



Head Start Early Learning Outcomes Framework

Correlation



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Correlated to the

Head Start Early Learning Outcomes Framework (2015)

Prepared by:



0915



Head Start Early Learning Outcomes Framework	<i>DIG: Develop. Inspire. Grow.™</i>
Domain: Approaches to Learning	
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION	
Goal P-ATL 1. Child manages emotions with increasing independence. (This is the same as P-SE Goal 8)	
Developmental Progression	
36 to 48 Months: Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-ATL 1a: Expresses emotions in ways that are appropriate to the situation.	T1TG pp. 27, 33 T2TG pp. 64, 73, 121, 155 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
P-ATL 1b: Looks for adult assistance when emotions are most intense.	T2TG p. 53 T5TG p. 121 T7TG p. 155 T8TG p. 155
P-ATL 1c: Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.	T5TG p. 121 T7TG p. 155 T8TG p. 155
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-ATL 2a: Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
P-ATL 2b: Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	T1TG pp. 27, 33, 53, 68, 86, 87, 142, 146 T2TG pp. 119, 129 T3TG p. 51 T4TG p. 121
P-ATL 2c: Responds to signals when transitioning from one activity to another.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53

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Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	
Developmental Progression	
36 to 48 Months: Handles classroom materials, such as putting them where they belong, with adult support.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-ATL 3a: Appropriately handles materials during activities.	T7TG pp. 139, 157 T8TG pp. 111, 117
P-ATL 3b: Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	<i>This activity happens each day in Learning Centers.</i>
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	
Developmental Progression	
36 to 48 Months: Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	
48 to 60 Months: Manages own actions, words, and behavior with occasional support from adults.	
Indicators (by 60 Months)	
P-ATL 4a: 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.	T1TG pp. 95, 112, 130 T2TG p. 87 T5TG pp. 29, 117 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
P-ATL 4b: Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
P-ATL 4c: Waits for turn, such as waits in line to wash hands or waits for turn on swings.	<i>This activity happens each day in Learning Centers.</i> T1TG p. 121
P-ATL 4d: Refrains from aggressive behavior towards others.	T1TG pp. 121, 130, 136, 154
P-ATL 4e: 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.	T1TG pp. 34, 45, 52, 86, 96, 102, 107, 108, 121, 130, 154, 155 T2TG pp. 53, 87, 141, 155 T3TG pp. 53, 96, 102, 114, 121 T5TG pp. 29, 53, 130, 155 T7TG pp. 53, 87

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SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)	
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	
Developmental Progression	
<p>36 to 48 Months: Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.</p>	
<p>48 to 60 Months: Sometimes controls impulses independently, while at other times needs support from an adult.</p>	
Indicators (by 60 Months)	
<p>P-ATL 5a: Stops an engaging activity to transition to another less desirable activity with adult guidance and support.</p>	<p>T1TG p. 45 T5TG pp. 107, 112 T8TG p. 155</p>
<p>P-ATL 5b: Delays having desires met, such as agreeing to wait turn to start an activity.</p>	<p><i>This activity happens each day in Learning Centers.</i> T1TG p. 121</p>
<p>P-ATL 5c: Without adult reminders, waits to communicate information to a group.</p>	<p>T1TG p. 80 T3TG pp. 40, 102 T8TG pp. 46, 80, 99, 114, 148, 151</p>
<p>P-ATL 5d: Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</p>	<p>T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33</p>
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	
Developmental Progression	
<p>36 to 48 Months: With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</p>	
<p>48 to 60 Months: With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</p>	
Indicators (by 60 Months)	
<p>P-ATL 6a: Maintains focus on activities for extended periods of time, such as 15 minutes or more.</p>	<p>T1TG pp. 47, 53, 63, 69, 75, 81 T3TG pp. 108, 150 T4TG p. 53 T8TG pp. 53, 96</p>
<p>P-ATL 6b: Engages in purposeful play for extended periods of time.</p>	<p><i>This activity happens each day in Learning Centers.</i></p>
<p>P-ATL 6c: Attends to adult during large and small group activities with minimal support.</p>	<p>T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53</p>

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Goal P-ATL 7. Child persists in tasks.	
Developmental Progression	
<p>36 to 48 Months: 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.</p>	
<p>48 to 60 Months: 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.</p>	
Indicators (by 60 Months)	
<p>P-ATL 7a: Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</p>	<p>T1TG pp. 101, 112 T5TG pp. 133, 139, 145 T8TG pp. 44, 71</p>
<p>P-ATL 7b: Returns with focus to an activity or project after having been away from it.</p>	<p>T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53</p>
Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	
Developmental Progression	
<p>36 to 48 Months: Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.</p>	
<p>48 to 60 Months: Holds an increasing amount of information in mind in order to successfully complete tasks.</p>	
Indicators (by 60 Months)	
<p>ATL 8a: Accurately recounts recent experiences in the correct order and includes relevant details.</p>	<p>T6TG p. 53 T7TG p. 129 T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136</p>
<p>ATL 8b: Successfully follows detailed, multi-step directions, sometimes with reminders.</p>	<p>T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157 T3TG pp. 31, 45, 65, 99, 113, 133, 156 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147 T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89</p>
<p>ATL 8c: Remembers actions to go with stories or songs shortly after being taught.</p>	<p>T1TG pp. 115, 135, 149 T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153 T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149 T4TG pp. 47, 52, 81, 115, 149 T5TG pp. 115, 149 T6TG pp. 47, 81 T7TG pp. 47, 81, 115, 119, 149 T8TG pp. 81, 115</p>
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	
Developmental Progression	
<p>36 to 48 Months: 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.</p>	
<p>48 to 60 Months: 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.</p>	

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Indicators (by 60 Months)	
P-ATL 9a: Tries different strategies to complete work or solve problems including with other children.	T1TG pp. 112, 130 T5TG pp. 29, 139, 145 T6TG pp. 87, 155 T7TG p. 155 T8TG pp. 44, 132
P-ATL 9b: Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
P-ATL 9c: Transitions between activities without getting upset.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53
SUB-DOMAIN: INITIATIVE AND CURIOSITY	
Goal P-ATL 10. Child demonstrates initiative and independence.	
Developmental Progression	
36 to 48 Months: Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	
48 to 60 Months: Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	
Indicators (by 60 Months)	
P-ATL 10a: Engages in independent activities.	T1TG p. 39 T4TG p. 79 T5TG pp. 40, 121 T7TG p. 121
P-ATL 10b: Makes choices and communicates these to adults and other children.	T1TG pp. 39, 119 T5TG p. 51 T6TG p. 51
P-ATL 10c: 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.	T3TG pp. 46, 78 T4TG pp. 44, 78 T5TG pp. 71, 77, 133, 139, 145 T6TG p. 78 T7TG pp. 139, 145, 157 T8TG pp. 111, 117
P-ATL 10d: Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	<i>This activity happens each week in Learning Centers.</i> T1TG p. 114 T3TG pp. 46, 78 T4TG pp. 44, 78 T5TG p. 155 T6TG p. 78 T7TG p. 145
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	
Developmental Progression	
36 to 48 Months: Seeks out new information and explores new play and tasks with adult support.	
48 to 60 Months: Seeks out new information and explores new play and tasks both independently and with adult support.	

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Indicators (by 60 Months)	
P-ATL 11a: Asks questions and seeks new information.	T1TG p. 62 T4TG pp. 130, 146 T5TG p. 44 T7TG pp. 108, 136 T8TG p. 148
P-ATL 11b: Is willing to participate in new activities or experiences even if they are perceived as challenging.	T1TG pp. 61, 62 T5TG p. 78 T7TG p. 110 T8TG p. 112
P-ATL 11c: Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	T1TG pp. 61, 62, 131 T6TG pp. 28, 34 T7TG p. 108 T8TG pp. 130, 148
SUB-DOMAIN: CREATIVITY	
Goal P-ATL 12. Child expresses creativity in thinking and communication.	
Developmental Progression	
36 to 48 Months: Responds to adults' prompts to express creative ideas in words and/or actions.	
48 to 60 Months: Communicates creative ideas and actions both with and without prompting from adults.	
Indicators (by 60 Months)	
P-ATL 12a: Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	<i>This activity happens each week in Learning Centers.</i>
P-ATL 12b: Approaches tasks, activities, and play in ways that show creative problem solving.	T3TG pp. 78, 148 T5TG p. 108
P-ATL 12c: Uses multiple means of communication to creatively express thoughts, feelings, or ideas.	T1TG pp. 27, 28, 51, 52, 61, 62, 86, 95, 99, 102, 120, 123, 129, 136, 154, 157 T2TG pp. 45, 52, 61, 86, 120, 121, 123, 142, 155, 157 T3TG pp. 27, 52, 53, 61, 89, 95, 96, 113, 123, 129, 130, 155, 157 T4TG pp. 53, 55, 61, 70, 87, 89, 95, 97, 109, 120, 123, 130, 157 T5TG pp. 27, 52, 55, 79, 86, 89, 95, 115, 123, 129, 133, 149, 157 T6TG pp. 40, 51, 52, 55, 61, 78, 87, 89, 123, 131, 143, 154, 155, 157 T7TG pp. 61, 87, 89, 95, 123, 129, 130, 132, 142, 148, 155, 157 T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 98, 102, 121, 123, 129, 154, 155, 157
Goal P-ATL 13. Child uses imagination in play and interactions with others.	
Developmental Progression	
36 to 48 Months: Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	
48 to 60 Months: Develops more elaborate imaginary play, stories, and other creative works with children and adults.	

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Indicators (by 60 Months)	
P-ATL 13a: Engages in social and pretend play.	T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T4TG p. 44 T5TG pp. 67, 85 T6TG pp. 78, 112 T7TG p. 78 T8TG pp. 33, 101
P-ATL 13b: Uses imagination with materials to create stories or works of art.	T1TG p. 52 T3TG p. 46 T4TG pp. 78, 146 T5TG pp. 133, 139, 145 T6TG pp. 112, 119 T7TG pp. 44, 145, 146 T8TG pp. 81, 115, 149
P-ATL 13c: Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	T1TG p. 114 T5TG p. 155
Domain: Social and Emotional Development	
SUB-DOMAIN: RELATIONSHIPS WITH ADULTS	
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-SE 1a: Interacts readily with trusted adults.	T4TG p. 53 T5TG p. 129
P-SE 1b: Engages in some positive interactions with less familiar adults, such as parent volunteers.	T4TG p. 53
P-SE 1c: Shows affection and preference for adults who interact with them on a regular basis.	T4TG p. 53 T5TG p. 129
P-SE 1d: Seeks help from adults when needed.	T1TG p. 101 T5TG pp. 133, 139, 145 T8TG p. 71
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	

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Indicators (by 60 Months)	
P-SE 2a: Engages in prosocial behaviors with adults, such as using respectful language or greetings.	T1TG pp. 28, 34, 46, 74, 96, 102, 108, 114, 120
P-SE 2b: Attends to an adult when asked.	T1TG pp. 28, 137, 148 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 34, 39, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 135, 156 T8TG pp. 149, 151
P-SE 2c: Follows adult guidelines and expectations for appropriate behavior.	T1TG pp. 27, 33, 39, 45, 68, 74, 86, 146 T2TG p. 151 T3TG pp. 51, 133 T7TG p. 53 T8TG p. 51
P-SE 2d: Asks or waits for adult permission before doing something when they are unsure.	T1TG pp. 40, 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 61, 73, 141 T5TG pp. 39, 73, 107, 141 T6TG pp. 39, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 107, 141 T8TG pp. 39, 67, 73, 107, 141, 144
SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN	
Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-SE 3a: Engages in and maintains positive interactions with other children.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
P-SE 3b: 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.	T1TG pp. 114, 135 T5TG pp. 79, 95 T7TG p. 87
P-SE 3c: Takes turns in conversations and interactions with other children.	T1TG p. 61 T2TG p. 148 T3TG pp. 28, 96, 148 T4TG p. 80 T5TG pp. 96, 148 T6TG pp. 28, 46, 62, 79, 80
P-SE 3d: Develops friendships with one or two preferred other children.	T1TG pp. 46, 130, 154, 155

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Goal P-SE 4. Child engages in cooperative play with other children.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-SE 4a: Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	T1TG p. 135 T8TG pp. 132, 138, 153
P-SE 4b: Demonstrates willingness to include others' ideas during interactions and play.	T2TG p. 151 T7TG p. 150 T8TG p. 153
P-SE 4c: Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
P-SE 4d: Engages in reflection and conversation about past play experiences.	T1TG pp. 114, 135 T5TG pp. 79, 95 T7TG p. 87
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	
Developmental Progression	
36 to 48 Months: Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-SE 5a: 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?"	T1TG pp. 121, 130, 133, 136, 154 T6TG pp. 105, 121, 145
P-SE 5b: Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
P-SE 5c: Expresses feelings, needs, and opinions in conflict situations.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155
P-SE 5d: Seeks adult help when needed to resolve conflicts.	T1TG pp. 96, 102 T8TG p. 133

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SUB-DOMAIN: EMOTIONAL FUNCTIONING	
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	
Developmental Progression	
<p>36 to 48 Months: 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.</p>	
<p>48 to 60 Months: 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.</p>	
Indicators (by 60 Months)	
<p>P-SE 6a: Recognizes and labels basic emotions in books or photographs.</p>	<p>T1TG pp. 102, 119, 136 T3TG pp. 80, 86 T4TG pp. 44, 52, 74 T5TG pp. 46, 109, 114 T6TG p. 146 T8TG p. 155</p>
<p>P-SE 6b: Uses words to describe own feelings.</p>	<p>T1TG pp. 119, 135 T5TG p. 109</p>
<p>P-SE 6c: Uses words to describe the feelings of adults or other children.</p>	<p>T1TG pp. 52, 102, 120, 121, 136, 155 T2TG pp. 53, 78, 87, 95, 129 T3TG p. 102 T4TG p. 44</p>
Goal P-SE 7. Child expresses care and concern toward others.	
Developmental Progression	
<p>36 to 48 Months: 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.</p>	
<p>48 to 60 Months: Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.</p>	
Indicators (by 60 Months)	
<p>P-SE 7a: Makes empathetic statements to adults or other children.</p>	<p>T1TG pp. 28, 34, 46, 74, 96, 102, 108, 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155</p>
<p>P-SE 7b: Offers support to adults or other children who are distressed.</p>	<p>T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155</p>

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Goal P-SE 8. Child manages emotions with increasing independence. (This is the same as P-ATL Goal 1)	
Developmental Progression	
36 to 48 Months: Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-SE 8a: Expresses feelings in ways that are appropriate to the situation.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
P-SE 8b: Looks for adult assistance when feelings are most intense.	T5TG p. 121 T7TG p. 155 T8TG p. 155
P-SE 8c: Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING	
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	
Developmental Progression	
36 to 48 Months: Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	
48 to 60 Months: Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	
Indicators (by 60 Months)	
P-SE 9a: Describes self using several different characteristics.	T1TG pp. 79, 141, 148 T2TG pp. 28, 46 T3TG p. 129
P-SE 9b: Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	T2TG pp. 46, 96 T7TG p. 147
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	

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Indicators (by 60 Months)	
P-SE 10a: Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	T1TG p. 79 T2TG p. 46 T7TG p. 129
P-SE 10b: Expresses own ideas or beliefs in group contexts or in interactions with others.	T1TG pp. 40, 74, 108, 142 T2TG pp. 40, 74, 130, 131 T3TG pp. 40, 62, 68, 74 T4TG pp. 40, 108 T5TG pp. 30, 70, 74, 76 T6TG pp. 40, 74, 108, 130 T7TG pp. 74, 76, 121, 130, 148 T8TG pp. 40, 96, 108, 130
P-SE 10c: Uses positive words to describe self, such as kind or hard-worker.	T2TG pp. 46, 96 T7TG p. 147
Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-SE 11a: Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	T1TG pp. 28, 34, 36, 40, 42, 52, 78, 130, 136 T2TG pp. 45, 62, 68, 74, 80, 96 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121
P-SE 11b: Relates personal stories about being a part of different groups.	T3TG pp. 130, 136 T6TG p. 121 T8TG p. 52
P-SE 11c: Identifies similarities and differences about self across familiar environments and settings.	T2TG pp. 40, 80 T3TG pp. 129, 137 T4TG p. 78 T5TG p. 61 T7TG pp. 131, 147
Domain: Language and Communication	
SUB-DOMAIN: ATTENDING AND UNDERSTANDING	
Goal P-LC 1. Child attends to communication and language from others.	
Developmental Progression	
36 to 48 Months: Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	
48 to 60 Months: Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	

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Indicators (by 60 Months)	
<p>P-LC 1a: Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</p>	<p>T1TG pp. 36, 48, 64, 70, 76, 82, 86, 101, 104, 110, 138, 150 T2TG p. 131 T3TG pp. 45, 108, 109, 119, 150 T4TG pp. 33, 39, 45, 73, 78, 101, 104, 122, 129, 137 T5TG pp. 28, 39, 40, 46, 73, 75, 110, 131, 143, 150 T6TG pp. 35, 45, 81, 88, 102, 148, 154 T7TG pp. 27, 114 T8TG pp. 31, 52, 54, 73, 76, 85</p>
<p>P-LC 1b: Shows ongoing connection to a conversation, group discussion, or presentation.</p>	<p>T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145</p>
<p>Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</p>	
<p>Developmental Progression</p>	
<p>36 to 48 Months: Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.</p>	
<p>48 to 60 Months: Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.</p>	
<p>Indicators (by 60 Months)</p>	
<p>P-LC 2a: Shows an ability to recall (in order) multiple step directions.</p>	<p>T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157 T3TG pp. 31, 45, 65, 99, 113, 133, 156 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147 T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89</p>
<p>P-LC 2b: Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?”</p>	<p>T3TG pp. 83, 102, 136 T5TG p. 117 T7TG pp. 63, 75, 80, 81, 108</p>
<p>P-LC 2c: Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.</p>	<p>T3TG pp. 81, 96, 108, 114, 148, 154 T4TG pp. 74, 80, 142 T5TG p. 108 T7TG pp. 88, 130</p>
<p>P-LC 2d: Shows an understanding of talk related to the past or future.</p>	<p>T6TG pp. 53, 108 T7TG pp. 102, 129 T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136</p>

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<p>P-LC 2e: 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.</p>	<p>T1TG pp. 36, 48, 64, 70, 76, 82, 86, 101, 104, 110, 138, 150 T2TG p. 131 T3TG pp. 45, 108, 109, 119, 150 T4TG pp. 33, 39, 45, 73, 78, 101, 104, 122, 129, 137 T5TG pp. 28, 39, 40, 46, 73, 75, 110, 131, 143, 150 T6TG pp. 35, 45, 81, 88, 102, 148, 154 T7TG pp. 27, 114 T8TG pp. 31, 52, 54, 73, 76, 85</p>
SUB-DOMAIN: COMMUNICATING AND SPEAKING	
Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	
Developmental Progression	
<p>36 to 48 Months: 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.</p>	
<p>48 to 60 Months: 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.</p>	
Indicators (by 60 Months)	
<p>P-LC 3a: 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.</p>	<p>T7TG pp. 27, 52, 55</p>
<p>P-LC 3b: Uses language, spoken or sign, to clarify a word or statement when misunderstood.</p>	<p>T1TG p. 54 T5TG p. 132</p>
<p>P-LC 3c: Children who are DLLs may switch between their languages.</p>	<p><i>This activity is addressed each week during Oral Language Development.</i></p>
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	
Developmental Progression	
<p>36 to 48 Months: 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.</p>	
<p>48 to 60 Months: 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.</p>	
Indicators (by 60 Months)	
<p>P-LC 4a: 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.</p>	<p>T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145</p>
<p>P-LC 4b: 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.</p>	<p>T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157</p>

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Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

Developmental Progression

36 to 48 Months: 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.

48 to 60 Months: 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.

Indicators (by 60 Months)

<p>P-LC 5a: 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.</p>	<p>T1TG pp. 29, 35, 108 T2TG pp. 108, 123, 157 T3TG pp. 89, 114, 123, 157 T4TG pp. 55, 89, 123 T5TG p. 142 T6TG pp. 55, 86, 89, 108, 123, 157 T7TG pp. 40, 89, 157</p>
<p>P-LC 5b: Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.</p>	<p>T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 82, 86, 142 T4TG pp. 40, 52, 68, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 143, 144 T6TG pp. 40, 62, 120, 142 T7TG p. 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141</p>
<p>P-LC 5c: 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.</p>	<p>T3TG pp. 81, 108, 114, 148, 154 T4TG pp. 74, 80 T5TG p. 108 T6TG p. 121 T7TG p. 88 T8TG p. 52</p>

SUB-DOMAIN: VOCABULARY

Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

Developmental Progression

36 to 48 Months: 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.

48 to 60 Months: 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.

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Indicators (by 60 Months)	
<p>P-LC 6a: Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.</p>	<p>T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156</p>
<p>P-LC 6b: Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</p>	<p>T1TG pp. 28, 96, 98, 149 T2TG pp. 28, 35, 98, 104, 110, 122, 136, 148 T3TG pp. 28, 109, 110 T4TG pp. 28, 40, 96, 97, 102, 130, 142 T5TG pp. 41, 109 T6TG pp. 28, 41, 47, 74, 75, 104, 121, 122, 130, 132, 155 T7TG pp. 110, 130 T8TG pp. 62, 68, 80, 104</p>
<p>P-LC 6c: 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.</p>	<p>T1TG pp. 27, 33, 34, 39, 45, 51, 61, 67, 68, 73, 79, 85, 95, 101, 107, 113, 114, 119, 123, 129, 135, 141, 147, 148, 153, 155, 157 T2TG pp. 34, 39, 40, 41, 45, 46, 51, 61, 67, 68, 73, 74, 79, 85, 86, 102, 109, 115, 120, 123, 136, 137, 142, 146, 147, 149, 154, 157 T3TG pp. 34, 39, 45, 46, 51, 61, 67, 73, 74, 79, 80, 81, 85, 86, 89, 95, 101, 102, 107, 113, 119, 123, 129, 130, 135, 141, 142, 147, 148, 149, 153, 154, 157 T4TG pp. 27, 33, 39, 45, 51, 55, 61, 62, 67, 68, 73, 79, 81, 85, 86, 89, 95, 101, 102, 107, 108, 113, 114, 119, 129, 135, 141, 142, 147, 153, 157 T5TG pp. 27, 33, 39, 45, 51, 55, 61, 67, 73, 78, 79, 85, 86, 95, 101, 107, 108, 113, 119, 123, 129, 135, 141, 142, 147, 153, 154, 157 T6TG pp. 27, 33, 39, 40, 45, 51, 52, 55, 61, 67, 73, 79, 80, 85, 89, 95, 96, 101, 107, 113, 119, 123, 129, 135, 136, 141, 142, 147, 153, 157 T7TG pp. 27, 33, 39, 44, 45, 51, 52, 55, 61, 62, 67, 73, 74, 76, 79, 85, 86, 89, 95, 101, 107, 108, 113, 119, 120, 123, 129, 135, 141, 142, 147, 150, 153, 156, 157 T8TG pp. 27, 33, 39, 45, 46, 51, 55, 61, 67, 73, 74, 79, 80, 85, 89, 95, 101, 102, 107, 113, 119, 123, 129, 135, 136, 141, 147, 153, 157</p>
<p>P-LC 6d: With support, forms guesses about the meaning of new words from context clues.</p>	<p>T1TG pp. 30, 97, 122 T2TG pp. 29, 41, 54, 62, 68, 74, 97, 103, 108, 109, 143, 144 T3TG pp. 29, 34, 41, 63, 75, 97, 103, 131 T4TG pp. 28, 29, 34, 41, 62, 63, 70, 75, 88, 102, 109, 136, 148 T5TG pp. 29, 40, 63, 97, 102, 136 T6TG pp. 29, 30, 48, 63, 96, 97, 108, 130, 131, 136, 142 T7TG pp. 29, 30, 34, 36, 40, 42, 64, 68, 70, 76, 88, 96, 97, 102, 131, 137, 142, 148, 149 T8TG pp. 36, 46, 122</p>

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Goal P-LC 7. Child shows understanding of word categories and relationships among words.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-LC 7a: Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104
P-LC 7b: 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.”	T1TG pp. 48, 76, 115, 143 T2TG pp. 53, 87, 146 T3TG pp. 47, 87, 122 T4TG pp. 33, 51 T5TG pp. 96, 109, 114, 123 T6TG pp. 28, 34, 53, 104 T8TG pp. 98, 151
P-LC 7c: Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	T1TG pp. 48, 76, 149 T2TG pp. 146, 150 T3TG p. 96 T4TG pp. 47, 114 T5TG p. 116 T6TG pp. 28, 53 T7TG pp. 62, 96 T8TG p. 98
P-LC 7d: Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.	T1TG p. 69 T4TG pp. 29, 35 T7TG pp. 40, 41, 62, 67, 115
P-LC 7e: 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.”	T2TG pp. 34, 75, 108, 114, 116, 156 T3TG pp. 36, 53, 64, 70, 80, 88, 104, 109, 115 T4TG pp. 42, 45, 51, 64, 68, 74, 87, 114, 120, 154 T5TG pp. 41, 46, 52, 62, 80, 96, 136, 144 T6TG pp. 46, 68, 109, 114, 148, 154 T7TG pp. 46, 52, 68, 136
Domain: Literacy	
SUB-DOMAIN: PHONOLOGICAL AWARENESS	
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	

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Indicators (by 60 Months)	
<p>P-LIT 1a: Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</p>	<p>T2TG pp. 143, 157 T3TG p. 47 T4TG pp. 47, 115 T5TG pp. 47, 81, 115 T6TG pp. 105, 109, 121 T7TG pp. 34, 71, 75, 89 T8TG p. 63</p>
<p>P-LIT 1b: Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”</p>	<p>T1TG pp. 103, 137 T2TG pp. 69, 137 T3TG pp. 35, 69, 103, 137 T4TG pp. 35, 69, 137 T5TG pp. 35, 69, 79, 103, 105, 137, 139, 143, 157 T6TG pp. 35, 37, 41, 55, 69, 103, 137 T7TG pp. 35, 103</p>
<p>P-LIT 1c: 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?”</p>	<p>T2TG p. 101 T3TG p. 147 T5TG pp. 101, 107, 129 T6TG pp. 109, 139, 143 T8TG pp. 47, 81</p>
SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE	
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
Developmental Progression	
<p>36 to 48 Months: 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.”</p>	
<p>48 to 60 Months: 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.</p>	
Indicators (by 60 Months)	
<p>P-LIT 2a: Understands that print is organized differently for different purposes, such as a note, list, or storybook.</p>	<p>T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145</p>
<p>P-LIT 2b: Understands that written words are made up of a group of individual letters.</p>	<p>T1TG pp. 35, 117, 137, 151 T2TG pp. 49, 83, 117, 151 T3TG pp. 49, 117, 151 T4TG pp. 49, 83, 111, 151 T5TG pp. 49, 55, 83, 89, 117, 151 T6TG pp. 75, 83, 117, 123, 143, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151</p>
<p>P-LIT 2c: Begins to point to single-syllable words while reading simple, memorized texts.</p>	<p>T1TG pp. 117, 151 T2TG pp. 49, 117, 151 T5TG pp. 115, 117, 149 T6TG pp. 83, 117, 151 T7TG pp. 49, 83, 117, 151 T8TG pp. 49, 83, 117, 151</p>

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P-LIT 2d: Identifies book parts and features, such as the front, back, title, and author.	T1TG pp. 34, 102, 143 T2TG pp. 34, 49, 83, 102, 117, 123, 136, 151, 157 T3TG pp. 49, 83, 89 T4TG pp. 34, 102, 117, 123 T5TG pp. 34, 136 T6TG pp. 117, 123 T7TG p. 34 T8TG pp. 117, 123
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-LIT 3a: Names 18 upper- and 15 lower-case letters.	T1TG pp. 41, 47, 85, 105, 139, 149 T2TG pp. 35, 47, 69, 71, 81, 97, 105, 115, 123, 131, 139, 149, 157 T3TG pp. 29, 37, 47, 63, 69, 71, 81, 89, 97, 105, 115, 139 T4TG pp. 29, 37, 63, 71, 105, 115, 139, 149 T5TG pp. 37, 71, 81, 105, 139 T6TG pp. 35, 47, 63, 81, 89, 97, 103, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 37, 71, 81, 89, 105, 115, 139, 149 T8TG pp. 29, 35, 43, 63, 69, 97, 103, 131, 137
P-LIT 3b: Knows the sounds associated with several letters.	T1TG pp. 103, 107, 111, 137, 149 T2TG pp. 35, 37, 43, 47, 71, 79, 103, 105, 115, 137, 139, 149, 157 T3TG pp. 37, 43, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157 T4TG pp. 37, 43, 47, 55, 71, 77, 102, 111, 115, 123, 129, 137, 139, 143, 145, 149 T5TG pp. 35, 43, 69, 71, 103, 111, 137, 139 T6TG pp. 37, 55, 71, 77, 81, 103, 105, 111, 137, 139, 145, 149 T7TG pp. 35, 37, 43, 71, 77, 103, 111, 135, 137, 145, 149 T8TG pp. 39, 101, 129
SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE	
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	

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Indicators (by 60 Months)	
<p>P-LIT 4a: 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.</p>	<p>T1TG pp. 123, 149, 157 T2TG pp. 49, 83, 117, 123 T3TG pp. 34, 49, 89, 117, 123, 151, 157 T4TG pp. 81, 115, 149, 151, 155 T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83 T7TG pp. 41, 55, 109, 143, 149, 157 T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157</p>
<p>P-LIT 4b: Tells fictional or personal stories using a sequence of at least 2–3 connected events.</p>	<p>T4TG pp. 149, 151 T5TG pp. 47, 151 T6TG pp. 83, 89, 121 T7TG p. 49 T8TG pp. 47, 52, 81, 115</p>
<p>P-LIT 4c: Identifies characters and main events in books and stories.</p>	<p>T1TG pp. 97, 103, 143, 151 T2TG pp. 28, 35, 41, 69, 143 T3TG pp. 34, 41, 69, 75, 103, 137, 143 T4TG pp. 34, 69, 75, 137 T5TG pp. 69, 103, 137 T6TG pp. 103, 137, 143 T7TG pp. 35, 47, 75, 97, 103, 115, 131, 137, 143 T8TG pp. 28, 52, 75</p>
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	
Developmental Progression	
<p>36 to 48 Months: 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.</p>	
<p>48 to 60 Months: 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.</p>	
Indicators (by 60 Months)	
<p>P-LIT 5a: 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.”</p>	<p>T1TG pp. 97, 103, 143, 151 T2TG pp. 28, 35, 41, 69, 143 T3TG pp. 34, 41, 69, 75, 103, 137, 143 T4TG pp. 34, 69, 75, 137 T5TG pp. 69, 103, 137 T6TG pp. 103, 137, 143 T7TG pp. 35, 47, 75, 97, 103, 115, 131, 137, 143 T8TG pp. 28, 52, 75</p>
<p>P-LIT 5b: 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.</p>	<p>T1TG pp. 122, 136 T2TG pp. 102, 120, 154 T4TG p. 143 T5TG pp. 46, 83, 109, 130, 136, 137 T6TG pp. 34, 68, 75, 120, 136, 151, 154, 157 T7TG pp. 49, 52, 62, 68, 75, 108, 109, 114 T8TG pp. 34, 49, 83, 102, 117, 136, 151</p>

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P-LIT 5c: Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	T1TG pp. 123, 149, 157 T2TG pp. 49, 83, 117, 123 T3TG pp. 34, 49, 89, 117, 123, 151, 157 T4TG pp. 81, 115, 149, 151, 155 T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157 T6TG pp. 47, 55, 80, 83 T7TG pp. 41, 55, 109, 143, 149, 157 T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157
SUB-DOMAIN: WRITING	
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-LIT 6a: Creates a variety of written products that may or may not phonetically relate to intended messages.	T1TG pp. 52, 86, 99, 120, 133, 154 T2TG pp. 31, 65, 99, 120, 133, 154 T3TG pp. 31, 52, 65, 99, 133, 154 T4TG pp. 31, 65, 71, 77, 86, 99, 133, 154 T5TG pp. 31, 65, 86, 99, 120, 145 T6TG pp. 31, 52, 65, 99, 120, 133 T7TG pp. 31, 99, 120, 133, 154 T8TG pp. 31, 52, 65, 99, 112, 133, 154
P-LIT 6b: Shows an interest in copying simple words posted in the classroom.	T3TG p. 133 T6TG p. 78 T8TG pp. 43, 77, 111, 145
P-LIT 6c: Attempts to independently write some words using invented spelling, such as K for kite.	T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150
P-LIT 6d: Writes first name correctly or close to correctly.	T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133
P-LIT 6e: 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.	T1TG pp. 99, 105, 133, 139 T2TG pp. 31, 37, 65, 99, 105, 133, 139 T3TG pp. 31, 37, 65, 71, 99, 105, 111, 133, 139 T4TG pp. 31, 37, 65, 71, 99, 105, 133, 139 T5TG pp. 31, 37, 65, 71, 99, 105, 133, 139 T6TG pp. 31, 37, 65, 71, 99, 105 T7TG pp. 31, 37, 65, 71, 99, 105, 133, 139 T8TG pp. 31, 37, 65, 71, 99, 105

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Domain: Mathematics Development			
SUB-DOMAIN: COUNTING AND CARDINALITY			
Goal P-MATH 1. Child knows number names and the count sequence.			
Developmental Progression			
36 to 48 Months: 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”.			
48 to 60 Months: Says or signs more number words in sequence.			
Indicators (by 60 Months)			
P-MATH 1a: Counts verbally or signs to at least 20 by ones.		T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG p. 101 T7TG p. 107 T8TG p. 138	
Goal P-MATH 2. Child recognizes the number of objects in a small set.			
Developmental Progression			
36 to 48 Months: Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).			
48 to 60 Months: Quickly recognizes the number of objects in a small set (referred to as “subitizing”).			
Indicators (by 60 Months)			
P-MATH 2a: Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.		T2TG pp. 82, 151 T4TG pp. 31, 37 T6TG pp. 116, 117, 138, 145, 150	
Goal P-MATH 3. Child understands the relationship between numbers and quantities.			
Developmental Progression			
36 to 48 Months: 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”).			
48 to 60 Months: 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).			
Indicators (by 60 Months)			
P-MATH 3a: 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.		T1TG pp. 30, 36, 76 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122, 123 T3TG pp. 116, 117, 133 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 54, 55, 88, 104, 116 T8TG pp. 138, 139	

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P-MATH 3b: Counts and answers “How many?” questions for approximately 10 objects.	T1TG pp. 76, 82 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 70, 76, 77, 88, 98, 99, 104, 105, 110, 111, 117, 122, 138, 150 T3TG p. 39 T4TG pp. 37, 42 T5TG p. 151
P-MATH 3c: Accurately counts as many as 5 objects in a scattered configuration.	T1TG pp. 30, 36, 42, 76, 82 T2TG pp. 49, 54, 64, 70, 76, 77, 83, 88, 98, 99, 104, 105, 111, 122, 138 T3TG pp. 116, 117, 145
P-MATH 3d: Understands that each successive number name refers to a quantity that is one larger.	T2TG pp. 70, 76, 77, 88, 89, 98, 99, 104, 105, 110, 111, 122, 123, 138, 150 T3TG pp. 33, 39 T4TG pp. 30, 36, 76, 82, 98, 104, 110, 116, 122 T5TG p. 150 T6TG pp. 64, 65, 70, 88, 89, 98, 105, 111, 144, 145, 150 T8TG pp. 98, 123, 138, 139
P-MATH 3e: Understands that the last number said represents the number of objects in a set.	T1TG pp. 76, 82 T2TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 70, 76, 77, 88, 98, 99, 104, 105, 110, 111, 117, 122, 138, 150 T3TG p. 39 T4TG pp. 37, 42 T5TG p. 151 T6TG pp. 88, 105, 111, 116, 132, 144, 145, 150, 151, 156 T7TG pp. 117, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 70, 71, 76, 88, 98, 123, 138, 139, 143
Goal P-MATH 4. Child compares numbers.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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. Uses numbers related to order or position.	
Indicators (by 60 Months)	
P-MATH 4a: 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.	T2TG pp. 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T4TG p. 82 T5TG p. 150 T6TG pp. 139, 151, 157 T8TG p. 143
P-MATH 4b: Identifies and uses numbers related to order or position from first to tenth.	T2TG pp. 132, 138, 144, 145, 156, 157 T3TG pp. 150, 151

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Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	
Developmental Progression	
36 to 48 Months: Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-MATH 5a: Associates a number of objects with a written numeral 0–5.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 144, 156 T8TG p. 156
P-MATH 5b: Recognizes and, with support, writes some numerals up to 10.	T4TG pp. 30, 31, 36, 37, 42, 71, 76, 77, 99, 104, 105, 111, 116, 117, 122, 139, 145, 151 T5TG p. 150 T6TG pp. 77, 83, 145 T7TG pp. 48, 49
SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING	
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	
Developmental Progression	
36 to 48 Months: 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!”	
48 to 60 Months: Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	
Indicators (by 60 Months)	
P-MATH 6a: Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 55, 64, 70, 77, 82, 83, 88, 89, 99, 105, 123, 138, 157 T7TG p. 49 T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 122, 150, 151, 156, 157
P-MATH 6b: Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.	T6TG pp. 30, 31, 36, 37, 48, 54, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 104, 123, 138, 144, 145, 156 T8TG pp. 31, 37, 42, 43, 48, 49, 54, 55, 64, 70, 71, 76, 77, 79, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 150, 151, 156, 157
P-MATH 6c: 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).	T6TG pp. 36, 42, 55, 64, 88, 98, 99, 104, 105, 110, 111, 123, 144 T8TG pp. 65, 76, 88, 98, 104, 122, 151, 156

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Goal P-MATH 7. Child understands simple patterns.	
Developmental Progression	
<p>36 to 48 Months: 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.</p>	
<p>48 to 60 Months: Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.</p>	
Indicators (by 60 Months)	
<p>P-MATH 7a: Fills in missing elements of simple patterns.</p>	<p>T1TG pp. 98, 104, 117, 132, 138, 144, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T5TG pp. 116, 117 T7TG p. 82 T8TG pp. 132, 133</p>
<p>P-MATH 7b: 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.</p>	<p>T1TG pp. 54, 64, 70, 99, 105, 110, 116, 122, 123, 138, 139, 150, 151, 157 T2TG p. 49 T3TG pp. 48, 49 T5TG pp. 116, 117</p>
<p>P-MATH 7c: Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</p>	<p>T1TG pp. 48, 54, 64, 70, 88, 98, 105, 110, 111, 116, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 85, 116, 117 T7TG p. 82 T8TG pp. 132, 133</p>
SUB-DOMAIN: MEASUREMENT	
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	
Developmental Progression	
<p>36 to 48 Months: With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.</p>	
<p>48 to 60 Months: With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.</p>	
Indicators (by 60 Months)	
<p>P-MATH 8a: Measures using the same unit, such as putting together snap cubes to see how tall a book is.</p>	<p>T3TG pp. 110, 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151</p>
<p>P-MATH 8b: Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</p>	<p>T3TG pp. 30, 36, 37, 42, 55, 64, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 104, 105, 122, 123, 132, 133, 144, 145, 150, 151, 157 T5TG pp. 48, 49, 82, 83 T6TG p. 67</p>
<p>P-MATH 8c: Uses comparative language, such as shortest, heavier, or biggest.</p>	<p>T3TG pp. 30, 36, 37, 42, 54, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 119, 123, 132, 150, 157 T5TG pp. 49, 71, 77 T6TG p. 67</p>

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SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE	
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	
Developmental Progression	
36 to 48 Months: Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	
48 to 60 Months: Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	
Indicators (by 60 Months)	
P-MATH 9a: Names and describes shapes in terms of length of sides, number of sides, and number of angles.	T3TG p. 41 T5TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 99, 105, 111, 117, 122, 123 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89, 98, 99, 105, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 150 T8TG pp. 48, 49, 82, 83, 144, 145
P-MATH 9b: Correctly names basic shapes regardless of size and orientation.	T3TG pp. 41, 47 T5TG pp. 36, 42, 48, 54, 55, 70, 76, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 139, 145, 151, 156 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157 T8TG pp. 48, 49, 82, 83, 144, 145
P-MATH 9c: 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.	T1TG pp. 30, 36, 42, 48, 54, 76, 82, 111, 123, 139, T3TG pp. 31, 37, 43, 82, 83 T5TG pp. 30, 31, 49, 54, 64, 65, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 104, 105, 111, 151 T8TG pp. 132, 144
P-MATH 9d: Creates and builds shapes from components.	T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110
Goal P-MATH 10. Child explores the positions of objects in space.	
Developmental Progression	
36 to 48 Months: 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.”	
48 to 60 Months: Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	
Indicators (by 60 Months)	
P-MATH 10a: Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.	T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144
P-MATH 10b: Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”	T1TG pp. 42, 150, 151

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Domain: Scientific Reasoning			
SUB-DOMAIN: SCIENTIFIC INQUIRY			
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).			
Developmental Progression			
36 to 48 Months: 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.			
48 to 60 Months: 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.			
Indicators (by 60 Months)			
P-SCI 1a: Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.		T2TG pp. 96, 99, 101, 102, 108, 112, 113, 114, 119, 120 T7TG pp. 101, 148	
P-SCI 1b: Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.		T5TG p. 102 T7TG pp. 51, 67	
P-SCI 1c: Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.		T2TG pp. 96, 99, 102, 108, 113, 120 T7TG p. 148	
P-SCI 1d: Represents observable phenomena with pictures, diagrams, and 3-D models.		T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 114, 120 T7TG pp. 80, 96, 102, 120, 133, 142	
Goal P-SCI 2. Child engages in scientific talk.			
Developmental Progression			
36 to 48 Months: Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.			
48 to 60 Months: Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.			
Indicators (by 60 Months)			
P-SCI 2a: Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.		T1TG p. 95 T2TG p. 101 T7TG pp. 61, 95, 101, 113, 153	
P-SCI 2b: Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.		T5TG pp. 40, 95, 96, 101, 102, 108, 113, 114, 119, 120, 121 T6TG pp. 97, 99, 102, 108, 109, 120 T7TG pp. 95, 96, 101, 146	
Goal P-SCI 3. Child compares and categorizes observable phenomena.			
Developmental Progression			
36 to 48 Months: 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.			
48 to 60 Months: 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.			

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Indicators (by 60 Months)	
P-SCI 3a: Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.	T5TG pp. 36, 42, 62, 70, 76, 88 T6TG p. 153 T7TG pp. 68, 101, 113
P-SCI 3b: 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.	T5TG p. 102 T7TG pp. 51, 67
SUB-DOMAIN: REASONING AND PROBLEM-SOLVING	
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	
Developmental Progression	
36 to 48 Months: 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.”	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-SCI 4a: 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?”	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
P-SCI 4b: Gathers information about a question by looking at books or discussing prior knowledge and observations.	T2TG p. 104 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130 T7TG p. 46 T8TG pp. 130, 136, 148
P-SCI 4c: 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.”	T5TG pp. 101, 120 T6TG p. 96 T7TG pp. 80, 96, 102, 114, 136, 148, 154
Goal P-SCI 5. Child plans and conducts investigations and experiments.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	
Indicators (by 60 Months)	
P-SCI 5a: Articulates steps to be taken and lists materials needed for an investigation or experiment.	T7TG pp. 28, 44, 46, 52, 68, 74, 80, 86, 96, 112, 148
P-SCI 5b: 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.	T5TG pp. 36, 42, 62, 70, 76, 88 T6TG p. 153 T7TG pp. 68, 101, 113
P-SCI 5c: 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.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 114, 120 T7TG pp. 80, 96, 102, 120, 133, 142

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Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	
Developmental Progression	
<p>36 to 48 Months: 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>48 to 60 Months: 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>	
Indicators (by 60 Months)	
<p>P-SCI 6a: Analyzes and interprets data and summarizes results of investigation.</p>	<p>T5TG pp. 36, 42, 62, 70, 76, 88 T6TG p. 153 T7TG pp. 68, 101, 113</p>
<p>P-SCI 6b: Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</p>	<p>T6TG pp. 114, 153 T7TG pp. 80, 107, 120</p>
<p>P-SCI 6c: 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.</p>	<p>T6TG p. 114 T7TG pp. 80, 102, 114, 130, 148</p>
<p>P-SCI 6d: 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.</p>	<p>T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 120 T7TG pp. 80, 120, 148</p>
Domain: Perceptual, Motor, and Physical Development	
SUB-DOMAIN: GROSS MOTOR	
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
Developmental Progression	
<p>36 to 48 Months: 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.</p>	
<p>48 to 60 Months: 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.</p>	
Indicators (by 60 Months)	
<p>P-PMP 1a: Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</p>	<p>T1TG pp. 116, 150 T2TG pp. 33, 121 T3TG pp. 51, 67, 80, 112 T5TG pp. 78, 120 T7TG p. 61</p>
<p>P-PMP 1b: Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</p>	<p>T1TG pp. 54, 64, 80, 109, 114, 116, 150, 151 T2TG pp. 30, 36, 39, 46, 54, 82, 88, 107, 109, 114, 116, 148 T3TG pp. 75, 101, 109, 114, 129, 148 T4TG pp. 27, 39, 79, 112, 148 T5TG pp. 27, 46, 61, 80, 86, 153 T6TG pp. 114, 120, 146, 154 T7TG pp. 52, 110, 114, 120 T8TG pp. 46, 73, 80, 114, 148</p>

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<p>P-PMP 1c: Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</p>	<p>T1TG pp. 150, 151 T2TG pp. 44, 61, 64, 67, 75, 85, 107, 129 T3TG pp. 46, 135 T6TG pp. 27, 146 T7TG pp. 79, 135 T8TG p. 73</p>
<p>Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.</p>	
<p>Developmental Progression</p>	
<p>36 to 48 Months: Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.</p>	
<p>48 to 60 Months: Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.</p>	
<p>Indicators (by 60 Months)</p>	
<p>P-PMP 2a: Demonstrates awareness of own body and other people's space during interactions.</p>	<p>T1TG pp. 46, 51 T2TG p. 33 T3TG p. 87 T5TG p. 154 T8TG pp. 44, 119</p>
<p>P-PMP 2b: Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</p>	<p>T3TG p. 147 T4TG p. 147 T5TG p. 141 T6TG p. 45</p>
<p>P-PMP 2c: 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.</p>	<p>T1TG p. 116 T3TG p. 46 T5TG p. 141</p>
<p>P-PMP 2d: Changes directions when moving with little difficulty.</p>	<p>T2TG p. 64 T3TG pp. 46, 135 T6TG p. 27</p>
<p>SUB-DOMAIN: FINE MOTOR</p>	
<p>Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.</p>	
<p>Developmental Progression</p>	
<p>36 to 48 Months: 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.</p>	
<p>48 to 60 Months: 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.</p>	

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Indicators (by 60 Months)	
P-PMP 3a: Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	T1TG pp. 138, 144 T3TG p. 116 T7TG pp. 31, 65, 145
P-PMP 3b: Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.	T3TG pp. 104, 117, 122 T4TG pp. 99, 105, 111, 117 T5TG pp. 139, 145 T6TG pp. 129, 135, 147, 153 T7TG p. 65 T8TG pp. 37, 71, 105, 139
P-PMP 3c: Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.	T1TG p. 138 T2TG pp. 145, 157 T3TG pp. 65, 111 T5TG pp. 71, 77, 105, 111, 139, 145 T6TG p. 146 T8TG pp. 37, 71, 105, 139
SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION	
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	
Indicators (by 60 Months)	
P-PMP 4a: Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.	T2TG pp. 67, 153, 155 T4TG pp. 135, 136, 142, 148, 154, 155
P-PMP 4b: Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.	T4TG pp. 27, 52, 87, 129, 130, 146, 154 T5TG pp. 75, 121
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	
Developmental Progression	
36 to 48 Months: 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.	
48 to 60 Months: 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.	

Head Start Early Learning Outcomes Framework	<i>DIG: Develop. Inspire. Grow.™</i>
Indicators (by 60 Months)	
P-PMP 5a: Identifies a variety of healthy and unhealthy foods.	T2TG p. 112 T4TG pp. 68, 87
P-PMP 5b: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119 T6TG p. 95
P-PMP 5c: Moderates food consumption based on awareness of own hunger and fullness.	T4TG pp. 46, 62, 65, 67, 68, 85, 86 T6TG pp. 95, 113
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	
Developmental Progression	
36 to 48 Months: Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	
48 to 60 Months: Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	
Indicators (by 60 Months)	
P-PMP 6a: Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.	T1TG pp. 68, 85, 87 T2TG pp. 136, 154 T7TG p. 53 T8TG p. 87
P-PMP 6b: Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87



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