

Iowa Standards Alignment

Iowa Early Learning Guidelines available online at <https://earlychildhood.iowa.gov/document/iowa-early-learning-standards-3rd-edition-section-1-table-contents-introduction>

Each set of early learning standards or guidelines listed below include statements that detail particular benchmarks or indicators that educators and caregivers use to identify a child's growth and mastery in each domain. These benchmarks or indicators are used when observing and documenting a child's actions in order to develop appropriate goals.

Iowa Birth to age 5	Early Learning Success Alignment Birth to age 12	Head Start Nationally Recognized Standards
Domain: Physical and Motor Development <u>Components for 0-5:</u> Standard 2.1 Healthy and Safe Living Standard 2.2 Large Motor Skills Standard 2.3 Small Motor Skills	Domain: Physical and Motor Development <u>Components for ages 0-12:</u> <ul style="list-style-type: none"> • Gross Motor – the development of large motor muscles; this includes muscle control and coordination, the development of body strength, balance, flexibility, and stamina; and the use of equipment for physical development • Fine Motor – the development of small motor muscles; this includes control and coordination, eye-hand coordination to perform a variety of tasks; exploring and experimenting with a variety of tools • Healthy Living Practices – understanding practices that are necessary for a healthy lifestyle including eating, physical fitness, hygiene and avoiding at-risk behaviors; these healthy living practices promote a healthy self-image 	Domain: Physical Development and Health <u>Components:</u> <ul style="list-style-type: none"> • Physical Health Status • Health Knowledge and Practice • Gross Motor Skills • Fine Motor Skills



<p>General Knowledge Domain Mathematics <u>Components for 0-5:</u> Standard 7.1 Comparisons, Numbers, and Operations</p> <p>Standard 7.2 Patterns</p> <p>Standard 7.3 Shapes and Spatial Relationships</p> <p>Standards 7.4. (PS) Children understand comparisons and measurements.</p> <p>Standard 7.5 Data Analysis</p> <p>Science <u>Components for 0-5:</u> Standard 8.1 Scientific Investigations</p> <p>Standard 8.2 Scientific Reasoning</p> <p>Standard 8.3 Scientific Communication</p> <p>Social Studies <u>Components for 0-5:</u> Standard 4.1 Awareness of</p> <p>Standard 4.2 Awareness of Culture</p> <p>Standard 4.3 Exploration of the Environment</p>	<p>Domain: General Cognition <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Mathematical Knowledge and Reasoning – knowledge of number concepts and operations; patterns and relationships; spatial relationships; measurement; and mathematical reasoning • Scientific Observation and Problem Solving – knowledge of scientific observation, inquiry, and investigation; life science; physical, earth, and space science • Social Systems Understanding – knowledge of family and human relationships; understanding the world in which we live including our community and world; directional and map skills 	<p>General Cognition Domains Mathematics Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Number Concepts and Quantities • Number Relationships and Operations • Geometry and Spatial Sense • Patterns • Measurement and Comparison <p>Science Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Scientific Skills and Method • Conceptual Knowledge of the Natural and Physical World <p>Logic and Reasoning <u>Components</u></p> <ul style="list-style-type: none"> • Reasoning and Problem Solving • Symbolic Representation <p>Social Studies Knowledge and Skills</p>
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<p>Domain: Social & Emotional <u>Components for 0-5:</u> Standard 1.1 Self</p> <p>Standard 1.2 Self-Regulation</p> <p>Standard 1.3 Relationships with Adults</p> <p>Standard 1.4 Relationships with Children</p>	<p>Domain: Social and Emotional <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Self-Concept Development – the development of positive self-confidence, self-esteem, and understanding of themselves • Emotional Development – the understanding of emotions of self and others, and developing strategies for self-regulation • Social Competence and Relationship Development – the ability to establish relationships with peers and adults, and the understanding of positive social behavior 	<p>Domain: Social and Emotional <u>Components:</u></p> <ul style="list-style-type: none"> • Social Relationships • Self-Concept and Self-Efficacy • Self-Regulation • Emotional and Behavioral Health
<p>Domain: Approaches to Learning <u>Components for 0-5:</u> Standard 3.1: Curiosity and Initiative</p> <p>Standard 3.2 Engagement and Persistence</p> <p>Standard 3.3 Reasoning and Problem Solving</p> <p>Standard 3.4 Play and Senses</p>	<p>Domain: Approaches to Learning <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Interest in Learning – including curiosity and risk taking; how children approach new learning • Learning Strategies – such as imagination, invention, and persistence; how children apply new learning • Reflective Learning Practices – such as reflection and interpretation; how children assimilate new learning into already acquired learning 	<p>Domain: Approaches to Learning <u>Components:</u></p> <ul style="list-style-type: none"> • Initiative and Curiosity • Persistence and Attentiveness • Cooperation



<p>Domain: Language and Literacy <u>Components for ages 0-5:</u> Standard 6.1 Language Understanding and Use</p> <p>Standard 6.2 Early Literacy</p> <p>Standard 6.3 Early Writing</p>	<p>Domain: Language and Literacy <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Reading – understands the concepts of print materials including comprehension, print/book orientation, vocabulary development and phonetics, as well as enjoyment of having books read to them or reading themselves • Writing – demonstrates the mechanics of writing including fine motor skill development, and understands that writing is a way of communication including vocabulary and idea development • Speaking – (expressive language) the ability to verbally express ideas, wants and thoughts, and development and use of vocabulary to communicate with others; for some this includes being able to speak English as well as their home language • Listening – (receptive language) the ability to understand verbal and non-verbal cues, follow verbal direction, and increased vocabulary development for comprehending stories and conversation 	<p>Domain: Language Development <u>Components:</u></p> <ul style="list-style-type: none"> • Receptive Language • Expressive Language <p>Domain: Literacy Knowledge and Skills <u>Components:</u></p> <ul style="list-style-type: none"> • Book Appreciation • Phonological Awareness • Alphabet Knowledge • Print Concepts and Conventions • Early Writing <p>Domain: English Language Dev for children who are ESL learners <u>Components:</u></p> <ul style="list-style-type: none"> • Receptive English Language Skills • Expressive English Language Skills • Engagement in English Literacy Activities
<p>Domain: Creative Arts <u>Components for 0-5:</u> Standard 5.1 Art</p>	<p>Domain: Creativity and the Arts <u>Components for ages 0-12:</u></p> <ul style="list-style-type: none"> • Creating – the ability to use a variety of art mediums to create works of art including the 	<p>Domain: Creative Arts Expression <u>Components:</u></p> <ul style="list-style-type: none"> • Music



<p>Standard 5.2 Music, Rhythm, and Movement</p> <p>Standard 5.3 Dramatic Play</p> <p>-</p>	<p>visual arts (painting, sculpting, photography, film etc.), drama and theater, and music</p> <ul style="list-style-type: none"> • Expressing – the ability to talk about the process of creating, and to discuss feelings related to creating • Evaluation – the ability to evaluate works of art based on feelings, cultural contributions, and preferences 	<ul style="list-style-type: none"> • Creative Movement and Dance • Art • Drama
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