Connecting the Iowa Early Learning Standards 3rd edition (2018) with the Head Start Early Learning Outcomes Framework (2015) and a Curriculum-based Assessment

A Companion Document to the Iowa Early Learning Standards 3rd edition

Developed by the Iowa Head Start State Collaboration Office, Iowa Department of Education
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Connecting the Iowa Early Learning Standards with Head Start Early Learning Outcomes Framework and Curriculum-based Assessments

Introduction

This revision updates an older 'connection' or 'crosswalk' document using the 2015 *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (ELOF) with the Iowa Early Learning Standards 3ʳᵈ edition (IELS). The revision of the crosswalk follows the structure of the Iowa Early Learning Standards 3rd edition (2018) by combining the infant/toddler and preschool standards and benchmarks. Consistent with the earlier version, we also included an alignment of the Teaching Strategies GOLD® with Iowa Early Learning standards and benchmarks, as determined by Teaching Strategies, Inc.

This crosswalk is useful to assist Head Start programs to assure they address the standards in both the Iowa Early Learning Standards 3ʳᵈ edition and the Head Start Early Learning Outcomes Framework. Both are required (as appropriate) to use for curriculum (1302.32(a)(1); 1302.35(d)(1)(ii)), teacher competencies (1302.91(e)(5)), and school readiness goals (1302.102(a)(1). But other programs will also benefit by considering similar areas of child development through different lenses. Finally, Head Start offers additional resources to promote the implementation of the ELOF which, thanks to this alignment, are usable for anyone using the Iowa Early Learning Standards. Resources include Effective Practice Guides for each domain, an Implementation Toolkit, prerecorded webinars, and an Interactive Outcomes Framework. Using the interactive outcomes framework, a user can click on a domain for infants/toddlers or preschoolers, to access the entire domain with sub-domains and goals, and the developmental progressions. At the bottom of each is a resource list. Any teacher using the Iowa Early Learning Standards can explore its parallel in the interactive framework and find one-page overviews, handouts for families, and videos (see 15-minute in-service suites) showing how to promote growth and development aligned to specific standards and benchmarks.

Users of this alignment document should be aware of the following:
- The alignment assumes that only infant/toddler domains, sub-domains, and goals will be aligned to infant/toddler standards and benchmarks; and preschool domains, sub-domains, and goals will be aligned to preschool standards and benchmarks. For the sake of clarity, infant/toddler domains, sub-domains, and goals are kept separate from preschool standards and benchmarks, although some alignments could cross over. Every goal in the ELOF was used to develop this alignment.
- When the alignment lists associated domains, sub-domains, and goals, it lists them in the order of relevance to the IELS benchmarks and not in the order they appear in the original document. Therefore, the goals may include a list beginning with LC-3 followed by LC-1. We try to keep the list of goals under their domains so as not to repeat the domain for the goal, even if it means a goal is less relevant than what follows under a different domain.

- We only include the goals from the Head Start Early Learning Outcomes Framework and not the entire developmental progression and final indicators. There is some important detail and nuance in this part of the framework. We reviewed the descriptions in the progression and the indicators for each goal as we determined whether a goal aligned with a specific IELS benchmark. Therefore, we encourage users to consider that information when working with this document to better understand and to use the alignments here.
- The Teaching Strategies GOLD® alignment is based primarily on the alignment with the Iowa Early Learning Standards, but we also included in the footnote the alignment with the Head Start Early Learning Outcomes Framework because we occasionally relied on that document.
- In a few places, we acknowledge there is no alignment. In every case, it seemed the IELS were calling for specific information and vocabulary that the ELOF did not require. We do not think this lack of connection indicates a serious connect between what these documents ask about what children should know and be able to do.

Whether one uses the IELS or the ELOF, it is important to remember their effective and appropriate use includes helping early care and education providers (early childhood professioanles) make good decisions about curriculum and assessment, and to encourage the thoughtful applications of these standards consistent with our best knowledge of how children grow and learn. The goal is to align standards, curriculum, and assessment. At the same time, we remain sensitive to how children grow and develop in unique ways. Developmentally appropriate practices must guide the design of any educational service for young children. By considering both learning standards, one can appreciate the complexity of children's gradual acquisition of knowledge and skills.

In general, we note the Iowa Early Learning Standards 3rd edition continues to build on the 2006 and 2012 editions, which were based in part, on earlier Head Start Child Development and Early Learning Framework. The ELOF, however, represented a different structure and approach, and therefore represents less connection than earlier alignments. We found many connections in intent and understanding to allow us to make connections. It seems the ELOF focuses heavily on fundamental understandings and processing of experiences, while the IELS tends to name specific phenomena. For example, the IELS Benchmark 8.2.PS.6 indicates noticing patterns in the sky and weather, whereas the ELOF considers noticing patterns in general. Another example is while knowledge about specific kinds of professionals is included in the IELS Benchmark 4.3.PS.6, that level of specificity does not appear in the ELOF.

Area 1: Social and Emotional Development

Self – Infant and Toddler (birth - 3 years)		
Standard 1.1 IT Infants and toddlers display a positive sense of self.		
Iowa Early Learning Standards	**Head Start Early Learning Outcomes Framework**	**Teaching Strategies GOLD® Objectives**
Benchmark 1.1.IT.1 The infant or toddler responds to familiar adults' and children's interactions through using behaviors such as gazing, cuddling, and accepting assistance.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal IT-SE 10. Child shows awareness about self and how to connect with others**	**1a.2, 1a.4**
Benchmark 1.1.IT.2 The infant or toddler explores his/her own body.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal IT-SE 10. Child shows awareness about self and how to connect with others** **Goal IT-SE 11. Child understands some characteristics of self and others.**	**11a.2**
Benchmark 1.1.IT.3 The infant or toddler shows awareness of self, such as responding to own image in mirror.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal IT-SE 10. Child shows awareness about self and how to connect with others**	**1a.4**
Benchmark 1.1.IT.4 The infant or toddler shows preferences for toys and experiences.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal IT-SE 12. Child shows confidence in own abilities through relationships with others**	**1a.4**
Benchmark 1.1.IT.5 The infant or toddler expresses reaction through facial expressions, sounds, and gestures..	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.**	**2b.2**

Self – Preschool (3-5 years)

Standard 1.1 PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.1.PS.1 The child expresses a positive sense of self in terms of specific abilities.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self** **Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.**	**1c.6**
Benchmark 1.1.PS.2 The child expresses needs, wants, opinions, and feelings in socially appropriate ways.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with other Children** **Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children**. **Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.** **DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.**	**1c.6**
Benchmark 1.1.PS.3 The child demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self** **DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.**	**1c.6**
Benchmark 1.1.PS.4 The child recognizes own power to make choices.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.**	**1c.6**

Self-Regulation – Infant and Toddler (birth - 3 years)

Standard 1.2.IT Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.2.IT.1 The infant or toddler indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.	**DOMAIN: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.** **Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Adults** **Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.** **Goal IT-SE 3. Child learns to use adults as a resource to meet needs.** **Sub-Domain: Emotional Functioning** **Goal IT-SE 9. Child manages emotions with the support of familiar adults**	**1c.2**
Benchmark 1.2.IT.2 The infant or toddler comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Emotional Functioning** **Goal IT-SE 9. Child manages emotions with the support of familiar adults**	**1a.4**
Benchmark 1.2.IT.3 The infant or toddler begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Emotional Functioning** **Goal IT-SE 6. Child learns to express a range of emotions.**	**1a.4**

Self-Regulation – Infant and Toddler (birth - 3 years)

Standard 1.2.IT Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.2.IT.4 The infant or toddler shows increasing ability to recognize own feelings, including simple (e.g., mad, glad) and complex (e.g., excited, frustrated, disappointed) feelings.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self**	**1a.4**
Benchmark 1.2.IT.5 The infant or toddler responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Emotional Functioning** **Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.**	**2b.2**
Benchmark 1.2.IT.6 The infant or toddler begins to control behavior through following simple rules and limits in a variety of settings.	**DOMAIN: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal IT-SE 13. Child develops a sense of belonging through relationships with others.**	**1b.2**
Benchmark 1.2.IT.7 The infant or toddler begins to transition between feeling states with guidance from a caring adult.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Emotional Functioning** **Goal IT-SE 9. Child manages emotions with the support of familiar adults.**	**1a.4**

Self-Regulation – Preschool (3-5 years)

Standard 1.2.PS Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.2.PS.1 The child demonstrates the ability to monitor his/her own behavior and its effects on others, following and contributing to adult expectations.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Emotional Functioning** **Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others** **Goal P-SE 8. Child manages emotions with increasing independence** **OR** **DOMAIN: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal P-ATL 1. Child manages emotions with increasing independence.*** *Goal P-ATL.1 is the same as Goal P-SE 8.	**1a.6**
Benchmark 1.2.PS.2 The child persists with difficult tasks without becoming overly frustrated..	**Domain: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 7. Child persists in tasks.**	**11b.4**
Benchmark 1.2.PS.3 The child begins to accept consequences of his/her own actions.	**Domain: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.**	**1b.4**
Benchmark 1.2.PS.4 The child manages transitions and changes to routines.	**DOMAIN: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.**	**1b.6**

Self-Regulation – Preschool (3-5 years)

Standard 1.2.PS Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.2.PS.5 The child states feelings, needs, and opinions in difficult situations without harming self, others, or property..	**DOMAIN: Social and Emotional Development** **Sub-Domain: Emotional Functioning** **Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others** **Goal P-SE 8. Child manages emotions with increasing independence** **OR** **DOMAIN: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal P-ATL 1. Child manages emotions with increasing independence*** *Goal P-ATL.1 is the same as Goal P-SE 8.	**1a.6**
Benchmark 1.2.PS.6 The child expresses an increasing range and variety of emotions, and transitions between feeling states become smoother.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Emotional Functioning** **Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others**	**1a.6**

Relationship with Adults – Infant and Toddler (birth – 3 years)

Standard 1.3.IT Infants and toddlers relate positively with significant adults.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.3.IT.1 The infant or toddler distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Adults** **Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.** **Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.**	**2a.2**
Benchmark 1.3.IT.2 The infant or toddler accepts assistance and comfort from familiar adults.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Adults** **Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.** **Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.**	**2a.2**
Benchmark 1.3.IT.3 The infant or toddler seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Adults** **Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.** **Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.**	**2a.2**
Benchmark 1.3.IT.4 The infant or toddler shows discomfort at separations from familiar adults.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Adults** **Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.** **Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.**	**2a.2**

Relationship with Adults – Infant and Toddler (birth – 3 years)

Standard 1.3.IT Infants and toddlers relate positively with significant adults.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.3.IT.5 The infant or toddler seeks help from familiar adults in unfamiliar situations.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Adults** **Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.** **Sub-Domain: Relationships with Other Children** **Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.**	**2a.4**
Benchmark 1.3.IT.6 The infant or toddler explores the environment, both indoors and outdoors, but may return to a caring adult periodically for security.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.**	**2a.4**
Benchmark 1.3.IT.7 The infant or toddler begins to imitate or portray roles and relationships.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 5. Child imitates and engages in play with other children.** **DOMAIN: Cognition** **Sub-Domain: Imitation And Symbolic Representation And Play** **Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.**	**11c.4; 14b.4**
Benchmark 1.3.IT.8 The infant or toddler imitates adult behaviors.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 5. Child imitates and engages in play with other children.** **DOMAIN: Cognition** **Sub-Domain: Imitation And Symbolic Representation And Play** **Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.**	**11c.4; 14b.2**

Relationship with Adults – Preschool (3 – 5 years)

Standard 1.3.PS Children relate positively with significant adults.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.3.PS.1 The child interacts comfortably with familiar adults.	**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.** **Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.**	**2a.6**
Benchmark 1.3.PS.2 The child accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	**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.** **Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.**	**2a.6**
Benchmark 1.3.PS.3 The child expresses affection toward familiar adults.	**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.** **Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.**	**2a.6**
Benchmark 1.3.PS.4 The child shows trust in familiar adults.	**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.** **Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.**	**2a.6**

Relationship with Adults – Preschool (3 – 5 years)

Standard 1.3.PS Children relate positively with significant adults.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.3.PS.5 The child seeks help, as needed, from familiar adults	**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.** **Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.**	**2a.6**

Relationships with Children (birth – 3 years)

Standard 1.4.IT Infants and toddlers respond to and initiate interactions with other children.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.4.IT.1 The infant or toddler initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.**	**2c.2**
Benchmark 1.4.IT.2 The infant or toddler accepts help from familiar adults in interactions with other children.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.** **Sub-Domain: Relationships with Adults** **Goal IT-SE 3. Child learns to use adults as a resource to meet needs.**	**3b.4**
Benchmark 1.4.IT.3 The infant or toddler begins to demonstrate empathy for others responds to people's facial expressions, body language, and or interactions.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Emotional Functioning** **Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.** **Goal IT-SE 8. Child expresses care and concern towards others.**	**2b.4**

Relationships with Children (birth – 3 years)

Standard 1.4.IT Infants and toddlers respond to and initiate interactions with other children.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.4.IT.4 The infant or toddler develops an awareness of his/her behavior and how it affects others.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal IT-SE 10. Child shows awareness about self and how to connect with others.**	**2b.4**
Benchmark 1.4.IT.5 The infant or toddler imitates other children's behaviors.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 5. Child imitates and engages in play with other children.**	**2c.2**

Relationships with Children – Preschool (3 – 5 years)

Standard 1.4.PS Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.4.PS.1 The child initiates and sustains positive interactions with peers, organizes play.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 4. Child engages in cooperative play with other children.**	**2c.6**
Benchmark 1.4.PS.2 The child wants to please and be like friends.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.**	**2d.6**
Benchmark 1.4.PS.3 The child negotiates with others to resolve disagreements.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.**	**3b.6**

Relationships with Children – Preschool (3 – 5 years)

Standard 1.4.PS Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.4.PS.4 The child develops friendships with other peers; starts to demonstrate turn taking and sharing with others.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.** **Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.** **DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.**	**2d.6; 3a.4**
Benchmark 1.4.PS.5 The child expresses empathy to peers, demonstrates caring behaviors.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Emotional Functioning** **Goal P-SE 7. Child expresses care and concern toward others.**	**2b.4**
Benchmark 1.4.PS.6 The child accepts consequences of his/her actions.	**Domain: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.**	**2b.6**
Benchmark 1.4.PS.7 The child recognizes how behaviors can affect others.	**Domain: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.**	**2b.6**

Relationships with Children – Preschool (3 – 5 years)

Standard 1.4.PS Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 1.4.PS.8 The child names friends.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.**	**2d.6**

Area 2: Physical Well-Being and Motor Development

	Healthy and Safe Living – Infant and Toddler (birth – 3 years) Standard 2.1.IT Infants and toddlers participate in healthy and safe living practices.	
Iowa Early Learning Standards	**Head Start Early Learning Outcomes Framework[1]**	**Teaching Strategies GOLD® Objectives[23]**
Benchmark 2.1.IT.1 The infant expresses satisfaction/ dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Health, Safety, And Nutrition** **Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.**	**1c.2**
Benchmark 2.1.IT.2 The infant establishes healthy eating and sleeping patterns with the assistance of a responsive adult.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Health, Safety, and Nutrition** **Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.**	**1c.2**
Benchmark 2.1.IT.3 The infant ingests breast milk or formula, progressing to solid foods, to self-feeding age appropriate foods, and drinking from a cup.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Fine Motor** **Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.** **Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.** **Sub-Domain: Health, Safety, and Nutrition** **Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.** **Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.**	**1c.2**
Benchmark 2.1.IT.4 The toddler participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Health, Safety, And Nutrition** **Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.**	**1c.4**

Healthy and Safe Living – Infant and Toddler (birth – 3 years)

Standard 2.1.IT Infants and toddlers participate in healthy and safe living practices.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework[1]	Teaching Strategies GOLD® Objectives[2][3]
Benchmark 2.1.IT.5 The toddler shows a willingness to try new foods and engages in food exploration such as basic cooking tasks or dramatic play activity.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Health, Safety, and Nutrition** **Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.**	**1c.4**
Benchmark 2.1.IT.6 The toddler participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Health, Safety, and Nutrition** **Goal IT-PMP 10. Child uses safe behaviors with support from adults.**	**1c.4**

Healthy and Safe Living – Preschool (3-5 years)

Standard 2.1.PS Children understand healthy and safe living practices.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 2.1.PS.1 The child begins to recognize and select healthy foods.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Health, Safety and Nutrition** **Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.**	**1c.6**
Benchmark 2.1.PS.2 The child follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Health, Safety and Nutrition** **Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.**	**1c.6**
Benchmark 2.1.PS.3 The child develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.**	**1c.6**

Healthy and Safe Living – Preschool (3-5 years)

Standard 2.1.PS Children understand healthy and safe living practices.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 2.1.PS.4 The child demonstrates safe behaviors regarding environment (e.g., stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Health, Safety, and Nutrition** **Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.**	**1c.6**
Benchmark 2.1.PS.5 The child communicates safety rules for indoor and outdoor environments and the reasons for them	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Health, Safety, and Nutrition** **Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.**	**1c.6**

Large Motor Skills – Infant and Toddler (birth – 3 years)
Standard 2.2.IT Infants and toddlers develop large motor skills.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 2.2.IT.1 The infant shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.**	**4.2**
Benchmark 2.2.IT.2 The infant shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.**	**4.2**
Benchmark 2.2.IT.3 The toddler shows increasing control in motor skills such as rolling, throwing, and kicking a ball and jumping.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.** **Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.**	**4.4**
Benchmark 2.2.IT.4 The toddler shows increasing balance in activities such as running, climbing stairs, and moving a riding toy using his/her feet.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.** **Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.**	**4.4**

Large Motor Development – Preschool (3-5 years)
Standard 2.2.PS Children develop large motor skills.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 2.2.PS.1 The child demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.**	**4.6**
Benchmark 2.2.PS.2 The child demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing balls.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.**	**6.6**
Benchmark 2.2.PS.3 The child expresses enjoyment in participating in physical experiences and creative movement.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 4. Child engages in cooperative play with other children.** **DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.**	**4.6**

Small Motor Development – Infant and Toddler (birth – 3 years)

Standard 2.3.IT Infants and toddlers develop small motor skills.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 2.3.IT.1 The infant uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, and transferring objects from hand to hand.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Fine Motor** **Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.**	**7a.2**
Benchmark 2.3.IT.2 The toddler uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing self with assistance, scribbling with crayons or markers, participating in fingerplays and using musical instruments..	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Fine Motor** **Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.** **Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.** **Goal IT-PMP 8. Child adjusts reach and grasp to use tools.**	**7a.4**

Small Motor Development – Preschool (3-5 years)

Standard 2.3.PS Children develop small motor skills.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 2.3.PS.1 The child uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials such as beads, pegs, shoelaces, puzzle pieces and musical instruments.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Fine Motor** **Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.**	**7a.6**
Benchmark 2.3.PS.2 The child demonstrates increased skills in using scissors and writing tools for various learning experiences.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Health, Safety, And Nutrition** **Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.**	**7a.6; 7b.6**

Area 3: Approaches to Learning

<table>
<tr>
<td colspan="3">Curiosity and Initiative – Infants and Toddlers (birth – 3 years)

Standard 3.1.IT Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.</td>
</tr>
<tr>
<td>Iowa Early Learning Standards</td>
<td>Head Start Early Learning Outcomes Framework</td>
<td>Teaching Strategies GOLD® Objectives</td>
</tr>
<tr>
<td>Benchmark 3.1.IT.1
The infant or toddler shows interest in people, including other infants, objects, and events.</td>
<td>Domain: Approaches to Learning
Sub-Domain: Initiative And Curiosity
Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.
DOMAIN: Cognition
Sub-Domain: Exploration And Discovery
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.</td>
<td>11a.2</td>
</tr>
<tr>
<td>Benchmark 3.1.IT.2
The infant or toddler uses his/her senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.</td>
<td>DOMAIN: Cognition
Sub-Domain: Exploration And Discovery
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.
DOMAIN: Perceptual, Motor, and Physical Development
Sub-Domain: Perception
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.</td>
<td>11d.2</td>
</tr>
<tr>
<td>Benchmark 3.1.IT.3
The infant or toddler actively plays with or near adults, other children, and materials.</td>
<td>DOMAIN: Social and Emotional Development
Sub-Domain: Relationships with Other Children
Goal IT-SE 5. Child imitates and engages in play with other children.</td>
<td>11d.2</td>
</tr>
</table>

Curiosity and Initiative – Preschool (3-5 years)

Standard 3.1.PS Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 3.1.PS.1 The child deliberately chooses to explore a variety of materials and experiences, seeking out new challenges.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative And Curiosity** **Goal P-ATL 11. Child shows interest in and curiosity about the world around them**	**11d.6**
Benchmark 3.1.PS.2 The child participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	**DOMAIN: Approaches to Learning** **Sub-Domain: Creativity** **Goal P-ATL 12. Child expresses creativity in thinking and communication.** **Goal P-ATL 13. Child uses imagination in play and interactions with others.** **Sub-Domain: Initiative And Curiosity** **Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.** **Goal P-ATL 10. Child demonstrates initiative and independence.**	**11d.6**
Benchmark 3.1.PS.3 The child asks questions about a variety of topics.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative And Curiosity** **Goal P-ATL 11. Child shows interest in and curiosity about the world around them.** **DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning And Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.**	**11d.6**
Benchmark 3.1.PS.4 The child repeats skills and experiences to build competence and support the exploration of new ideas.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.**	**11d.6**

Engagement and Persistence – Infant and Toddler (birth – 3 years)

Standard 3.2.IT Infants and toddlers purposefully choose, engage, and persist in play, experiences and routines.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 3.2.IT.1 The infant or toddler holds attention of familiar adult; for example, through eye contact or vocalizations.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 3. Child maintains focus and sustains attention with support.** **DOMAIN: Language and Communication** **Sub-Domain: Attending And Understanding** **Goal IT-LC 2 Child learns from communication and language experiences with others.**	**10a.2**
Benchmark 3.2.IT.2 The infant or toddler repeats familiar and newly learned experiences.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.** **DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal IT-LC 2 Child learns from communication and language experiences with others.**	**11b. 2**
Benchmark 3.2.IT.3 The infant or toddler maintains focus on people or objects of interest, play experiences, or novel events.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 3. Child maintains focus and sustains attention with support.** **DOMAIN: Language and Communication** **Sub-Domain: Attending And Understanding** **Goal IT-LC 2 Child learns from communication and language experiences with others.**	**11a.2**
Benchmark 3.2.IT.4 The infant or toddler continues to try to succeed using challenging materials or during experiences.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.**	**11b.2**

Engagement and Persistence – Preschool (3-5 years)

Standard 3.2.PS Children purposefully choose and persist in experiences and play.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 3.2.PS.1 The child maintains concentration on a task despite distractions and interruptions.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 7. Child persists in tasks.**	**11a.6**
Benchmark 3.2.PS.2 The child stays engaged and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 7. Child persists in tasks.** **Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.**	**11b.6**
Benchmark 3.2.PS.3 The child sets goals and follows a plan in order to complete a task..	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.**	**11b.6**
Benchmark 3.2.PS.4 The child chooses to participate in play and learning experiences.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 4. Child engages in cooperative play with other children.**	**11d.6**

Reasoning and Problem Solving – Infant and Toddler (birth – 3 years)

Standard 3.3.IT Infants and toddlers demonstrate strategies for reasoning and problem solving.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 3.3.IT.1 The infan or toddler uses an object, action, or adult to accomplish tasks, such as pulling a string to reach a toy or pushing a button to hear a sound.	**DOMAIN: Cognition** **Sub-Domain: Reasoning and Problem-Solving** **Goal IT-C 6. Child learns to use a variety of strategies in solving problems.**	**11c.2**
Benchmark 3.3.IT.2 The infant or toddler experiments to find a solution to a problem.	**DOMAIN: Cognition** **Sub-Domain: Reasoning and Problem-Solving** **Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.**	**11c.2**

Reasoning and Problem Solving – Infant and Toddler (birth – 3 years)

Standard 3.3.IT Infants and toddlers demonstrate strategies for reasoning and problem solving.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 3.3.IT.3 The infant or toddler imitates an adult action to solve a problem.	**DOMAIN: Cognition** **Sub-Domain: Imitation and Symbolic Representation and Play** **Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.**	**11c.4**
Benchmark 3.3.IT.4 The infant or toddler recognizes difficulties and adjusts actions to correct mistakes.	**DOMAIN: Cognition** **Sub-Domain: Reasoning and Problem-Solving** **Goal IT-C 6. Child learns to use a variety of strategies in solving problems.** **DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.**	**11c.2**
Benchmark 3.3.IT.5 The infant or toddler seeks and accepts help when encountering a problem beyond his/her ability to solve independently.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Adults** **Goal IT-SE 3. Child learns to use adults as a resource to meet needs.** **DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.**	**11c.2**

Reasoning and Problem Solving- Preschool (3-5 years)

Standard 3.3.PS: Children demonstrate strategies for reasoning and problem solving.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 3.3.PS.1 The child shows interest in and finds a variety of solutions to questions, tasks, or problems.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.**	**11c.6**

Reasoning and Problem Solving- Preschool (3-5 years)

Standard 3.3.PS: Children demonstrate strategies for reasoning and problem solving.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 3.3.PS.2 The child recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 5. Child plans and conducts investigations and experiments.** **Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.**	**11c.6**
Benchmark 3.3.PS.3 The child shares ideas or makes suggestions of how to solve a problem presented by another person.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.**	**11c.6**

Play and Senses – Infant and Toddler (birth – 3 years)

Standard 3.4.IT Infants and toddlers engage in play to learn.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 3.4.IT.1 The infant or toddler uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.	**DOMAIN: Cognition** **Sub-Domain: Exploration And Discovery** **Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.**	**11d.2**
Benchmark 3.4.IT.2 The infant or toddler chooses and participates in a variety of play experiences.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 5. Child imitates and engages in play with other children.**	**11d.2**
Benchmark 3.4.IT.3 The infant or toddler imitates behaviors of others in play.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 5. Child imitates and engages in play with other children.**	**11b.2; 14b.2**
Benchmark 3.4.IT.4 The infant or toddler repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them.	**DOMAIN: Cognition** **Sub-Domain: Exploration And Discovery** **Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.**	**11e.2**

Play and Senses – Preschool (3-5 years)
Standard 3.4.PS Children engage in play to learn.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 3.4.PS.1 The child participates in a variety of indoor and outdoor play experiences.	**DOMAIN: Approaches to Learning** **Sub-Domain: Creativity** **Goal P-ATL 13. Child uses imagination in play and interactions with others.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 4. Child engages in cooperative play with other children.** **DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.**	**11; 11e.6**
Benchmark 3.4.PS.2 The child uses sights, smells, sounds, textures, and tastes to discriminate between and explore experiences, materials, and the environment.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 5. Child plans and conducts investigations and experiments.**	**24**
Benchmark 3.4.PS.3 The child engages in child-initiated, unstructured play.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal P-ATL 10. Child demonstrates initiative and independence.**	**11; 11e.4**
Benchmark 3.4.PS.4 The child plans and executes play experiences alone and with peers.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 4. Child engages in cooperative play with other children.** **DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.**	**11; 11e.4**

Area 4: Social Studies

Awareness of Family and Community – Infant and Toddler (birth – 3 years) Standard 4.1.IT Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.		
Iowa Early Learning Standards	**Head Start Early Learning Outcomes Framework**	**Teaching Strategies GOLD® Objectives**
Benchmark 4.1.IT.1 The infant or toddler expresses enjoyment at being in a familiar setting or group.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense Of Identity and Belonging** **Goal IT-SE 13. Child develops a sense of belonging through relationships with others.**	**3A.2**
Benchmark 4.1.IT.2 The infant or toddler recognizes familiar adults and uses them to determine safety during exploration.	**DOMAIN: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.** **Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 3. Child maintains focus and sustains attention with support.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships With Adults** **Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.** **Goal IT-SE 3. Child learns to use adults as a resource to meet needs.** **Sub-Domain: Emotional Functioning** **Goal IT-SE 6. Child learns to express a range of emotions.**	**2A.4**
Benchmark 4.1.IT.3 The infant or toddler freely explores and plays within familiar settings.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 5. Child imitates and engages in play with other children.**	**11D.2**

Awareness of Family and Community – Preschool (3-5 years)

Standard 4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.1.PS.1 The child demonstrates understanding that communities are composed of groups of people who live, play, or work together.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal P-SE 11. Child has sense of belonging to family, community, and other groups.**	**30**
Benchmark 4.1.PS.2 The child demonstrates ability to identify communities to which they belong,	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal P-SE 11. Child has sense of belonging to family, community, and other groups.** (See especially second to last and last indicator.)	**30**
Benchmark 4.1.PS.3 The child recognizes that their family is an important group to which they belong.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal P-SE 11. Child has sense of belonging to family, community, and other groups.** (See especially second to last and last indicator.)	**30**
Benchmark 4.1.PS.4 The child demonstrates responsibility as a member of a family or community.	**DOMAIN: Approaches to Learning Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.**	**30**
Benchmark 4.1.PS.5 The child shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Adults** **Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.** **Sub-Domain: Relationships with Other Children** **Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children** **Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.**	**29**

Awareness of Family and Community – Preschool (3-5 years)

Standard 4.1.PS Children demonstrate an increasing awareness of belonging to a family and community.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.1.PS.6 The child participates in creating and following rules and routines.	**DOMAIN: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 4. Child engages in cooperative play with other children.**	**30**
Benchmark 4.1.PS.7 The child demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Emotional Functioning** **Goal P-SE 7. Child expresses care and concern toward others.**	**30**

Awareness of Culture – Infant and Toddler (birth – 3 years)

Standard 4.2.IT Infants and toddlers demonstrate a strong sense of self within their culture.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.2.IT.1 The infant or toddler expresses enjoyment at being in a familiar setting or group.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships With Adults** **Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.** **Sub-Domain: Sense of Identity and Belonging** **Goal IT-SE 13. Child develops a sense of belonging through relationships with others.**	**3; 3a.2**

Awareness of Culture – Infant and Toddler (birth – 3 years)

Standard 4.2.IT Infants and toddlers demonstrate a strong sense of self within their culture.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.2.IT.2 The infant or toddler chooses and participates in familiar experiences, including songs and stories from his or her home culture.	**DOMAIN: Cognition** **Sub-Domain: Imitation and Symbolic Representation and Play** **Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.** **DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.**	**11; 11a.2**
Benchmark 4.2.IT.3 The infant or toddler explores materials from various cultures.	**DOMAIN: Cognition** **Sub-Domain: Imitation and Symbolic Representation and Play** **Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.**	**11; 11d.2**

Awareness of Culture – Preschool (3-5 years)

Standard 4.2.PS Children demonstrate an increasing awareness of culture and diversity.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.2.PS.1 The child demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	**DOMAIN: Social and Emotional Development** **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.**	**29**
Benchmark 4.2.PS.2 The child demonstrates acceptance of persons from different cultures and ethnic groups.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children**	**30**

Awareness of Culture – Preschool (3-5 years)

Standard 4.2.PS Children demonstrate an increasing awareness of culture and diversity.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.2.PS.3 The child demonstrates a sense of belonging, feeling pride in his/her own culture while showing respect for others.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal P-SE 11. Child has sense of belonging to family, community, and other groups.**	**30**
Benchmark 4.2.PS.4 The child uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease, and empathy with similarities and differences.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Adults** **Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.** **Sub-Domain: Emotional Functioning** **Goal P-SE 7. Child expresses care and concern toward others.** **DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal P-ATL 11. Child shows interest in and curiosity about the world around them.**	**30**

Exploration of the Environment – Infant and Toddler (birth – 3 years)

Standard 4.3.IT Infants and toddlers explore new environments with interest and recognize familiar places.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.3.IT.1 The infant or toddler demonstrates interest and curiosity within familiar and unfamiliar settings.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.**	**11; 11d.2**

Exploration of the Environment – Infant and Toddler (birth – 3 years)

Standard 4.3.IT Infants and toddlers explore new environments with interest and recognize familiar places.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.3.IT.2 The infant or toddler explores and plays with new, as well as familiar objects, in the environment using all five senses.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.** **DOMAIN: Cognition** **Sub-Domain: Exploration and Discovery** **Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.** **DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Perception** **Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.** **Sub-Domain: Gross Motor** **Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.**	**11; 11d.2**
Benchmark 4.3.IT.3 The infant or toddler chooses and participates in unfamiliar experiences.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.** **DOMAIN: Cognition** **Sub-Domain: Memory** **Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.**	**11; 11d.2**

Awareness of the Relationship between People and the Environment in which They Live – Preschool (3-5 years)

Standard 4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.3.PS.1 the child interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal P-ATL 11. Child shows interest in and curiosity about the world around them.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal P-SE 11. Child has sense of belonging to family, community, and other groups.** **DOMAIN: Mathematics Development** **Sub-Domain: Geometry and Spatial Sense** **Goal P-MATH 10. Child explores the positions of objects in space.** **DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).**	**30**
Benchmark 4.3.PS.2 The child constructs meaning about him/herself and the world through relevant and meaningful experiences with objects and their environment.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal P-SE 11. Child has sense of belonging to family, community, and other groups.** **DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).** **Goal P-SCI 3. Child compares and categorizes observable phenomena.**	**30**

Awareness of the Relationship between People and the Environment in which They Live – Preschool (3-5 years)

Standard 4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.3.PS.3 The child recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal P-ATL 11. Child shows interest in and curiosity about the world around them.**	**32**
Benchmark 4.3.PS.4 The child recognizes that people share the environment with other people, animals, and plants.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).**	**30**
Benchmark 4.3.PS.5 The child understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	**DOMAIN: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.**	**27**
Benchmark 4.3.PS.6 The child recognizes a variety of jobs and the work associated with them.	**No alignment**	**30**

Awareness of the Past – Preschool (3-5 years)

Standard 4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.4.PS.1 The child differentiates between past, present, and future.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.** **Sub-Domain: Communicating and Speaking** **Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.**	**31**
Benchmark 4.4.PS.2 The child represents events and experiences that occurred in the past through words, play, and art.	DOMAIN: Language and Communication Sub-Domain: Attending and Understanding Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others. Sub-Domain: Communicating and Speaking Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	31
Benchmark 4.4.PS.3 The child uses past events to construct meaning of the world.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.** **Sub-Domain: Communicating and Speaking** **Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.** **DOMAIN: Literacy** **Sub-Domain: Comprehension and Text Structure** **Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.**	**31**

Awareness of the Past – Preschool (3-5 years)

Standard 4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 4.4.PS.4 The child understands that events happened in the past and that the events relate to oneself, family, community, and culture.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.** **Sub-Domain: Communicating and Speaking** **Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.**	**31**

Area 5: Creative Arts

Art – Infant and Toddler (birth – 3 years)

Standard 5.1.IT: Infants and toddlers participate in a variety of sensory and art-related experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 5.1.IT.1 The infant gazes at a picture, photo, or mirror images.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Perception** **Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Sense Of Identity And Belonging** **Goal IT-SE 10. Child shows awareness about self and how to connect with others.**	**11; 11a; 11a.2**
Benchmark 5.1.IT.2 The infant manipulates and explores play materials within the environment.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.**	**11; 11a.2**

Art – Infant and Toddler (birth – 3 years)

Standard 5.1.IT: Infants and toddlers participate in a variety of sensory and art-related experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 5.1.IT.3 The older infant or toddler expresses interest in art-related experiences and media.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.** **DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.** **DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Fine Motor** **Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.**	**11; 11d.2**
Benchmark 5.1.IT.4 The older infant or toddler engages in experiences that support creative expression.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.**	**33**
Benchmark 5.1.IT.5 The older infant or toddler chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.	**DOMAIN: Approaches to Learning** **Sub-Domain: Creativity** **Goal IT-ATL 8. Child uses creativity to increase understanding and learning.** **Goal IT-ATL 9. Child shows imagination in play and interactions with others.**	**33**

Art – Preschool (3-5 years)

Standard 5.1.PS Children participate in a variety of art and sensory-related experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 5.1.PS.1 The child uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	**DOMAIN: Approaches to Learning** **Sub-Domain: Creativity** **Goal P-ATL 13. Child uses imagination in play and interactions with others.**	**33**
Benchmark 5.1.PS.2 The child expresses ideas about his/her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.	**DOMAIN: Approaches to Learning** **Sub-Domain: Creativity** **Goal P-ATL 12. Child expresses creativity in thinking and communication.** **Goal P-ATL 13. Child uses imagination in play and interactions with others.**	**33**
Benchmark 5.1.PS.3 The child demonstrates care and persistence when involved in art projects.	**DOMAIN: Approaches to Learning** **Sub-Domain: Emotional and Behavioral Self-Regulation** **Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 7. Child persists in tasks.**	**33**
Benchmark 5.1.PS.4 The child plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 4. Child engages in cooperative play with other children.**	**33**

Music, Rhythm, and Movement – Infant and Toddler (birth to 3 years)

Standard 5.2.IT Infants and toddlers participate in a variety of rhythm, music, and movement experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 5.2.IT.1 The infant or toddler shows interest in songs, tones, rhythms, voices, and music.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.**	**11; 11a.2**
Benchmark 5.2.IT.2 The infat or toddler experiments with a variety of age appropriate instruments and sound-making objects.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 5. Child imitates and engages in play with other children.**	**11; 11d.2**
Benchmark 5.2.IT.3 The infant or toddler enjoys exploring ways of interacting with others through touch and motion.	**DOMAIN: Approaches to Learning** **Sub-Domain: Creativity** **Goal IT-ATL 9. Child shows imagination in play and interactions with others.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.** **Goal IT-SE 5. Child imitates and engages in play with other children.**	**11; 11d.2**
Benchmark 5.2.IT.4 The toddler chooses and participates in music and movement experiences.	**DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.** **DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.**	**34**

Music, Rhythm, and Movement – Infant and Toddler (birth to 3 years)		
Standard 5.2.IT Infants and toddlers participate in a variety of rhythm, music, and movement experiences.		
Iowa Early Learning Standards	**Head Start Early Learning Outcomes Framework**	**Teaching Strategies GOLD® Objectives**
Benchmark 5.2.IT.5 The toddler sings simple songs and participates in fingerplays.	**DOMAIN: Approaches to Learning** **Sub-Domain: Creativity** **Goal IT-ATL 9. Child shows imagination in play and interactions with others.** **DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.** **DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Perception** **Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.**	**34**
Benchmark 5.2.IT.6 The toddler sings daily songs to recognize the patterns throughout their day.	**DOMAIN: Language and Communication** **Sub-Domain: Attending And Understanding** **Goal IT-LC 2 Child learns from communication and language experiences with others.**	**34**

Music, Rhythm, and Movement – Preschool (3-5 years)
Standard 5.2.PS Children participate in a variety of music, and movement experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 5.2.PS.1 The child participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and tonal instruments, and creating and singing chants, rhymes, and fingerplays from diverse cultures.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.** **DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.** **DOMAIN: Literacy** **Sub-Domain: Phonological Awareness** **Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.**	**34; 35**
Benchmark 5.2.PS.2 The child demonstrates meaningful creative and imaginative responses when listening to music to reflect the expressive elements of music.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.** **Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.**	**34; 36**
Benchmark 5.2.PS.3 The child notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre).	**No Alignment**	**34**

Music, Rhythm, and Movement – Preschool (3-5 years)

Standard 5.2.PS Children participate in a variety of music, and movement experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 5.2.PS.4 The child recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the emergence of steady beat.	**DOMAIN: Literacy** **Sub-Domain: Phonological Awareness** **Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.** **DOMAIN: Mathematics Development** **Sub-Domain: Operations and Algebraic Thinking** **Goal P-MATH 7. Child understands simple patterns.**	**34**
Benchmark 5.2.PS.5 The child demonstrates an awareness of music as part of daily life indoors and outdoors.	**DOMAIN: Mathematics Development** **Sub-Domain: Operations and Algebraic Thinking** **Goal P-MATH 7. Child understands simple patterns.**	**34**

Dramatic Play – Infant and Toddler (birth to 3 years)

Standard 5.3.IT Infants and toddlers engage in dramatic play experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 5.3.IT.1 The infant or toddler imitates the sounds, facial expressions, gestures, or behaviors of another person.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 5. Child imitates and engages in play with other children.** **DOMAIN: Cognition** **Sub-Domain: Imitation and Symbolic Representation and Play** **Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.**	**14; 14b.2**

Dramatic Play – Infant and Toddler (birth to 3 years)

Standard 5.3.IT Infants and toddlers engage in dramatic play experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 5.3.IT.2 The infant or toddler imitates the actions and sounds of animals, people, and objects.	**DOMAIN: Cognition** **Sub-Domain: Imitation and Symbolic Representation and Play** **Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.** **Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.** **Goal IT-C 12. Child uses objects or symbols to represent something else.** **DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 3. Child maintains focus and sustains attention with support.**	**14; 14b.2**
Benchmark 5.3.IT.3 The toddler engages in dramatic play in both indoor and outdoor environments.	**DOMAIN: Cognition** **Sub-Domain: Imitation and Symbolic Representation and Play** **Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.** **Goal IT-C 12. Child uses objects or symbols to represent something else.** **DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 3. Child maintains focus and sustains attention with support** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal IT-SE 5. Child imitates and engages in play with other children.**	**14; 14b; 14b.4; 36**

Dramatic Play- Preschool (3-5 years)
Standard 5.3.PS Children engage in dramatic play experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 5.3.PS.1 The child shows creativity and imagination when using materials.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal P-ATL 10. Child demonstrates initiative and independence.** **Sub-Domain: Creativity** **Goal P-ATL 12. Child expresses creativity in thinking and communication.** **Goal P-ATL 13. Child uses imagination in play and interactions with others.**	**36**
Benchmark 5.3.PS.2 The child assumes different roles in dramatic play situations.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal P-ATL 10. Child demonstrates initiative and independence.** **Sub-Domain: Creativity** **Goal P-ATL 13. Child uses imagination in play and interactions with others.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 4. Child engages in cooperative play with other children.**	**36**
Benchmark 5.3.PS.3 The child interacts with peers in dramatic play experiences that become more extended and complex.	**DOMAIN: Approaches to Learning** **Sub-Domain: Creativity** **Goal P-ATL 13. Child uses imagination in play and interactions with others.** **DOMAIN: Social and Emotional Development** **Sub-Domain: Relationships with Other Children** **Goal P-SE 4. Child engages in cooperative play with other children.**	**36**

Area 6: Communication, Language, and Literacy

Language Understanding and Use – Infant and Toddler (birth – 3 years) Standard 6.1.IT Infants and toddlers understand and use communication and language for a variety of purposes.		
Iowa Early Learning Standards	**Head Start Early Learning Outcomes Framework**	**Teaching Strategies GOLD® Objectives**
Benchmark 6.1.IT.1 The infant or toddler responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.** **Sub-Domain: Communicating and Speaking** **Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.**	**8; 8a.2**
Benchmark 6.1.IT.2 The infant or toddler uses vocalizations and gestures to gain attention from others.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.**	**9; 9a.2**
Benchmark 6.1.IT.3 Theinfant or toddler uses vocalizations and gestures to communicate wants and needs.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.**	**9; 9a.2**
Benchmark 6.1.IT.4 The infant or toddler increases both listening (receptive) and speaking (expressive) vocabulary.	**DOMAIN: Language and Communication** **Sub-Domain: Vocabulary** **Goal IT-LC 7. Child understands an increasing number of words used in communication with others.** **Sub-Domain: Communicating and Speaking** **Goal IT-LC 5. Child uses increasingly complex language in conversation with others.**	**8; 8a.2; 9a.2**

Language Understanding and Use – Infant and Toddler (birth – 3 years)

Standard 6.1.IT Infants and toddlers understand and use communication and language for a variety of purposes.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.1.IT.5 The toddler progresses to using words then simple sentences to communicate.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal IT-LC 5. Child uses increasingly complex language in conversation with others.**	9; 9b.4
Benchmark 6.1.IT.6 The toddler participates in conversations, using both receptive (listening) and expressive (speaking) language skills.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal IT-LC 5. Child uses increasingly complex language in conversation with others.** **Sub-Domain: Vocabulary** **Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.**	10; 10a.2
Benchmark 6.1.IT.7 The toddler answers simple questions.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.**	8; 8a.4
Benchmark 6.1.IT.8 The toddler follows simple directions.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.**	8; 8b.2

Language Understanding and Use – Preschool (3-5 years)

Standard 6.1.PS Children understand and use communication and language for a variety of purposes.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.1.PS.1 The child demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal P-LC 1. Child attends to communication and language from others.** **Sub-Domain: Communicating and Speaking** **Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.**	**8; 8a.6; 9; 9a.6**
Benchmark 6.1.PS.2 The child initiates, listens, and responds in relationship to the topics of conversations with peers and adults.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.** **Sub-Domain: Communicating and Speaking** **Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.**	**8; 8a.6**
Benchmark 6.1.PS.3 The child speaks in phrases and sentences of increasing length and complexity.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.**	**9; 9c.6**
Benchmark 6.1.PS.4 The child follows oral directions that involve several actions.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.** **DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.**	**8; 8b.6**

Language Understanding and Use – Preschool (3-5 years)

Standard 6.1.PS Children understand and use communication and language for a variety of purposes.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.1.PS.5 The child asks and answers a variety of questions.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.** **DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal P-ATL 11. Child shows interest in and curiosity about the world around them.**	**8; 8a.6**
Benchmark 6.1.PS.6 The child demonstrates knowledge of the rules of conversations such as taking turns while speaking.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.**	**10; 10b.6**
Benchmark 6.1.PS.7 *The child who is an English language learner* uses her/his home language, sometimes in combination with English, to communicate with people.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.** **Sub-Domain: Communicating and Speaking** **Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.**	**38; 38.4**
Benchmark 6.1.PS.8 *The child who is an English language learner* demonstrates ongoing development and improvement in vocabulary and complexity in use of home language.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.**	**38; 38.4**
Benchmark 6.1.PS.9 *The child who is an English language learner* demonstrates engagement at home or the classroom in literacy activities related to her or his home language.	**No alignment**	**38; 38.4**

Language Understanding and Use – Preschool (3-5 years)

Standard 6.1.PS Children understand and use communication and language for a variety of purposes.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.1.PS.10 *The child who is an English language learner* demonstrates receptive (listening) English language skills to be able to comprehend the English language.	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal P-LC 1. Child attends to communication and language from others.**	**38; 38.4**
Benchmark 6.1.PS.11 *The child who is an English language learner* demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.	**DOMAIN: Literacy** **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).** **Sub-Domain: Comprehension and Text Structure** **Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.**	**38; 38.4**

Early Literacy – Infant and Toddler (birth – 3 years)

Standard 6.2.IT Infants and toddlers engage in early reading experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.2.IT.1 The infant or toddler explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.	**DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 10. Child handles books and relates them to their stories or information.**	**8; 8a.2**
Benchmark 6.2.IT.2 The infant or toddler focuses on a book or the reader when hearing stories read to him/her.	**DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.**	**9; 9a.2**

Early Literacy – Infant and Toddler (birth – 3 years)

Standard 6.2.IT Infants and toddlers engage in early reading experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.2.IT.3 The infant or toddler gazes at or points to pictures in books.	**DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.** **Goal IT-LC 12. Child comprehends meaning from pictures and stories.**	**9; 9a.2**
Benchmark 6.2.IT.4 The infant or toddler responds to or engages in songs, rhyming games, or finger plays with a familiar adult.	**DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.**	**8; 8a.2; 9a.2**
Benchmark 6.2.IT.5 The toddler points to, labels, and/or talks about objects, events, or people within books.	**DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.** **Goal IT-LC 12. Child comprehends meaning from pictures and stories.**	**18; 18a.1**
Benchmark 6.2.IT.6 The toddler enjoys and repeats songs, rhymes, or fingerplays.	**DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.**	**15; 15a.2**
Benchmark 6.2.IT.7 The toddler answers simple questions related to books.	**DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 12. Child comprehends meaning from pictures and stories.**	**18; 18a.1**

Early Literacy – Preschool (3-5 years)
Standard 6.2.PS Children engage in early reading experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.2.PS.1 The child expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation).	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.** **DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.**	**18; 18a.4; 18b.4**
Benchmark 6.2.PS.2 The child displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).	**DOMAIN: Literacy** **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).**	**17; 17a.4**
Benchmark 6.2.PS.3 The child shows an awareness of environmental print such as pointing to familiar words or letters.	**DOMAIN: Literacy** **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).**	**17; 17b.4**
Benchmark 6.2.PS.4 The child understands that sentences are made up of words and words are made of individual letters (concepts of print).	**DOMAIN: Literacy** **Sub-Domain: Phonological Awareness** **Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.**	**17; 17b.6**

Early Literacy – Preschool (3-5 years)

Standard 6.2.PS Children engage in early reading experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.2.PS.5 The child increasingly understands and uses a variety of words (vocabulary).	**DOMAIN: Language and Communication** **Sub-Domain: Vocabulary** **Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.** **Goal P-LC 7. Child shows understanding of word categories and relationships among words.**	**9; 9a.6**
Benchmark 6.2.PS.6 The child shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling).	**DOMAIN: Literacy** **Sub-Domain: Comprehension and Text Structure** **Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.**	**18; 18a.6**
Benchmark 6.2.PS.7 The child increasingly recognizes and names more of the letters in their first and last name and letters they see frequently (letter knowledge).	**DOMAIN: Literacy** **Sub-Domain: Print and Alphabet Knowledge** **Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.**	**16; 16a.4**
Benchmark 6.2.PS.8 The child recognizes most upper and lower case letters (letter knowledge).	**DOMAIN: Literacy** **Sub-Domain: Print and Alphabet Knowledge** **Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.**	**16; 16a.6**
Benchmark 6.2.PS.9 The child can produce the sound of some of the letters they know (phonics).	**DOMAIN: Literacy** **Sub-Domain: Phonological Awareness** **Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.** **Sub-Domain: Print and Alphabet Knowledge** **Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.**	**16; 16b.4**

Early Literacy – Preschool (3-5 years)

Standard 6.2.PS Children engage in early reading experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.2.PS.10 The childcan identify words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme).	**DOMAIN: Literacy** **Sub-Domain: Phonological Awareness** **Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.**	**15; 15a.6**
Benchmark 6.2.PS.11 The child can identify the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness – alliteration).	**DOMAIN: Literacy** **Sub-Domain: Phonological Awareness** **Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.**	**15; 15b.6**
Benchmark 6.2.PS.12 Te child can identify the syllables in their name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness – segmenting syllables).	**DOMAIN: Literacy** **Sub-Domain: Phonological Awareness** **Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.**	**15; 15c.4**
Benchmark 6.2.PS.13 The child can blend syllables to identify a word, object, or picture (phonological awareness – blending syllables).	**DOMAIN: Literacy** **Sub-Domain: Phonological Awareness** **Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.**	**15; 15c.4**

Early Writing – Infant and Toddler (birth – 3 years)

Standard 6.3.IT Infants and toddlers engage in early writing experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.3.IT.1 The infant grasps and/or manipulates a variety of objects in his/her environment.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Fine Motor** **Goal IT-PMP 8. Child adjusts reach and grasp to use tools.**	**7; 7a.2**

Early Writing – Infant and Toddler (birth – 3 years)
Standard 6.3.IT Infants and toddlers engage in early writing experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.3.IT.2 The older infant ro toddler scribbles spontaneously, usually using a fist grip.	**DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.**	**7; 7b.2**
Benchmark 6.3.IT.3 The older infant ro toddler shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Fine Motor** **Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.**	**7; 7a.4**

Early Writing – Preschool (3 – 5 years)
Standard 6.3.PS Children engage in early writing experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.3.PS.1 The child attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing.	**DOMAIN: Literacy** **Sub-Domain: Writing** **Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.**	**19; 19b.6**
Benchmark 6.3.PS.2 The child experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools.	**DOMAIN: Literacy** **Sub-Domain: Writing** **Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.**	**7; 7b.6**
Benchmark 6.3.PS.3 The child uses expressive (speaking) language to share intended meaning of drawings and writing.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.**	**9; 9a.6**

Early Writing – Preschool (3 – 5 years)
Standard 6.3.PS Children engage in early writing experiences.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 6.3.PS.4 The child starts to demonstrate interest in learning to write letters, especially the letters in his/her name.	**DOMAIN: Literacy** **Sub-Domain: Print and Alphabet Knowledge** **Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.** **Sub-Domain: Writing** **Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.**	**19; 19a.6**
Benchmark 6.3.PS.5 The child uses invented spelling consisting of beginning sounds to represent a whole word.	**DOMAIN: Literacy** **Sub-Domain: Writing** **Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.**	**19; 19b.10**

Area 7: Mathematics

Comparison and Number – Infant and Toddler (birth – 3 years) Standart 7.1.IT Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.		
Iowa Early Learning Standards	**Head Start Early Learning Outcomes Framework**	**Teaching Strategies GOLD® Objectives**
Benchmark 7.1.IT.1 The infant begins to notice characteristics of objects such as size, color, shape, or quantity.	**DOMAIN: Cognition** **Sub-Domain: Emergent Mathematical Thinking** **Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.** **Goal IT-C 8. Child develops sense of number and quantity**	**11; 11a.2**
Benchmark 7.1.IT.2 The toddler matches and sorts objects by size, color, shape, or quantity.	**DOMAIN: Cognition** **Sub-Domain: Emergent Mathematical Thinking** **Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.** **Goal IT-C 8. Child develops sense of number and quantity**	**13; 13.2**
Benchmark 7.1.IT.3 The toddler begins to use simple counting in play and interactions, although numbers may occur out of order.	**DOMAIN: Cognition** **Sub-Domain: Emergent Mathematical Thinking** **Goal IT-C 8. Child develops sense of number and quantity**	**20; 20a.2**
Benchmark 7.1.IT.4 The toddler akes simple comparisons between two objects using words like big, small, more, etc.	**DOMAIN: Cognition** **Sub-Domain: Emergent Mathematical Thinking** **Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.**	**22; 22a.2**

Numbers and Operations – Preschool (3-5 years)

Standart 7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.1.PS.1 The child recognizes small quantities (1 to 5) without counting them (subitizing)	**DOMAIN: Mathematics Development** **Sub-Domain: Counting and Cardinality** **Goal P-MATH 2. Child recognizes the number of objects in a small set.**	**20; 20b.4**
Benchmark 7.1.PS.2 The child verbally counts to 20.	**DOMAIN: Mathematics Development** **Sub-Domain: Counting and Cardinality** **Goal P-MATH 1. Child knows number names and the count sequence.**	**20; 20a.6**
Benchmark 7.1.PS.3 The child points and counts 10-20 objects accurately.	**DOMAIN: Mathematics Development** **Sub-Domain: Counting and Cardinality** **Goal P-MATH 3. Child understands the relationship between numbers and quantities.**	**20; 20a.6**
Benchmark 7.1.PS.4 The child makes sets of 6-10 objects and describes parts.	**DOMAIN: Mathematics Development** **Sub-Domain: Counting and Cardinality** **Goal P-MATH 2. Child recognizes the number of objects in a small set.**	**20; 20b.6**
Benchmark 7.1.PS.5 The child uses language such as more, less or the same amount to compare quantities	**DOMAIN: Mathematics Development** **Sub-Domain: Counting and Cardinality** **Goal P-MATH 4. Child compares numbers.** **Sub-Domain: Operations And Algebraic Thinking** **Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.** **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.**	**20; 20b.6**
Benchmark 7.1.PS.6 The child identifies numerals to 10 by name.	**DOMAIN: Mathematics Development** **Sub-Domain: Counting and Cardinality** **Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.**	**20; 20c.6**

Patterns – Infant and Toddler (birth to 3 years)
Standard 7.2.IT Infants and toddlers begin to recognize patterns.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.2.IT.1 The infant demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.** **DOMAIN: Cognition** **Sub-Domain: Memory** **Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.**	**23; 23.2**
Benchmark 7.2.IT.2 The toddler shows recognition of sequence in events or objects.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.** **DOMAIN: Cognition** **Sub-Domain: Memory** **Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.**	**23; 23.2**
Benchmark 7.2.IT.3 The toddler repeats actions in sequence, such as finger plays.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 3. Child maintains focus and sustains attention with support.** **Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.**	**23; 23.2**

Patterns – Infant and Toddler (birth to 3 years)

Standard 7.2.IT Infants and toddlers begin to recognize patterns.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.2.IT.4 The toddler notices patterns and objects in the environment.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.**	**23; 23.2**
Benchmark 7.2.IT.5 The toddler organizes objects into groups during play and exploration.	**DOMAIN: Cognition** **Sub-Domain: Emergent Mathematical Thinking** **Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.**	**13; 13.2**

Patterns – Preschool (3-5 years)

Standard 7.2.PS Children understand patterns.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.2.PS.1 The child recognizes, reproduces, and creates patterns moving from simple to complex.	**DOMAIN: Mathematics Development** **Sub-Domain: Operations and Algebraic Thinking** **Goal P-MATH 7. Child understands simple patterns.**	**23; 23.6**
Benchmark 7.2.PS.2 The child predicts what comes next in a pattern.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.**	**23; 23.6**
Benchmark 7.2.PS.3 The child describes patterns seen in natural and designed settings.	**DOMAIN: Mathematics Development** **Sub-Domain: Operations and Algebraic Thinking** **Goal P-MATH 7. Child understands simple patterns.**	**23; 23.7**

Shapes and Spatial Relationships – (birth to 3 years)

Standard 7.3.IT Infants and toddlers show increasing understanding of spatial relationships.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.3.IT.1 The infant takes objects apart.	**DOMAIN: Cognition** **Sub-Domain: Reasoning and Problem-Solving** **Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.**	**7; 7a.2**
Benchmark 7.3.IT.2 The infant fills and empties containers.	**DOMAIN: Cognition** **Sub-Domain: Reasoning and Problem-Solving** **Goal IT-C 6. Child learns to use a variety of strategies in solving problems.**	**22; 22a.2**
Benchmark 7.3.IT.3 The toddler takes objects apart and attempts to put them together.	**DOMAIN: Cognition** **Sub-Domain: Reasoning and Problem-Solving** **Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.**	**7; 7a.4**
Benchmark 7.3.IT.4 The toddler shows awareness of his/her own body space.	**DOMAIN: Social and Emotional Development** **Sub-Domain: Sense of Identity and Belonging** **Goal IT-SE 10. Child shows awareness about self and how to connect with others.** **DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Gross Motor** **Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.**	**21; 21a.2**
Benchmark 7.3.IT.5 The toddler matches similar shapes.	**DOMAIN: Cognition** **Sub-Domain: Emergent Mathematical Thinking** **Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.** **Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.**	**21; 21b.2**

Shapes and Spatial Relationships – (birth to 3 years)
Standard 7.3.IT Infants and toddlers show increasing understanding of spatial relationships.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.3.IT.6 The toddler follows simple direction related to positions (in, on, under, up and down)	**DOMAIN: Language and Communication** **Sub-Domain: Attending and Understanding** **Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.** **DOMAIN: Language and Communication** **Sub-Domain: Vocabulary** **Goal P-LC 7. Child shows understanding of word categories and relationships among words.**	**21; 21a.2**

Shapes and Spatial Relationships – Preschool (3-5 years)
Standard 7.3.PS Children understand shapes and spatial relationships.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.3.PS.1 The child demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	**DOMAIN: Mathematics Development** **Sub-Domain: Geometry and Spatial Sense** **Goal P-MATH 10. Child explores the positions of objects in space.**	**21; 21a.6**
Benchmark 7.3.PS.2 The child identifies 2- and 3-dimensional shapes.	**DOMAIN: Mathematics Development** **Sub-Domain: Geometry and Spatial Sense** **Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.**	**21; 21b.6**
Benchmark 7.3.PS.3 The child notices characteristics, similarities, and differences among shapes, such as corners, points, edges, and sides.	**DOMAIN: Mathematics Development** **Sub-Domain: Geometry and Spatial Sense** **Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.**	**21; 21b.6**
Benchmark 7.3.PS.4 The child notices how shapes fit together and can be taken apart to form other shapes.	**DOMAIN: Mathematics Development** **Sub-Domain: Geometry and Spatial Sense** **Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.**	**21; 21b.8**

Measurements – Preschool (3-5 years)

7.4.PS Children understand comparisons and measurement.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.4.PS.1 The child sorts, classifies, and puts objects in series, using a variety of properties.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 3. Child compares and categorizes observable phenomena.**	**13; 13.4**
Benchmark 7.4.PS.2 The child makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area, using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 3. Child compares and categorizes observable phenomena.** **DOMAIN: Mathematics Development** **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.**	**22; 22a.4**
Benchmark 7.4.PS.3 The child measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	**DOMAIN: Mathematics Development** **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.**	**22; 22a.6**
Benchmark 7.4.PS.4 The child explores objects using standard measuring tools (e.g., rulers, measuring cups, balance scales).	**DOMAIN: Mathematics Development** **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.** **DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 3. Child compares and categorizes observable phenomena.**	**22; 22a.8**

Measurements – Preschool (3-5 years)

7.4.PS Children understand comparisons and measurement.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.4.PS.5 The child begins to demonstrate knowledge that measurement requires a 'fair' comparison starting at the same baseline or measuring the same property such as length, height, volume, etc.	**DOMAIN: Mathematics Development** **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.**	**22; 22a.8**
Benchmark 7.4.PS.6 The child develops an awareness of simple time concepts within his/her daily life such as yesterday, today, tomorrow, morning, afternoon, and night.	**No alignment**	**22; 22b.4**

Data Analysis – Preschool (3-5 years)

Standard 7.5.PS: Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.5.PS.1 The child sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.	**DOMAIN: Mathematics Development** **Sub-Domain: Geometry and Spatial Sense** **Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.** **DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 3. Child compares and categorizes observable phenomena.**	**13; 13.4**
Benchmark 7.5.PS.2 The child sorts and resorts in a variety of ways.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 3. Child compares and categorizes observable phenomena.**	**13; 13.6**

Data Analysis – Preschool (3-5 years)

Standard 7.5.PS: Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 7.5.PS.3 The child compares and orders such as most to least, same amount as, and least to most.	**DOMAIN: Mathematics Development** **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.** **DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 3. Child compares and categorizes observable phenomena.**	**20; 20b.6**
Benchmark 7.5.PS.4 The child sorts data into two groups such as big and not big; green and not green; and pets and not pets.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 3. Child compares and categorizes observable phenomena.**	**13**
Benchmark 7.5.PS.5 The child asks questions, collects, records, and organizes classroom data to find answers to their questions.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.** **Goal P-SCI 5. Child plans and conducts investigations and experiments.** **Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.**	**13.4**

Area 8: Science

Scientific Investigations – Infant and Toddler (birth to 3 years)		
Standard 8.1.IT Infants and toddlers use reasoning to make sense of information in their environment.		
Iowa Early Learning Standards	**Head Start Early Learning Outcomes Framework**	**Teaching Strategies GOLD® Objectives**
Benchmark 8.1.IT.1 The infant or toddler begins to notice objects and events in the indoor and outdoor environments	**DOMAIN: Perceptual, Motor, and Physical Development** **Sub-Domain: Perception** **Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.** **DOMAIN: Cognition** **Sub-Domain: Memory** **Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.**	**11a.2; 11d.2**
Benchmark 8.1.IT.2 The infant or toddler engages in a variety of play experiences and exploration when provided open-ended materials, such as toys or household items that can be taken apart/put together, a container of water and various objects, seeds of different sizes/textures/shapes).	**DOMAIN: Cognition** **Sub-Domain: Exploration and Discovery** **Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.**	**11; 11d.2**
Benchmark 8.1.IT.3 The infant or toddler uses one or more senses to make observations of their environment.	**DOMAIN: Cognition** **Sub-Domain: Exploration and Discovery** **Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.**	**11; 11d.2**
Benchmark 8.1.IT.4 The infant or toddler reacts to changes in the environment.	**DOMAIN: Cognition** **Sub-Domain: Reasoning and Problem-Solving** **Goal IT-C 6. Child learns to use a variety of strategies in solving problems.**	**11; 11d.2**

Scientific Investigations – Infant and Toddler (birth to 3 years)

Standard 8.1.IT Infants and toddlers use reasoning to make sense of information in their environment.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 8.1.IT.5 The infant or toddler attempts to manipulate/understand his or her environment through repetitive play.	**DOMAIN: Cognition** **Sub-Domain: Reasoning and Problem-Solving** **Goal IT-C 6. Child learns to use a variety of strategies in solving problems.** **Sub-Domain: Emergent Mathematical Thinking** **Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.**	**11; 11d.2**
Benchmark 8.1.IT.6 The infant or toddler identifies and interacts with new objects placed in his or her environment.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.** **DOMAIN: Cognition** **Sub-Domain: Reasoning and Problem-Solving** **Goal IT-C 6. Child learns to use a variety of strategies in solving problems.**	**11; 11d.2**
Benchmark 8.1.IT.7 The toddler asks simple questions about observations of the environment using language (may be home language), behavior, and interactions.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.**	**24**

Scientific Investigations – Preschool (3-5 years)

Standard 8.1.PS Children gather information and conduct investigations to address their wonderings and test.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 8.1.PS.1 The child asks questions about his/her environment, and begins to identify and look for information that will help answer those questions or solve problems.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.** **DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal P-ATL 11. Child shows interest in and curiosity about the world around them.**	**24**
Benchmark 8.1.PS.2 The child plans and conducts simple investigations alone or in collaboration with peers to answer questions or design solutions to scientific or engineering problems.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 5. Child plans and conducts investigations and experiments.**	**24**
Benchmark 8.1.PS.3 The child begins to use appropriate scientific tools/technology in conducting investigations (scales, tape measure, magnifying glass, tweezers, eye dropper, etc.).	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 3. Child compares and categorizes observable phenomena.** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 5. Child plans and conducts investigations and experiments.**	**28**
Benchmark 8.1.PS.4 The child observes, investigates, and describes objects, materials, and other physical science phenomena, such as shadows or reflections, in the classroom and outdoor environments.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 2. Child engages in scientific talk.** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 5. Child plans and conducts investigations and experiments.**	**26**

Scientific Investigations – Preschool (3-5 years)

Standard 8.1.PS Children gather information and conduct investigations to address their wonderings and test.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 8.1.PS.5 The child observes, investigates, and describes the characteristics, behavior, and habitats of living things.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.** **DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal P-ATL 11. Child shows interest in and curiosity about the world around them.**	**25**
Benchmark 8.1.PS.6 The child asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.** **DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal P-ATL 11. Child shows interest in and curiosity about the world around them.**	**27**
Benchmark 8.1.PS.7 The child develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 5. Child plans and conducts investigations and experiments.**	**25**

Scientific Reasoning – Infant and Toddler (birth to 3 years)

Standard 8.2.IT Infants and toddlers use reasoning to make sense of information in their environment.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 8.2.IT.1 The infant or toddler uses trusted relationships to gain understanding of the living and non-living world.	**DOMAIN: Cognition** **Sub-Domain: Exploration And Discovery** **Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.**	**25**
Benchmark 8.2.IT.2 The infant or toddler explores cause and effect relationships by engaging in problem solving through trial and error.	**DOMAIN: Cognition** **Sub-Domain: Exploration and Discovery** **Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.** **Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.**	**11; 11c.2**
Benchmark 8.2.IT.3 The toddler shows understanding of object permanence (that people exist when they cannot be seen, and objects exist even when out of sight).	**DOMAIN: Cognition** **Sub-Domain: Memory** **Goal IT-C 4. Child recognizes the stability of people and objects in the environment.** **Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.**	**12; 12a.2**
Benchmark 8.2.IT.4 The toddler makes a choice to reach a desired outcome.	**DOMAIN: Cognition** **Sub-Domain: Reasoning and Problem-Solving** **Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.**	**11; 11c.2**

Scientific Reasoning– Preschool (3-5 years)

Standard 8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 8.2.PS.1 The child begins to make comparisons and categorize nonliving things based on characteristics they can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 3. Child compares and categorizes observable phenomena.**	**26**
Benchmark 8.2.PS.2 The child uses information from investigations to identify similarities and differences in characteristics and behavior of living things and make inferences about their needs and how they get met, such as caterpillars eat leaves.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events)** **Goal P-SCI 3. Child compares and categorizes observable phenomena.**	**25**
Benchmark 8.2.PS.3 The child uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change, such as plants grow with the proper amounts of water and light; combine substances, heat/cool an item; and baby animals generally resemble their parents.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.**	**25; 26**
Benchmark 8.2.PS.4 The child begins to identify ways humans positively and negatively impact the environment, such as beginning awareness of conservation and respect for the environment, based on investigartions.	**No alignment**	**27**

Scientific Reasoning– Preschool (3-5 years)

Standard 8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 8.2.PS.5 The child describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, beside; and begins to notice cause and effect relationships, such as a ball rolls faster on a steeper incline.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 5. Child plans and conducts investigations and experiments.** **Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.**	**26**
Benchmark 8.2.PS.6 The child begins to notice patterns, such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.** No alignment for concepts regarding weather, seasons, earth or sky	**27**

Scientific Communication – Infant and Toddler (birth to 3 years)

Standard 8.3.IT Infants and toddlers share information and understanding about experiences in their environment.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 8.3.IT.1 The infant or toddler produces questions using gestures and/or facial expression	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.**	**9; 9a.2**

Scientific Communication – Infant and Toddler (birth to 3 years)

Standard 8.3.IT Infants and toddlers share information and understanding about experiences in their environment.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 8.3.IT.2 The infant or toddler expresses vocalizations and gestures to gain attention from others.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 3. Child maintains focus and sustains attention with support.**	**9; 9a.2**
Benchmark 8.3.IT.3 The infant or toddler shows repetitive actions to demonstrate new learning experiences.	**DOMAIN: Approaches to Learning** **Sub-Domain: Cognitive Self-Regulation (Executive Functioning)** **Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.**	**11; 11b.2**
Benchmark 8.3.IT.4 The toddler composes simple verbal questions in English or home language.	**DOMAIN: Approaches to Learning** **Sub-Domain: Initiative and Curiosity** **Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.** **DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.**	**9; 9b.4**
Benchmark 8.3.IT.5 The toddler verbally responds to other's questions or statements in English or home language.	**DOMAIN: Language and Communication** **Sub-Domain: Communicating and Speaking** **Goal IT-LC 5. Child uses increasingly complex language in conversation with others.**	**9; 9b.4**
Benchmark 8.3.IT.6 The toddler draws pictures to represent his or her observations of objects and/or of changes to objects or the environment.	**DOMAIN: Language and Communication** **Sub-Domain: Emergent Literacy** **Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.**	**14; 14a.2**

Scientific Communication – Preschool (3-5 years)

Standard 8.3.PS Children share information and understanding about experiences in their environment.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 8.3.PS.1 The child shares observations and ideas about the properties and behavior of nonliving and living things through a variety of modalities, such as language, drawing, modeling, gesturing, dramatizing.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).**	**25; 26**
Benchmark 8.3.PS.2 The child obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies. Children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.** **Goal P-SCI 5. Child plans and conducts investigations and experiments.**	**11; 11d.8**
Benchmark 8.3.PS.3 The child begins to ask questions of others to seek out more information on a topic, or choosing items to be included.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 2. Child engages in scientific talk.** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.**	**11; 11d.6**
Benchmark 8.3.PS.4 The child offers evidence to explain the thought process he/she used to make conclusions/claims and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 2. Child engages in scientific talk.** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.**	**24**

Scientific Communication – Preschool (3-5 years)

Standard 8.3.PS Children share information and understanding about experiences in their environment.

Iowa Early Learning Standards	Head Start Early Learning Outcomes Framework	Teaching Strategies GOLD® Objectives
Benchmark 8.3.PS.5 The child participates in creating a final product (such as a panel, classroom book, or newsletter) that communicates what was learned during one exploration or during the study of a topic over time. Individual children may contribute through language, drawing, writing, or choosing items to be included.	**DOMAIN: Scientific Reasoning** **Sub-Domain: Scientific Inquiry** **Goal P-SCI 2. Child engages in scientific talk.** **Sub-Domain: Reasoning and Problem-Solving** **Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.** **DOMAIN: Literacy** **Sub-Domain: Writing** **Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.**	**11; 11d.8**

[1] U.S. Department of Health and Human Services, Administration on Children, Youth and Families/Office of Head Start (2015), *Head Start Early Learning Outcomes Framework: Ages Birth to Five.* Washington, D.C.: Author. Retrieved from https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five

[2] Teaching Strategies (2015) *Alignment of the Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten with Iowa Early Learning Standards, 3rd Edition.* Bethesda, MD: Author. Retrieved from https://teachingstrategies.com/wp-content/uploads/2018/10/Iowa-B-K-to-GOLD_10.09.2018_Accessible.pdf

[3] Teaching Strategies (2015) *Alignment of the Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten with Head Start Early Learning Otucomes Framework: Ages birth to five.* Bethesda, MD: Author.
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