engagement: Children focus on activities that interest them.</li> <li>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</li> </ol>
<b>Goal P-ATL 11. Child shows interest in and curiosity about the world around them.</b>	
<b>36 to 48 Months</b>	
Seeks out new information and explores new play and tasks with adult support.	<ol style="list-style-type: none"> <li>1. Initiative: Children demonstrate initiative as they explore their world.</li> <li>5. Use of resources: Children gather information and formulate ideas about their world.</li> </ol>
<b>48 to 60 Months</b>	
Seeks out new information and explores new play and tasks both independently and with adult support.	<ol style="list-style-type: none"> <li>1. Initiative: Children demonstrate initiative as they explore their world.</li> <li>5. Use of resources: Children gather information and formulate ideas about their world.</li> </ol>
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Asks questions and seeks new information.</li> <li>• Is willing to participate in new activities or experiences even if they are perceived as challenging.</li> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</li> </ul>	<ol style="list-style-type: none"> <li>1. Initiative: Children demonstrate initiative as they explore their world.</li> <li>5. Use of resources: Children gather information and formulate ideas about their world.</li> </ol>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Preschool, CONT</b>	
<b>Sub-Domain: Creativity</b>	
<b>Goal P-ATL 12.</b> Child expresses creativity in thinking and communication.	
<b>36 to 48 Months</b>	
Responds to adults' prompts to express creative ideas in words and/or actions.	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
<b>48 to 60 Months</b>	
Communicates creative ideas and actions both with and without prompting from adults.	22. Speaking: Children express themselves using language. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> <li>• Approaches tasks, activities, and play in ways that show creative problem solving.</li> <li>• Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</li> </ul>	4. Problem solving: Children solve problems encountered in play. 5. Use of resources: Children gather information and formulate ideas about their world. 22. Speaking: Children express themselves using language. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Approaches to Learning: Preschool, CONT</b>	
<b>Sub-Domain: Creativity, CONT</b>	
<b>Goal P-ATL 13.</b> Child uses imagination in play and interactions with others.	
<b>36 to 48 Months</b>	
Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	<p>13. Cooperative play: Children engage in cooperative play.</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<b>48 to 60 Months</b>	
Develops more elaborate imaginary play, stories, and other creative works with children and adults.	<p>13. Cooperative play: Children engage in cooperative play.</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Engages in social and pretend play.</li> <li>• Uses imagination with materials to create stories or works of art.</li> <li>• Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</li> </ul>	<p>13. Cooperative play: Children engage in cooperative play.</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>



## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Infant/Toddler</b>	
<b>Sub-Domain: Relationships with Adults</b>	
<b>Goal IT-SE 1.</b> Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	
<b>Birth to 9 Months</b>	
Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	5. Attachment: Children form an attachment to a primary caregiver.
<b>8 to 18 Months</b>	
Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	5. Attachment: Children form an attachment to a primary caregiver.
<b>16 to 36 Months</b>	
Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	5. Attachment: Children form an attachment to a primary caregiver.
<b>Goal IT-SE 2.</b> Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	
<b>Birth to 9 Months</b>	
Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.
<b>8 to 18 Months</b>	
Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.
<b>16 to 36 Months</b>	
Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Relationships with Adults, CONT</b>	
<b>Goal IT-SE 3.</b> Child learns to use adults as a resource to meet needs.	
<b>Birth to 9 Months</b>	
Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	<ul style="list-style-type: none"> <li>2. Problem solving: Children solve problems encountered in exploration and play.</li> <li>3. Self-help: Children do things for themselves.</li> <li>17. Nonverbal communication: Children communicate nonverbally.</li> </ul>
<b>8 to 18 Months</b>	
Looks to or seeks help from a familiar adults, such as taking the adult's hand and leading them to something the child wants or needs.	<ul style="list-style-type: none"> <li>2. Problem solving: Children solve problems encountered in exploration and play.</li> <li>17. Nonverbal communication: Children communicate nonverbally.</li> </ul>
<b>16 to 36 Months</b>	
Asks familiar adult for help or assistance when encountering difficult tasks or situations.	<ul style="list-style-type: none"> <li>2. Problem solving: Children solve problems encountered in exploration and play.</li> <li>17. Nonverbal communication: Children communicate nonverbally.</li> <li>19. Speaking: Children speak.</li> </ul>
<b>Sub-Domain: Relationships with Other Children</b>	
<b>Goal IT-SE 4.</b> Child shows interest in, interacts with, and develops personal relationships with other children.	
<b>Birth to 9 Months</b>	
Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	<ul style="list-style-type: none"> <li>4. Distinguishing self and others: Children distinguish themselves from others.</li> <li>7. Relationships with peers: Children build relationships with peers.</li> </ul>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Relationships with Other Children, CONT</b>	
<b>8 to 18 Months</b>	
Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.	<ul style="list-style-type: none"> <li>4. Distinguishing self and others: Children distinguish themselves from others.</li> <li>7. Relationships with peers: Children build relationships with peers.</li> <li>18. Two-way communication: Children participate in two-way communication.</li> </ul>
<b>16 to 36 Months</b>	
Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	<ul style="list-style-type: none"> <li>4. Distinguishing self and others: Children distinguish themselves from others.</li> <li>7. Relationships with peers: Children build relationships with peers.</li> <li>18. Two-way communication: Children participate in two-way communication.</li> </ul>
<b>Goal IT-SE 5. Child imitates and engages in play with other children.</b>	
<b>Birth to 9 Months</b>	
Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	<ul style="list-style-type: none"> <li>7. Relationships with peers: Children build relationships with peers.</li> <li>10. Playing with others: Children play with others.</li> </ul>
<b>8 to 18 Months</b>	
Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	<ul style="list-style-type: none"> <li>7. Relationships with peers: Children build relationships with peers.</li> <li>10. Playing with others: Children play with others.</li> <li>36. Imitating and pretending: Children imitate and pretend.</li> </ul>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Relationships with Other Children, CONT</b>	
<b>Goal IT-SE 5, CONT</b>	
<b>16 to 36 Months</b>	
Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	7. Relationships with peers: Children build relationships with peers. 10. Playing with others: Children play with others. 36. Imitating and pretending: Children imitate and pretend.
<b>Sub-Domain: Emotional Functioning</b>	
<b>Goal IT-SE 6. Child learns to express a range of emotions.</b>	
<b>Birth to 9 Months</b>	
Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.
<b>8 to 18 Months</b>	
Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.
<b>16 to 36 Months</b>	
Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	8. Emotions: Children express emotions. 17. Nonverbal communication: Children communicate nonverbally.
<b>Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.</b>	
<b>Birth to 9 Months</b>	
Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	9. Empathy: Children show empathy toward the feelings and needs of others.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Emotional Functioning, CONT</b>	
<b>Goal IT-SE 7, CONT</b>	
<b>8 to 18 Months</b>	
Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	9. Empathy: Children show empathy toward the feelings and needs of others.
<b>16 to 36 Months</b>	
Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	9. Empathy: Children show empathy toward the feelings and needs of others. 16. Listening and responding: Children listen and respond.
<b>Goal IT-SE 8. Child expresses care and concern towards others.</b>	
<b>Birth to 9 Months</b>	
May cry when another child cries.	9. Empathy: Children show empathy toward the feelings and needs of others.
<b>8 to 18 Months</b>	
Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	9. Empathy: Children show empathy toward the feelings and needs of others.
<b>16 to 36 Months</b>	
Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	9. Empathy: Children show empathy toward the feelings and needs of others.
<b>Goal IT-SE 9. Child manages emotions with the support of familiar adults.</b>	
<b>Birth to 9 Months</b>	
Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.

**Head Start Early Learning Outcomes Framework**

**Key Developmental Indicators (KDIs)**

<b>Domain: Social and Emotional Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Emotional Functioning, CONT</b>	
<b>Goal IT-SE 9, CONT</b>	
<b>8 to 18 Months</b>	
Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.
<b>16 to 36 Months</b>	
Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	8. Emotions: Children express emotions.
<b>Sub-Domain: Sense of Identity and Belonging</b>	
<b>Goal IT-SE 10.</b> Child shows awareness about self and how to connect with others.	
<b>Birth to 9 Months</b>	
Learns about self by exploring hands, feet, body, and movement.	4. Distinguishing self and others: Children distinguish themselves from others.
<b>8 to 18 Months</b>	
Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	4. Distinguishing self and others: Children distinguish themselves from others.
<b>16 to 36 Months</b>	
Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	4. Distinguishing self and others: Children distinguish themselves from others.
<b>Goal IT-SE 11.</b> Child understands some characteristics of self and others.	
<b>Birth to 9 Months</b>	
Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult.	16. Listening and responding: Children listen and respond.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Sense of Identity and Belonging, CONT</b>	
<b>Goal IT-SE 11, CONT</b>	
<b>8 to 18 Months</b>	
Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	16. Listening and responding: Children listen and respond.
<b>16 to 36 Months</b>	
Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	4. Distinguishing self and others: Children distinguish themselves from others.
<b>Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.</b>	
<b>Birth to 9 Months</b>	
Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	18. Two-way communication: Children participate in two-way communication.
<b>8 to 18 Months</b>	
Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	6. Relationships with adults: Children build relationships with other adults. 18. Two-way communication: Children participate in two-way communication.
<b>16 to 36 Months</b>	
Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	3. Self-help: Children do things for themselves. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 18. Two-way communication: Children participate in two-way communication.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Sense of Identity and Belonging, CONT</b>	
<b>Goal IT-SE 13.</b> Child develops a sense of belonging through relationships with others.	
<b>Birth to 9 Months</b>	
Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	<ul style="list-style-type: none"> <li>11. Group participation: Children participate in group routines.</li> <li>32. Anticipating events: Children anticipate familiar events.</li> </ul>
<b>8 to 18 Months</b>	
Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	<ul style="list-style-type: none"> <li>11. Group participation: Children participate in group routines.</li> <li>32. Anticipating events: Children anticipate familiar events.</li> <li>33. Time intervals: Children notice the beginning and ending of time intervals.</li> </ul>
<b>16 to 36 Months</b>	
Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	<ul style="list-style-type: none"> <li>33. Time intervals: Children notice the beginning and ending of time intervals.</li> </ul>



## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Preschool</b>	
<b>Sub-Domain: Relationships with Adults</b>	
<b>Goal P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.	
<b>36 to 48 Months</b>	
Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	12. Building relationships: Children build relationships with other children and adults.
<b>48 to 60 Months</b>	
Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	12. Building relationships: Children build relationships with other children and adults.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Interacts readily with trusted adults.</li> <li>• Engages in some positive interactions with less familiar adults, such as parent volunteers.</li> <li>• Shows affection and preference for adults who interact with them on a regular basis.</li> <li>• Seeks help from adults when needed.</li> </ul>	12. Building relationships: Children build relationships with other children and adults.
<b>Goal P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.	
<b>36 to 48 Months</b>	
Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.	12. Building relationships: Children build relationships with other children and adults.
<b>48 to 60 Months</b>	
Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	12. Building relationships: Children build relationships with other children and adults.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Preschool, CONT</b>	
<b>Sub-Domain: Relationships with Adults</b>	
<b>Goal P-SE 2, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Engages in prosocial behaviors with adults, such as using respectful language or greetings.</li> <li>• Attends to an adult when asked.</li> <li>• Follows adult guidelines and expectations for appropriate behavior.</li> <li>• Asks or waits for adult permission before doing something when they are unsure.</li> </ul>	12. Building relationships: Children build relationships with other children and adults.
<b>Sub-Domain: Relationships with Other Children</b>	
<b>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</b>	
<b>36 to 48 Months</b>	
Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.	12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.
<b>48 to 60 Months</b>	
Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Engages in and maintains positive interactions with other children.</li> <li>• Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</li> <li>• Takes turns in conversations and interactions with other children.</li> <li>• Develops friendships with one or two preferred other children.</li> </ul>	12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Preschool, CONT</b>	
<b>Sub-Domain: Relationships with Other Children, CONT</b>	
<b>Goal P-SE 4.</b> Child engages in cooperative play with other children.	
<b>36 to 48 Months</b>	
Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	<p>12. Building relationships: Children build relationships with other children and adults.</p> <p>13. Cooperative play: Children engage in cooperative play.</p>
<b>48 to 60 Months</b>	
Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	<p>12. Building relationships: Children build relationships with other children and adults.</p> <p>13. Cooperative play: Children engage in cooperative play.</p>
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</li> <li>• Demonstrates willingness to include others' ideas during interactions and play.</li> <li>• Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</li> <li>• Engages in reflection and conversation about past play experiences.</li> </ul>	<p>6. Reflection: Children reflect on their experiences.</p> <p>12. Building relationships: Children build relationships with other children and adults.</p> <p>13. Cooperative play: Children engage in cooperative play.</p>
<b>Goal P-SE 5.</b> Child uses basic problem-solving skills to resolve conflicts with other children.	
<b>36 to 48 Months</b>	
Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	<p>14. Moral development: Children develop an internal sense of right and wrong.</p> <p>15. Conflict resolution: Children resolve social conflicts.</p>
<b>48 to 60 Months</b>	
Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	<p>14. Moral development: Children develop an internal sense of right and wrong.</p> <p>15. Conflict resolution: Children resolve social conflicts.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Preschool, CONT</b>	
<b>Sub-Domain: Relationships with Other Children, CONT</b>	
<b>Goal P-SE 5, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”</li> <li>• Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.</li> <li>• Expresses feelings, needs, and opinions in conflict situations.</li> <li>• Seeks adult help when needed to resolve conflicts.</li> </ul>	<p>14. Moral development: Children develop an internal sense of right and wrong.</p> <p>15. Conflict resolution: Children resolve social conflicts.</p>
<b>Sub-Domain: Emotional Functioning</b>	
<b>Goal P-SE 6.</b> Child expresses a broad range of emotions and recognizes these emotions in self and others.	
<b>36 to 48 Months</b>	
Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	9. Emotions: Children recognize, label, and regulate their feelings.
<b>48 to 60 Months</b>	
Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.	9. Emotions: Children recognize, label, and regulate their feelings.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Recognizes and labels basic emotions in books or photographs.</li> <li>• Uses words to describe own feelings.</li> <li>• Uses words to describe the feelings of adults or other children.</li> </ul>	<p>9. Emotions: Children recognize, label, and regulate their feelings.</p> <p>10. Empathy: Children demonstrate empathy toward others.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Preschool, CONT</b>	
<b>Sub-Domain: Emotional Functioning, CONT</b>	
<b>Goal P-SE 7.</b> Child expresses care and concern toward others.	
<b>36 to 48 Months</b>	
Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	10. Empathy: Children demonstrate empathy toward others.
<b>48 to 60 Months</b>	
Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	10. Empathy: Children demonstrate empathy toward others.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Makes empathetic statements to adults or other children.</li> <li>• Offers support to adults or other children who are distressed.</li> </ul>	10. Empathy: Children demonstrate empathy toward others.
<b>Goal P-SE 8.</b> Child manages emotions with increasing independence.*	
* This is the same as P-ATL Goal 1	
<b>36 to 48 Months</b>	
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	9. Emotions: Children recognize, label, and regulate their feelings.
<b>48 to 60 Months</b>	
Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	9. Emotions: Children recognize, label, and regulate their feelings.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Expresses feelings in ways that are appropriate to the situation.</li> <li>• Looks for adult assistance when feelings are most intense.</li> <li>• Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.</li> </ul>	9. Emotions: Children recognize, label, and regulate their feelings.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Preschool, CONT</b>	
<b>Sub-Domain: Sense of Identity and Belonging</b>	
<b>Goal P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	
<b>36 to 48 Months</b>	
Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	7. Self-identity: Children have a positive self-identity.
<b>48 to 60 Months</b>	
Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	7. Self-identity: Children have a positive self-identity. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Describes self using several different characteristics.</li> <li>• Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</li> </ul>	7. Self-identity: Children have a positive self-identity.
<b>Goal P-SE 10.</b> Child expresses confidence in own skills and positive feelings about self.	
<b>36 to 48 Months</b>	
Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	8. Sense of competence: Children feel they are competent.
<b>48 to 60 Months</b>	
Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	8. Sense of competence: Children feel they are competent.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.</li> <li>• Expresses own ideas or beliefs in group contexts or in interactions with others.</li> <li>• Uses positive words to describe self, such as kind or hard-worker.</li> </ul>	8. Sense of competence: Children feel they are competent.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Social and Emotional Development: Preschool, CONT</b>	
<b>Sub-Domain: Sense of Identity and Belonging, CONT</b>	
<b>Goal P-SE 11.</b> Child has sense of belonging to family, community, and other groups.	
<b>36 to 48 Months</b>	
Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	7. Self-identity: Children have a positive self-identity. 54. Community roles: Children recognize that people have different roles and functions in the community.
<b>48 to 60 Months</b>	
Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	7. Self-identity: Children have a positive self-identity. 54. Community roles: Children recognize that people have different roles and functions in the community.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.</li> <li>• Relates personal stories about being a part of different groups.</li> <li>• Identifies similarities and differences about self across familiar environments and settings.</li> </ul>	7. Self-identity: Children have a positive self-identity. 54. Community roles: Children recognize that people have different roles and functions in the community.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Infant/Toddler</b>	
<b>Sub-Domain: Attending and Understanding</b>	
<b>Goal IT-LC 1.</b> Child attends to, understands, and responds to communication and language from others.	
<b>Birth to 9 Months</b>	
Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	<ul style="list-style-type: none"> <li>16. Listening and responding: Children listen and respond.</li> <li>17. Nonverbal communication: Children communicate nonverbally.</li> <li>18. Two-way communication: Children participate in two-way communication.</li> <li>19. Speaking: Children speak.</li> </ul>
<b>8 to 18 Months</b>	
Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.	<ul style="list-style-type: none"> <li>16. Listening and responding: Children listen and respond.</li> <li>17. Nonverbal communication: Children communicate nonverbally.</li> <li>18. Two-way communication: Children participate in two-way communication.</li> <li>19. Speaking: Children speak.</li> </ul>
<b>16 to 36 Months</b>	
Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	<ul style="list-style-type: none"> <li>16. Listening and responding: Children listen and respond.</li> <li>17. Nonverbal communication: Children communicate nonverbally.</li> <li>18. Two-way communication: Children participate in two-way communication.</li> <li>19. Speaking: Children speak.</li> </ul>



## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Attending and Understanding, CONT</b>	
<b>Goal IT-LC 2.</b> Child learns from communication and language experiences with others.	
<b>Birth to 9 Months</b>	
Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	16. Listening and responding: Children listen and respond.
<b>8 to 18 Months</b>	
Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	16. Listening and responding: Children listen and respond. 17. Nonverbal communication: Children communicate nonverbally. 18. Two-way communication: Children participate in two-way communication.
<b>16 to 36 Months</b>	
Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
<b>Sub-Domain: Communicating and Speaking</b>	
<b>Goal IT-LC 3.</b> Child communicates needs and wants non-verbally and by using language.	
<b>Birth to 9 Months</b>	
Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
<b>8 to 18 Months</b>	
Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Communicating and Speaking, CONT</b>	
<b>Goal IT-LC 3, CONT</b>	
<b>16 to 36 Months</b>	
<p>Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.”</p> <p>Children who are dual language learners may combine their two languages or switch between them.</p>	19. Speaking: Children speak.
<b>Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.</b>	
<b>Birth to 9 Months</b>	
<p>Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.</p>	17. Nonverbal communication: Children communicate nonverbally.
<b>8 to 18 Months</b>	
<p>Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone’s attention.</p>	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
<b>16 to 36 Months</b>	
<p>Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.</p>	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
<b>Goal IT-LC 5. Child uses increasingly complex language in conversation with others.</b>	
<b>Birth to 9 Months</b>	
<p>Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”</p>	19. Speaking: Children speak. 41. Sounds: Children explore and imitate sounds.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Communicating and Speaking, CONT</b>	
<b>Goal IT-LC 5, CONT</b>	
<b>8 to 18 Months</b>	
Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	<p>18. Two-way communication: Children participate in two-way communication.</p> <p>19. Speaking: Children speak.</p> <p>41. Sounds: Children explore and imitate sounds.</p>
<b>16 to 36 Months</b>	
Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.	<p>18. Two-way communication: Children participate in two-way communication.</p> <p>19. Speaking: Children speak.</p>
<b>Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.</b>	
<b>Birth to 9 Months</b>	
Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	<p>17. Nonverbal communication: Children communicate nonverbally.</p> <p>18. Two-way communication: Children participate in two-way communication.</p>
<b>8 to 18 Months</b>	
Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.	<p>17. Nonverbal communication: Children communicate nonverbally.</p> <p>18. Two-way communication: Children participate in two-way communication.</p>
<b>16 to 36 Months</b>	
Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”	<p>17. Nonverbal communication: Children communicate nonverbally.</p> <p>18. Two-way communication: Children participate in two-way communication.</p> <p>19. Speaking: Children speak.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Vocabulary</b>	
<b>Goal IT-LC 7.</b> Child understands an increasing number of words used in communication with others.	
<b>Birth to 9 Months</b>	
Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.	16. Listening and responding: Children listen and respond.
<b>8 to 18 Months</b>	
Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	16. Listening and responding: Children listen and respond.
<b>16 to 36 Months</b>	
Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	16. Listening and responding: Children listen and respond.
<b>Goal IT-LC 8.</b> Child uses an increasing number of words in communication and conversation with others.	
<b>Birth to 9 Months</b>	
May use signs or verbalizations for familiar people or objects.	19. Speaking: Children speak.
<b>8 to 18 Months</b>	
Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.	19. Speaking: Children speak.
<b>16 to 36 Months</b>	
Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language.	19. Speaking: Children speak.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Emergent Literacy</b>	
<b>Goal IT-LC 9.</b> Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	
<b>Birth to 9 Months</b>	
Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	21. Enjoying language: Children enjoy stories, rhymes, and songs.
<b>8 to 18 Months</b>	
Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	21. Enjoying language: Children enjoy stories, rhymes, and songs.
<b>16 to 36 Months</b>	
Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	21. Enjoying language: Children enjoy stories, rhymes, and songs.
<b>Goal IT-LC 10.</b> Child handles books and relates them to their stories or information.	
<b>Birth to 9 Months</b>	
Explores a book by touching it, patting it, or putting it in mouth.	20. Exploring print: Children explore picture books and magazines.
<b>8 to 18 Months</b>	
Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.	20. Exploring print: Children explore picture books and magazines.
<b>16 to 36 Months</b>	
Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	20. Exploring print: Children explore picture books and magazines.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Emergent Literacy, CONT</b>	
<b>Goal IT-LC 11.</b> Child recognizes pictures and some symbols, signs, or words.	
<b>Birth to 9 Months</b>	
Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.	<p>20. Exploring print: Children explore picture books and magazines.</p> <p>38. Identifying visual images: Children respond to and identify pictures and photographs.</p>
<b>8 to 18 Months</b>	
Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	<p>20. Exploring print: Children explore picture books and magazines.</p> <p>38. Identifying visual images: Children respond to and identify pictures and photographs.</p>
<b>16 to 36 Months</b>	
Recognizes and uses some letters or numbers, such as letters in one’s name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.	<p>20. Exploring print: Children explore picture books and magazines.</p> <p>38. Identifying visual images: Children respond to and identify pictures and photographs.</p>
<b>Goal IT-LC 12.</b> Child comprehends meaning from pictures and stories.	
<b>Birth to 9 Months</b>	
Looks at picture books and listens to an adult talk about pictures in a book.	<p>20. Exploring print: Children explore picture books and magazines.</p>
<b>8 to 18 Months</b>	
Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	<p>19. Speaking: Children speak.</p> <p>20. Exploring print: Children explore picture books and magazines.</p>
<b>16 to 36 Months</b>	
Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	<p>19. Speaking: Children speak.</p> <p>20. Exploring print: Children explore picture books and magazines.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Emergent Literacy, CONT</b>	
<b>Goal IT-LC 13.</b> Child makes marks and uses them to represent objects or actions.	
<b>Birth to 9 Months</b>	
<i>Emerging</i>	
<b>8 to 18 Months</b>	
Makes marks on a paper with a large crayon or marker to explore writing materials.	37. Exploring art materials: Children explore building and art materials.
<b>16 to 36 Months</b>	
Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	37. Exploring art materials: Children explore building and art materials.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Preschool</b>	
<b>Sub-Domain: Attending and Understanding</b>	
<b>Goal P-LC 1.</b> Child attends to communication and language from others.	
<b>36 to 48 Months</b>	
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	21. Comprehension: Children understand language.
<b>48 to 60 Months</b>	
Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	21. Comprehension: Children understand language.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</li> <li>• Shows ongoing connection to a conversation, group discussion, or presentation.</li> </ul>	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.
<b>Goal P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.	
<b>36 to 48 Months</b>	
Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.
<b>48 to 60 Months</b>	
Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.



## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Preschool</b>	
<b>Sub-Domain: Attending and Understanding</b>	
<b>Goal P-LC 2, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Shows an ability to recall (in order) multiple step directions.</li> <li>• Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?”</li> <li>• Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.</li> <li>• Shows an understanding of talk related to the past or future.</li> <li>• Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</li> </ul>	<p>6. Reflection: Children reflect on their experiences.</p> <p>21. Comprehension: Children understand language.</p> <p>22. Speaking: Children express themselves using language.</p> <p>57. History: Children understand past, present, and future.</p>
<b>Sub-Domain: Communicating and Speaking</b>	
<b>Goal P-LC 3.</b> Child varies the amount of information provided to meet the demands of the situation.	
<b>36 to 48 Months</b>	
Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	22. Speaking: Children express themselves using language.
<b>48 to 60 Months</b>	
Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	22. Speaking: Children express themselves using language.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Preschool, CONT</b>	
<b>Sub-Domain: Communicating and Speaking, CONT</b>	
<b>Goal P-LC 3, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</li> <li>Uses language, spoken or sign, to clarify a word or statement when misunderstood.</li> <li>Children who are DLLs may switch between their languages.</li> </ul>	22. Speaking: Children express themselves using language.
<b>Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</b>	
<b>36 to 48 Months</b>	
Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	12. Building relationships: Children build relationships with other children and adults. 22. Speaking: Children express themselves using language.
<b>48 to 60 Months</b>	
Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	12. Building relationships: Children build relationships with other children and adults. 22. Speaking: Children express themselves using language.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</li> <li>With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</li> </ul>	12. Building relationships: Children build relationships with other children and adults. 22. Speaking: Children express themselves using language.
<b>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</b>	
<b>36 to 48 Months</b>	
Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.	22. Speaking: Children express themselves using language.

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## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Preschool, CONT</b>	
<b>Sub-Domain: Communicating and Speaking, CONT</b>	
<b>Goal P-LC 5, CONT</b>	
<b>48 to 60 Months</b>	
Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	22. Speaking: Children express themselves using language.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</li> <li>• Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.</li> <li>• Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.</li> </ul>	22. Speaking: Children express themselves using language.
<b>Sub-Domain: Vocabulary</b>	
<b>Goal P-LC 6.</b> Child understands and uses a wide variety of words for a variety of purposes.	
<b>36 to 48 Months</b>	
Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	23. Vocabulary: Children understand and use a variety of words and phrases.
<b>48 to 60 Months</b>	
Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	23. Vocabulary: Children understand and use a variety of words and phrases.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Preschool, CONT</b>	
<b>Sub-Domain: Vocabulary, CONT</b>	
<b>Goal P-LC 6, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.</li> <li>• Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</li> <li>• With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes.</li> <li>• With support, forms guesses about the meaning of new words from context clues.</li> </ul>	23. Vocabulary: Children understand and use a variety of words and phrases.
<b>Goal P-LC 7. Child shows understanding of word categories and relationships among words.</b>	
<b>36 to 48 Months</b>	
Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	23. Vocabulary: Children understand and use a variety of words and phrases. 46. Classifying: Children classify materials, actions, people, and events.
<b>48 to 60 Months</b>	
Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	23. Vocabulary: Children understand and use a variety of words and phrases. 46. Classifying: Children classify materials, actions, people, and events.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Language and Communication: Preschool, CONT</b>	
<b>Sub-Domain: Vocabulary, CONT</b>	
<b>Goal P-LC 7, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.</li> <li>• Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”</li> <li>• Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</li> <li>• Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.</li> <li>• Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”</li> </ul>	<p>23. Vocabulary: Children understand and use a variety of words and phrases.</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p>
<b>Domain: Literacy: Preschool</b>	
<b>Sub-Domain: Phonological Awareness</b>	
<b>Goal P-LIT 1.</b> Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
<b>36 to 48 Months</b>	
Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	24. Phonological awareness: Children identify distinct sounds in spoken language.
<b>48 to 60 Months</b>	
Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.	24. Phonological awareness: Children identify distinct sounds in spoken language.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Literacy: Preschool, CONT</b>	
<b>Sub-Domain: Phonological Awareness, CONT</b>	
<b>Goal P-LIT 1, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</li> <li>• Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”</li> <li>• Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”</li> </ul>	24. Phonological awareness: Children identify distinct sounds in spoken language.
<b>Sub-Domain: Print and Alphabet Knowledge</b>	
<b>Goal P-LIT 2.</b> Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
<b>36 to 48 Months</b>	
Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	26. Reading: Children read for pleasure and information. 27. Concepts about print: Children demonstrate knowledge about environmental print.
<b>48 to 60 Months</b>	
Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	27. Concepts about print: Children demonstrate knowledge about environmental print. 28. Book knowledge: Children demonstrate knowledge about books.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Understands that print is organized differently for different purposes, such as a note, list, or storybook.</li> <li>• Understands that written words are made up of a group of individual letters.</li> <li>• Begins to point to single-syllable words while reading simple, memorized texts.</li> <li>• Identifies book parts and features, such as the front, back, title, and author.</li> </ul>	26. Reading: Children read for pleasure and information. 27. Concepts about print: Children demonstrate knowledge about environmental print. 28. Book knowledge: Children demonstrate knowledge about books.

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## Key Developmental Indicators (KDIs)

<b>Domain: Literacy: Preschool, CONT</b>	
<b>Sub-Domain: Print and Alphabet Knowledge, CONT</b>	
<b>Goal P-LIT 3.</b> Child identifies letters of the alphabet and produces correct sounds associated with letters.	
<b>36 to 48 Months</b>	
Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	25. Alphabetic knowledge: Children identify letter names and their sounds.
<b>48 to 60 Months</b>	
Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	25. Alphabetic knowledge: Children identify letter names and their sounds.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Names 18 upper- and 15 lower-case letters.</li> <li>• Knows the sounds associated with several letters.</li> </ul>	25. Alphabetic knowledge: Children identify letter names and their sounds.
<b>Sub-Domain: Comprehension and Text Structure</b>	
<b>Goal P-LIT 4.</b> Child demonstrates an understanding of narrative structure through storytelling/re-telling.	
<b>36 to 48 Months</b>	
With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	21. Comprehension: Children understand language. 26. Reading: Children read for pleasure and information.
<b>48 to 60 Months</b>	
Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	21. Comprehension: Children understand language. 26. Reading: Children read for pleasure and information. 57. History: Children understand past, present, and future.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Literacy: Preschool, CONT</b>	
<b>Sub-Domain: Comprehension and Text Structure, CONT</b>	
<b>Goal P-LIT 4, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.</li> <li>• Tells fictional or personal stories using a sequence of at least 2–3 connected events.</li> <li>• Identifies characters and main events in books and stories.</li> </ul>	21. Comprehension: Children understand language. 26. Reading: Children read for pleasure and information.
<b>Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.</b>	
<b>36 to 48 Months</b>	
Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language. 26. Reading: Children read for pleasure and information.
<b>48 to 60 Months</b>	
With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language. 26. Reading: Children read for pleasure and information.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”</li> <li>• Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text.</li> <li>• Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</li> </ul>	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language. 26. Reading: Children read for pleasure and information.



## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Literacy: Preschool, CONT</b>	
<b>Sub-Domain: Writing</b>	
<b>Goal P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.	
<b>36 to 48 Months</b>	
Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	<p>29. Writing: Children write for many different purposes.</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>
<b>48 to 60 Months</b>	
Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	<p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>29. Writing: Children write for many different purposes.</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Creates a variety of written products that may or may not phonetically relate to intended messages.</li> <li>• Shows an interest in copying simple words posted in the classroom.</li> <li>• Attempts to independently write some words using invented spelling, such as K for kite.</li> <li>• Writes first name correctly or close to correctly.</li> <li>• Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</li> </ul>	<p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>29. Writing: Children write for many different purposes.</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Cognition: Infant/Toddler</b>	
<b>Sub-Domain: Exploration and Discovery</b>	
<b>Goal IT-C 1.</b> Child actively explores people and objects to understand self, others, and objects.	
<b>Birth to 9 Months</b>	
Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
<b>8 to 18 Months</b>	
Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play.
<b>16 to 36 Months</b>	
Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
<b>Goal IT-C 2.</b> Child uses understanding of causal relationships to act on social and physical environments.	
<b>Birth to 9 Months</b>	
Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
<b>8 to 18 Months</b>	
Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
<b>16 to 36 Months</b>	
Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Cognition: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Memory</b>	
<b>Goal IT-C 3.</b> Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	
<b>Birth to 9 Months</b>	
Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	<ul style="list-style-type: none"> <li>5. Attachment: Children form an attachment to a primary caregiver.</li> <li>6. Relationships with adults: Children build relationships with other adults.</li> <li>7. Relationships with peers: Children build relationships with peers.</li> <li>24. Exploring same and different: Children explore and notice how things are the same or different.</li> </ul>
<b>8 to 18 Months</b>	
Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	<ul style="list-style-type: none"> <li>24. Exploring same and different: Children explore and notice how things are the same or different.</li> <li>28. Locating objects: Children explore and notice the location of objects.</li> <li>32. Anticipating events: Children anticipate familiar events.</li> </ul>
<b>16 to 36 Months</b>	
Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	<ul style="list-style-type: none"> <li>24. Exploring same and different: Children explore and notice how things are the same or different.</li> <li>32. Anticipating events: Children anticipate familiar events.</li> </ul>
<b>Goal IT-C 4.</b> Child recognizes the stability of people and objects in the environment.	
<b>Birth to 9 Months</b>	
Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	<ul style="list-style-type: none"> <li>23. Object permanence: Children discover object permanence.</li> </ul>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Cognition: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Memory, CONT</b>	
<b>Goal IT-C 4, CONT</b>	
<b>8 to 18 Months</b>	
Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	<p>23. Object permanence: Children discover object permanence.</p> <p>28. Locating objects: Children explore and notice the location of objects.</p>
<b>16 to 36 Months</b>	
Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	<p>23. Object permanence: Children discover object permanence.</p> <p>28. Locating objects: Children explore and notice the location of objects.</p>
<b>Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.</b>	
<b>Birth to 9 Months</b>	
Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	32. Anticipating events: Children anticipate familiar events.
<b>8 to 18 Months</b>	
Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	<p>32. Anticipating events: Children anticipate familiar events.</p> <p>33. Time intervals: Children notice the beginning and ending of time intervals.</p>
<b>16 to 36 Months</b>	
Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	<p>32. Anticipating events: Children anticipate familiar events.</p> <p>33. Time intervals: Children notice the beginning and ending of time intervals.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Cognition: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Reasoning and Problem-Solving</b>	
<b>Goal IT-C 6.</b> Child learns to use a variety of strategies in solving problems.	
<b>Birth to 9 Months</b>	
Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	<p>2. Problem solving: Children solve problems encountered in exploration and play.</p> <p>35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.</p>
<b>8 to 18 Months</b>	
Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	<p>2. Problem solving: Children solve problems encountered in exploration and play.</p> <p>35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.</p>
<b>Goal IT-C 6, CONT</b>	
<b>16 to 36 Months</b>	
Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	<p>2. Problem solving: Children solve problems encountered in exploration and play.</p> <p>35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.</p>
<b>Goal IT-C 7.</b> Child uses reasoning and planning ahead to solve problems.	
<b>Birth to 9 Months</b>	
Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	2. Problem solving: Children solve problems encountered in exploration and play.
<b>8 to 18 Months</b>	
Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	2. Problem solving: Children solve problems encountered in exploration and play.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Cognition: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Reasoning and Problem-Solving, CONT</b>	
<b>Goal IT-C 7, CONT</b>	
<b>16 to 36 Months</b>	
Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	2. Problem solving: Children solve problems encountered in exploration and play.
<b>Goal IT-C 8. Child develops sense of number and quantity.</b>	
<b>Birth to 9 Months</b>	
Attends to quantity in play with objects, such as reaching or looking for more than one object.	25. Exploring more: Children experience “more.”
<b>8 to 18 Months</b>	
Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty.	25. Exploring more: Children experience “more.”
<b>16 to 36 Months</b>	
Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	27. Number: Children experience the number of things.
<b>Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.</b>	
<b>Birth to 9 Months</b>	
Explores or examines objects and watches objects when they move.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
<b>8 to 18 Months</b>	
Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	30. Taking apart and putting together: Children take things apart and fit them together. 31. Seeing from different viewpoints: Children observe people and things from various perspectives.
<b>16 to 36 Months</b>	
Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	30. Taking apart and putting together: Children take things apart and fit them together. 31. Seeing from different viewpoints: Children observe people and things from various perspectives.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Cognition: Infant/Toddler, CONT</b>	
<b>Goal IT-C 10.</b> Child uses matching and sorting of objects or people to understand similar and different characteristics.	
<b>Birth to 9 Months</b>	
Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	24. Exploring same and different: Children explore and notice how things are the same or different.
<b>8 to 18 Months</b>	
Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	24. Exploring same and different: Children explore and notice how things are the same or different.
<b>16 to 36 Months</b>	
Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	24. Exploring same and different: Children explore and notice how things are the same or different.
<b>Sub-Domain: Imitation and Symbolic Representation and Play</b>	
<b>Goal IT-C 11.</b> Child observes and imitates sounds, words, gestures, actions, and behaviors.	
<b>Birth to 9 Months</b>	
Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	18. Two-way communication: Children participate in two-way communication. 36. Imitating and pretending: Children imitate and pretend.
<b>8 to 18 Months</b>	
Imitates what other people did earlier, such as wiping up a spill or closing a door.	36. Imitating and pretending: Children imitate and pretend.
<b>16 to 36 Months</b>	
Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak. 36. Imitating and pretending: Children imitate and pretend.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Cognition: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Imitation and Symbolic Representation and Play, CONT</b>	
<b>Goal IT-C 12.</b> Child uses objects or symbols to represent something else.	
<b>Birth to 9 Months</b>	
<i>Emerging</i>	
<b>8 to 18 Months</b>	
Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	36. Imitating and pretending: Children imitate and pretend.
<b>16 to 36 Months</b>	
Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	36. Imitating and pretending: Children imitate and pretend.
<b>Goal IT-C 13.</b> Child uses pretend play to increase understanding of culture, environment, and experiences.	
<b>Birth to 9 Months</b>	
<i>Emerging</i>	
<b>8 to 18 Months</b>	
Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	36. Imitating and pretending: Children imitate and pretend.
<b>16 to 36 Months</b>	
Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	36. Imitating and pretending: Children imitate and pretend.



## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Mathematics Development: Preschool</b>	
<b>Sub-Domain: Counting and Cardinality</b>	
<b>Goal P-MATH 1.</b> Child knows number names and the count sequence.	
<b>36 to 48 Months</b>	
Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.	31. Number words and symbols: Children recognize and use number words and symbols.
<b>48 to 60 Months</b>	
Says or signs more number words in sequence.	31. Number words and symbols: Children recognize and use number words and symbols.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>Counts verbally or signs to at least 20 by ones.</li> </ul>	31. Number words and symbols: Children recognize and use number words and symbols.
<b>Goal P-MATH 2.</b> Child recognizes the number of objects in a small set.	
<b>36 to 48 Months</b>	
Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	32. Counting: Children count things.
<b>48 to 60 Months</b>	
Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	32. Counting: Children count things.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.</li> </ul>	32. Counting: Children count things.
<b>Goal P-MATH 3.</b> Child understands the relationship between numbers and quantities.	
<b>36 to 48 Months</b>	
Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).	31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Mathematics Development: Preschool, CONT</b>	
<b>Sub-Domain: Counting and Cardinality, CONT</b>	
<b>48 to 60 Months</b>	
Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	<p>31. Number words and symbols: Children recognize and use number words and symbols.</p> <p>32. Counting: Children count things.</p>
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.</li> <li>• Counts and answers “How many?” questions for approximately 10 objects.</li> <li>• Accurately counts as many as 5 objects in a scattered configuration.</li> <li>• Understands that each successive number name refers to a quantity that is one larger.</li> <li>• Understands that the last number said represents the number of objects in a set.</li> </ul>	<p>31. Number words and symbols: Children recognize and use number words and symbols.</p> <p>32. Counting: Children count things.</p>
<b>Goal P-MATH 4. Child compares numbers.</b>	
<b>36 to 48 Months</b>	
Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	<p>32. Counting: Children count things.</p> <p>33. Part-whole relationships: Children combine and separate quantities of objects.</p> <p>35. Spatial awareness: Children recognize spatial relationships among people and objects.</p>
<b>48 to 60 Months</b>	
Counts to determine and compare number amounts even when the larger group’s objects are smaller in size, such as buttons, compared with the smaller group’s objects that are larger in size, such as markers. Child uses numbers related to order or position.	<p>32. Counting: Children count things.</p> <p>33. Part-whole relationships: Children combine and separate quantities of objects.</p> <p>35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Mathematics Development: Preschool, CONT</b>	
<b>Sub-Domain: Counting and Cardinality, CONT</b>	
<b>Goal P-MATH 4, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.</li> <li>• Identifies and uses numbers related to order or position from first to tenth.</li> </ul>	<p>32. Counting: Children count things.</p> <p>33. Part-whole relationships: Children combine and separate quantities of objects.</p> <p>35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p>
<b>Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.</b>	
<b>36 to 48 Months</b>	
Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	<p>29. Writing: Children write for many different purposes.</p> <p>31. Number words and symbols: Children recognize and use number words and symbols.</p>
<b>48 to 60 Months</b>	
Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	<p>29. Writing: Children write for many different purposes.</p> <p>31. Number words and symbols: Children recognize and use number words and symbols.</p>
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Associates a number of objects with a written numeral 0–5.</li> <li>• Recognizes and, with support, writes some numerals up to 10.</li> </ul>	<p>29. Writing: Children write for many different purposes.</p> <p>31. Number words and symbols: Children recognize and use number words and symbols.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Mathematics Development: Preschool, CONT</b>	
<b>Sub-Domain: Operations and Algebraic Thinking</b>	
<b>Goal P-MATH 6.</b> Child understands addition as adding to and understands subtraction as taking away from.	
<b>36 to 48 Months</b>	
Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have 3 grapes and get 1 more. How many in all?" Child counts out 3, then counts out 1 more, then counts all 4: "1, 2, 3, 4. I have 4!"	33. Part-whole relationships: Children combine and separate quantities of objects.
<b>48 to 60 Months</b>	
Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	33. Part-whole relationships: Children combine and separate quantities of objects.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.</li> <li>• Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.</li> <li>• With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, "Five, four, three...two!" (keeping track with fingers).</li> </ul>	33. Part-whole relationships: Children combine and separate quantities of objects.
<b>Goal P-MATH 7.</b> Child understands simple patterns.	
<b>36 to 48 Months</b>	
Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	38. Patterns: Children identify, describe, copy, complete, and create patterns.
<b>48 to 60 Months</b>	
Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	38. Patterns: Children identify, describe, copy, complete, and create patterns.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Mathematics Development: Preschool, CONT</b>	
<b>Sub-Domain: Operations and Algebraic Thinking, CONT</b>	
<b>Goal P-MATH 7, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Fills in missing elements of simple patterns.</li> <li>• Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</li> <li>• Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</li> </ul>	38. Patterns: Children identify, describe, copy, complete, and create patterns.
<b>Sub-Domain: Measurement</b>	
<b>Goal P-MATH 8.</b> Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	
<b>36 to 48 Months</b>	
With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	36. Measuring: Children measure to describe, compare, and order things. 46. Classifying: Children classify materials, actions, people, and events.
<b>48 to 60 Months</b>	
With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	36. Measuring: Children measure to describe, compare, and order things. 46. Classifying: Children classify materials, actions, people, and events.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Measures using the same unit, such as putting together snap cubes to see how tall a book is.</li> <li>• Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</li> <li>• Uses comparative language, such as shortest, heavier, or biggest.</li> </ul>	36. Measuring: Children measure to describe, compare, and order things. 46. Classifying: Children classify materials, actions, people, and events.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Mathematics Development: Preschool, CONT</b>	
<b>Sub-Domain: Geometry and Spatial Sense</b>	
<b>Goal P-MATH 9.</b> Child identifies, describes, compares, and composes shapes.	
<b>36 to 48 Months</b>	
Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	34. Shapes: Children identify, name, and describe shapes.
<b>48 to 60 Months</b>	
Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	34. Shapes: Children identify, name, and describe shapes.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>• Correctly names basic shapes regardless of size and orientation.</li> <li>• Analyzes, compares and sorts two-and-three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>• Creates and builds shapes from components.</li> </ul>	34. Shapes: Children identify, name, and describe shapes.
<b>Goal P-MATH 10.</b> Child explores the positions of objects in space.	
<b>36 to 48 Months</b>	
Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”	35. Spatial awareness: Children recognize spatial relationships among people and objects.
<b>48 to 60 Months</b>	
Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	35. Spatial awareness: Children recognize spatial relationships among people and objects.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.</li> <li>• Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”</li> </ul>	35. Spatial awareness: Children recognize spatial relationships among people and objects.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Scientific Reasoning: Preschool</b>	
<b>Sub-Domain: Scientific Inquiry</b>	
<b>Goal P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events).	
<b>36 to 48 Months</b>	
Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	45. Observing: Children observe the materials and processes in their environment. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
<b>48 to 60 Months</b>	
Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	45. Observing: Children observe the materials and processes in their environment. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</li> <li>Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.</li> <li>Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.</li> <li>Represents observable phenomena with pictures, diagrams, and 3-D models.</li> </ul>	45. Observing: Children observe the materials and processes in their environment. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work. 52. Tools and technology: Children explore and use tools and technology.
<b>Goal P-SCI 2.</b> Child engages in scientific talk.	
<b>36 to 48 Months</b>	
Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	23. Vocabulary: Children understand and use a variety of words and phrases.
<b>48 to 60 Months</b>	
Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	23. Vocabulary: Children understand and use a variety of words and phrases.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Scientific Reasoning: Preschool, CONT</b>	
<b>Sub-Domain: Scientific Inquiry, CONT</b>	
<b>Goal P-SCI 2, CONT</b>	
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.</li> <li>• Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</li> </ul>	23. Vocabulary: Children understand and use a variety of words and phrases.
<b>Goal P-SCI 3. Child compares and categorizes observable phenomena.</b>	
<b>36 to 48 Months</b>	
Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	46. Classifying: Children classify materials, actions, people, and events. 52. Tools and technology: Children explore and use tools and technology.
<b>48 to 60 Months</b>	
With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	46. Classifying: Children classify materials, actions, people, and events. 52. Tools and technology: Children explore and use tools and technology.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.</li> <li>• Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.</li> </ul>	46. Classifying: Children classify materials, actions, people, and events. 52. Tools and technology: Children explore and use tools and technology.



## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Scientific Reasoning: Preschool, CONT</b>	
<b>Sub-Domain: Reasoning and Problem-Solving</b>	
<b>Goal P-SCI 4.</b> Child asks a question, gathers information, and makes predictions.	
<b>36 to 48 Months</b>	
Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”	<p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>48. Predicting: Children predict what they expect will happen.</p>
<b>48 to 60 Months</b>	
Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.	<p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>48. Predicting: Children predict what they expect will happen.</p>
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.</li> <li>• Gathers information about a question by looking at books or discussing prior knowledge and observations.</li> <li>• Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow” or “I think adding yellow paint to purple will make brown.”</li> </ul>	<p>5. Use of resources: Children gather information and formulate ideas about their world.</p> <p>48. Predicting: Children predict what they expect will happen.</p>
<b>Goal P-SCI 5.</b> Child plans and conducts investigations and experiments.	
<b>36 to 48 Months</b>	
With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	<p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> <p>47. Experimenting: Children experiment to test their ideas.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Scientific Reasoning: Preschool, CONT</b>	
<b>Sub-Domain: Reasoning and Problem-Solving, CONT</b>	
<b>Goal P-SCI 5, CONT</b>	
<b>48 to 60 Months</b>	
<p>With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.</p>	<p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.                      47. Experimenting: Children experiment to test their ideas.                      50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Articulates steps to be taken and lists materials needed for an investigation or experiment.</li> <li>• Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.</li> <li>• Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.</li> </ul>	<p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.                      47. Experimenting: Children experiment to test their ideas.                      50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.                      52. Tools and technology: Children explore and use tools and technology.</p>
<b>Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</b>	
<b>36 to 48 Months</b>	
<p>With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”</p>	<p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.                      49. Drawing conclusions: Children draw conclusions based on their experiences and observations.                      50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Scientific Reasoning: Preschool, CONT</b>	
<b>Sub-Domain: Reasoning and Problem-Solving, CONT</b>	
<b>Goal P-SCI 6, CONT</b>	
<b>48 to 60 Months</b>	
<p>With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.</p>	<p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> <p>49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Analyzes and interprets data and summarizes results of investigation.</li> <li>• Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</li> <li>• With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.</li> <li>• Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</li> </ul>	<p>39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.</p> <p>49. Drawing conclusions: Children draw conclusions based on their experiences and observations.</p> <p>50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Perceptual, Motor, and Physical Development: Infant/Toddler</b>	
<b>Sub-Domain: Perception</b>	
<b>Goal IT-PMP 1.</b> Child uses perceptual information to understand objects, experiences, and interactions.	
<b>Birth to 9 Months</b>	
Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
<b>8 to 18 Months</b>	
Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 24. Exploring same and different: Children explore and notice how things are the same or different. 36. Imitating and pretending: Children imitate and pretend.
<b>16 to 36 Months</b>	
Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	32. Anticipating events: Children anticipate familiar events. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
<b>Goal IT-PMP 2.</b> Child uses perceptual information in directing own actions, experiences, and interactions.	
<b>Birth to 9 Months</b>	
Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Perceptual, Motor, and Physical Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Perception, CONT</b>	
<b>Goal IT-PMP 2, CONT</b>	
<b>8 to 18 Months</b>	
Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	<p>12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).</p> <p>13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).</p>
<b>16 to 36 Months</b>	
Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	<p>3. Self-help: Children do things for themselves.</p> <p>12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).</p> <p>13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).</p>
<b>Sub-Domain: Gross Motor</b>	
<b>Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.</b>	
<b>Birth to 9 Months</b>	
Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.	<p>12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).</p> <p>13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).</p>
<b>8 to 18 Months</b>	
Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	<p>13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).</p>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Perceptual, Motor, and Physical Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Gross Motor, CONT</b>	
<b>Goal IT-PMP 3, CONT</b>	
<b>16 to 36 Months</b>	
Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
<b>Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.</b>	
<b>Birth to 9 Months</b>	
Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
<b>8 to 18 Months</b>	
Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
<b>16 to 36 Months</b>	
Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Perceptual, Motor, and Physical Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Gross Motor, CONT</b>	
<b>Goal IT-PMP 5.</b> Child uses sensory information and body awareness to understand how their body relates to the environment.	
<b>Birth to 9 Months</b>	
Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
<b>8 to 18 Months</b>	
Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
<b>16 to 36 Months</b>	
Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 30. Taking apart and putting together: Children take things apart and fit them together.
<b>Sub-Domain: Fine Motor</b>	
<b>Goal IT-PMP 6.</b> Child coordinates hand and eye movements to perform actions.	
<b>Birth to 9 Months</b>	
Coordinates hands and eyes when reaching for and holding stable or moving objects.	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 14. Moving with objects: Children move with objects.
<b>8 to 18 Months</b>	
Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 14. Moving with objects: Children move with objects. 29. Filling and emptying: Children fill and empty, put in and take out. 30. Taking apart and putting together: Children take things apart and fit them together.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Perceptual, Motor, and Physical Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Fine Motor, CONT</b>	
<b>Goal IT-PMP 6, CONT</b>	
<b>16 to 36 Months</b>	
Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.	<p>12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).</p> <p>14. Moving with objects: Children move with objects.</p> <p>29. Filling and emptying: Children fill and empty, put in and take out.</p> <p>30. Taking apart and putting together: Children take things apart and fit them together.</p>
<b>Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.</b>	
<b>Birth to 9 Months</b>	
Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	<p>12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).</p>
<b>8 to 18 Months</b>	
Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	<p>12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).</p>
<b>16 to 36 Months</b>	
Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	<p>12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).</p>
<b>Goal IT-PMP 8. Child adjusts reach and grasp to use tools.</b>	
<b>Birth to 9 Months</b>	
Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	<p>12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).</p>
<b>8 to 18 Months</b>	
Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	<p>2. Problem solving: Children solve problems encountered in exploration and play.</p> <p>12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).</p>



**Head Start Early Learning Outcomes Framework**

**Key Developmental Indicators (KDIs)**

<b>Domain: Perceptual, Motor, and Physical Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Fine Motor, CONT</b>	
<b>Goal IT-PMP 8, CONT</b>	
<b>16 to 36 Months</b>	
Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
<b>Sub-Domain: Health, Safety, and Nutrition</b>	
<b>Goal IT-PMP 9.</b> Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	
<b>Birth to 9 Months</b>	
<i>Emerging</i>	
<b>8 to 18 Months</b>	
Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	3. Self-help: Children do things for themselves.
<b>16 to 36 Months</b>	
Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	3. Self-help: Children do things for themselves.
<b>Goal IT-PMP 10.</b> Child uses safe behaviors with support from adults.	
<b>Birth to 9 Months</b>	
<i>Emerging</i>	
<b>8 to 18 Months</b>	
<i>Emerging</i>	
<b>16 to 36 Months</b>	
Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	<i>Does not align</i>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Perceptual, Motor, and Physical Development: Infant/Toddler, CONT</b>	
<b>Sub-Domain: Health, Safety, and Nutrition, CONT</b>	
<b>Goal IT-PMP 11.</b> Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	
<b>Birth to 9 Months</b>	
<i>Emerging</i>	
<b>8 to 18 Months</b>	
Shows interest in new foods that are offered.	<i>Does not align</i>
<b>16 to 36 Months</b>	
Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	<i>Does not align</i>

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Perceptual, Motor, and Physical Development: Preschool</b>	
<b>Sub-Domain: Gross Motor</b>	
<b>Goal P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.	
<b>36 to 48 Months</b>	
Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
<b>48 to 60 Months</b>	
Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</li> <li>• Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</li> <li>• Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</li> </ul>	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
<b>Goal P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.	
<b>36 to 48 Months</b>	
Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	18. Body awareness: Children know about their bodies and how to navigate them in space.
<b>48 to 60 Months</b>	
Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	18. Body awareness: Children know about their bodies and how to navigate them in space.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Perceptual, Motor, and Physical Development: Preschool, CONT</b>	
<b>Sub-Domain: Gross Motor, CONT</b>	
<b>Goal P-PMP 2, CONT</b>	
By 60 Months	
<ul style="list-style-type: none"> <li>• Demonstrates awareness of own body and other people’s space during interactions.</li> <li>• Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</li> <li>• When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.</li> <li>• Changes directions when moving with little difficulty.</li> </ul>	18. Body awareness: Children know about their bodies and how to navigate them in space.
<b>Sub-Domain: Fine Motor</b>	
<b>Goal P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.	
<b>36 to 48 Months</b>	
Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
<b>48 to 60 Months</b>	
Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.</li> <li>• Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.</li> <li>• Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.</li> </ul>	17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Perceptual, Motor, and Physical Development: Preschool, CONT</b>	
<b>Sub-Domain: Health, Safety, and Nutrition</b>	
<b>Goal P-PMP 4.</b> Child demonstrates personal hygiene and self-care skills.	
<b>36 to 48 Months</b>	
Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.
<b>48 to 60 Months</b>	
Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	19. Personal care: Children carry out personal care routines on their own.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.</li> <li>• Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.</li> </ul>	19. Personal care: Children carry out personal care routines on their own. 20. Healthy behavior: Children engage in healthy practices.
<b>Goal P-PMP 5.</b> Child develops knowledge and skills that help promote nutritious food choices and eating habits.	
<b>36 to 48 Months</b>	
Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	20. Healthy behavior: Children engage in healthy practices.
<b>48 to 60 Months</b>	
Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	20. Healthy behavior: Children engage in healthy practices.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>• Identifies a variety of healthy and unhealthy foods.</li> <li>• Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</li> <li>• Moderates food consumption based on awareness of own hunger and fullness.</li> </ul>	20. Healthy behavior: Children engage in healthy practices.

## Head Start Early Learning Outcomes Framework

## Key Developmental Indicators (KDIs)

<b>Domain: Perceptual, Motor, and Physical Development: Preschool, CONT</b>	
<b>Sub-Domain: Health, Safety, and Nutrition, CONT</b>	
<b>Goal P-PMP 6.</b> Child demonstrates knowledge of personal safety practices and routines.	
<b>36 to 48 Months</b>	
Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	20. Healthy behavior: Children engage in healthy practices.
<b>48 to 60 Months</b>	
Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	20. Healthy behavior: Children engage in healthy practices.
<b>By 60 Months</b>	
<ul style="list-style-type: none"> <li>Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</li> <li>Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</li> </ul>	20. Healthy behavior: Children engage in healthy practices.