



Head Start Early Learning Outcomes Framework (HSELOF) & the Wisconsin Model Early Learning Standards *Wisconsin Alignment Document*

History

Newly released, the 2016 Head Start performance standards require that programs align school readiness goals with the Head Start Early Learning Outcomes Framework and state early learning standards (Head Start Performance Standards, 1302.102 (a), 3). In order to meet the standard and support collaboration and transition between early childhood programs, the Wisconsin Alignment was developed with a cross-sector group of professionals including Head Start, YoungStar, and early childhood professional development experts. The document was reviewed by stakeholders and will remain a living document that learns and adapts with the early childhood field.

Purpose of the Document

The [Head Start Early Learning Outcomes Framework](#) and the [WI Model Early Learning Standards, 4th Edition](#) provide educators with strategies to promote individual development with each child and each classroom. Based on a specific set of *Guiding Principles* that are evidence-based in nature, these principles highlight key roles that families have in their children's development, the belief that all children are individuals and develop within the context of their communities, and the importance of using developmentally appropriate practices to support the development of the whole child.

This alignment document focuses specifically on the alignment of *HSELOF Domains* and the *WI Model Early Learning Standards, 4th Edition Developmental Domains*. In each document, the importance of considering the interrelated nature of the domains is noted. The named domains are the same in each document:

1. Health and Physical Development
2. Social and Emotional Development
3. Language Development and Communication
4. Approaches to Learning
5. Cognition and General Knowledge.

There are several areas where there is not clear alignment between the Head Start Early Learning Outcomes Framework and the Wisconsin Model Early Learning Standards. These are noted with a white box and **.

Potential Uses of the Alignment Document

- ∞ A **guide** for selection of appropriate curriculum, screening and assessment tools, and for lesson-plan development.
Note: Neither the HSELOF nor WI Model Early Learning Standards are considered curriculum nor are they to be used as assessments.
- ∞ A **tool** to support an understanding of how Wisconsin Early Learning Standards align with the Head Start Early Learning Outcomes Framework and how the terminology aligns.
- ∞ A **means** for Head Start programs and local school districts to connect and discuss how the WI Model Early Learning Standards are being implemented in their districts.
- ∞ An **opportunity** for community members to reflect and discuss how they are supporting young children and their families.

Head Start Early Learning Outcomes Framework		Wisconsin Model Early Learning Standards				
Domain	Sub-Domain	Domain	Sub-Domain	Domain	Sub-Domain(s)	
Approaches to Learning, Pgs 10-21	Emotional and Behavioral Self-Regulation, Pgs 12, 16-17	IV. Approaches to Learning, Pgs 65-76	** There is no Approaches to Learning Sub-Domain in the WMELS that easily aligns with the HSELOF Emotion and Behavioral Self-Regulation Sub-Domain. Please see the Social and Emotional Domain for alignment**, Pgs 25-40	II. Social and Emotional Development, Pgs 25-40	A. Emotional Development, Pgs 26, 28-31 C. Social Competence, Pgs 27, 35-40	
	Cognitive Self-Regulation (Executive Functioning), Pgs 13, 18-19		A. Curiosity, Engagement, And Persistence, Pgs 66, 68-70		A. Emotional Development, Pgs 26, 28-31	
	Initiative and Curiosity, Pgs 14, 20		B. Creativity And Imagination, Pgs 67, 71-72			
	Creativity, Pgs 15, 21		C. Diversity in Learning, Pgs. 67, 73-75			
	** There is no Approaches to Learning Sub-Domain in the HSELOF that easily aligns with the WMELS Diversity in Learning Sub-Domain. Please see the Social and Emotional Domain for alignment**, Pgs. 22-33					
Social and Emotional Development, Pgs 22-33	Relationships With Adults, Pgs 24, 29	II. Social and Emotional Development, Pgs 25-40	C. Social Competence, Pgs 27, 35-40			
	Relationships With Other Children, Pgs 25, 30-31		A. Emotional Development, Pgs 26, 28-31			
	Emotional Functioning, Pgs 26-27, 31-32		B. Self-Concept, Pgs 26, 32-34	IV. Approaches to Learning, Pgs 65-76	C. Diversity In Learning, Pgs 67, 73-75	
	Sense Of Identity And Belonging, Pgs 27-28, 32-33					
Language and Literacy, Pgs 34-49	Language and Communication, Pgs 36-45	III. Language Development and Communication, Pgs 41-64	A. Listening And Understanding, Pgs 42, 44-46			
			B. Speaking And Communicating, Pgs 43, 47-53	II. Social and Emotional Development, Pgs 25-40	C. Social Competence, Pgs 27, 35-40	
			A. Listening And Understanding, Pgs 42, 44-46			
			B. Speaking And Communicating, Pgs 43, 47-53			
			C. Early Literacy, Pgs 43, 54-64			
	Literacy, Pgs 46-49		Emergent Literacy, Pgs 39-41			
			Phonological Awareness, Pg 46			
			Print And Alphabet Knowledge, Pgs 46-47			
			Comprehension And Text Structure, Pgs 47-48			
			Writing, Pg 49			

Head Start Early Learning Outcomes Framework		Wisconsin Model Early Learning Standards					
Domain	Sub-Domain	Domain	Sub-Domain	Domain	Sub-Domain(s)		
Cognition, Pgs 50-65	Cognition, Pgs 52-56	V. Cognition and General Knowledge, Pgs 77-100	A. Exploration, Discovery, And Problem Solving, Pgs 78, 80-84	IV. Approaches to Learning, Pgs 65-76	A. Curiosity, Engagement, And Persistence, Pgs 66, 68-70		
				II. Social and Emotional Development, Pgs 25-40	C. Social Competence, Pgs 27, 35-40		
	Mathematics Development, Pgs 57-61		Imitation And Symbolic Representation And Play, Pg 56	**There is no Cognition and General Knowledge Sub-Domain in the WMELS that easily aligns with the HSELOF Imitation and Symbolic Representation and Play Sub-Domain. Please see the Approaches to Learning and Language Development and Communication domains for alignment**, Pgs 67, 71-72; 43, 55-54		IV. Approaches to Learning, Pgs 65-76	B. Creativity And Imagination, Pgs 67, 71-72
						III. Language Development and Communication, Pgs 42-54	C. Early Literacy, Pgs , 43, 55-64
	Scientific Reasoning, Pgs 62-65		Counting And Cardinality, Pgs. 57-58	B. Mathematical Thinking, Pgs 78, 85-95			
			Operations And Algebraic Thinking, Pg 59				
			Measurement, Pg 60				
	Geometry And Spatial Sense, Pgs 60-61						
	Scientific Inquiry, Pgs 62-63		C. Scientific Thinking, Pgs 79, 96-100				
Reasoning And Problem-Solving, Pgs 64-65							
Perceptual, Motor, and Physical Development, Pgs 68-75	Perception, Pg 68	I. Health and Physical Development, Pgs 11-24	C. Sensory Organization, Pgs 13, 23-24				
	Gross Motor, Pgs 69, 72		B. Motor Development, Pgs 12, 20-22				
	Fine Motor, Pgs 70, 73						
	Health, Safety, And Nutrition, Pgs 71, 74-75		A. Physical Health And Development, Pgs 12, 14-19				

Head Start Early Learning Framework			Wisconsin Model Early Learning Standards					
Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards
Approaches to Learning, Pgs 10-21	Emotional and Behavioral Self-Regulation, Pgs 12, 16-17	IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	Approaches to Learning, Pgs 65-76			II. Social and Emotional Development, Pgs 25-40	A. Emotional Development, Pgs 26, 28-31 C. Social Competence, Pgs 27, 35-40	A.EL.1 Expresses a wide range of emotions.
		IT-ATL 2. Child manages actions and behavior with support of familiar adults.						A.EL.2 Understands and responds to others' emotions.
		P-ATL 1. Child manages emotions with increasing independence.						C.EL.3 Demonstrates understanding of rules and social expectations.
		P-ATL 2. Child follows classroom rules and routines with increasing independence.						
		P-ATL 3. Child appropriately handles and takes care of classroom materials.						C.EL.4 Engages in social problem solving behavior and learns to resolve conflict.
	Cognitive Self-Regulation (Executive Functioning), Pgs 13, 18-19	IT-ATL 3. Child maintains focus and sustains attention with support.		A. Curiosity, Engagement, And Persistence, Pgs 66, 68-70	A.EL. 1 Displays curiosity, risk-taking, and willingness to engage in new experiences.			
		IT-ATL 4. Child develops the ability to show persistence in actions and behavior.			A.EL. 3 Exhibits persistence and flexibility.			
		IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.						
		P-ATL 5. Child demonstrates an increasing ability to control impulses.						
		P-ATL 6. Child maintains focus and sustains attention with minimal adult support.			A.EL. 1			
	Initiative and Curiosity, Pgs 14, 20	P-ATL 7. Child persists in tasks.		A.EL. 3	A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.			
		P-ATL 8. Child holds information in mind and manipulates it to perform tasks.		A.EL. 2				
		P-ATL 9. Child demonstrates flexibility in thinking and behavior.						
		IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.		A.EL. 1				
		IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.						
	P-ATL 10. Child demonstrates initiative and independence.							
	P-ATL 11. Child shows interest in and curiosity about the world around them.	A.EL. 1						

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Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards
	Creativity, Pgs 15, 21	IT-ATL 8. Child uses creativity to increase understanding and learning.		B. Creativity And Imagination, Pgs 67, 71-72	B.EL. 2 Expresses self creatively through music, movement, and art.			
		IT-ATL 9. Child shows imagination in play and interactions with others.			B.EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials, and the environment.			
		P-ATL 12. Child expresses creativity in thinking and communication.			B.EL. 2			
		P-ATL 13. Child uses imagination in play and interactions with others.			B.EL. 1			
	<p>** There is no Approaches to Learning Sub-Domain in the HSELOF that easily aligns with the WMELS Diversity in Learning Sub-Domain. Please see the Cognition Domain for alignment**, Pgs 78, 80-84</p>			C. Diversity in Learning, Pgs. 67, 73-75	C. EL. 1 Experiences a variety of routines, practices, and languages.			
					C. EL. 2 Learns within the context of his/her family and culture.			
					C. EL. 3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal and intrapersonal.			

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Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards	
Development, Pgs 22-33	Relationships With Adults, Pgs 24, 29	IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	Development, Pgs 25-40	C. Social Competence, Pgs 27, 35-40	C.EL. 1 Demonstrates attachment, trust, and autonomy.				
		IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.							C.EL. 3 Demonstrates understanding of rules and social expectations.
		IT-SE 3. Child learns to use adults as a resource to meet needs.							
		P-SE 1. Child engages in and maintains positive relationships and interactions with adults.							
		P-SE 2. Child engages in prosocial and cooperative behavior with adults.							
	Relationships With Other Children, Pgs 25, 30-31	IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.			C.EL. 2 Engages in social interaction and plays with others.				
		IT-SE 5. Child imitates and engages in play with other children.							
		P-SE 3. Child engages in and maintains positive interactions and relationships with other children.							
		P-SE 4. Child engages in cooperative play with other children.							
		P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children							C.EL. 3 Demonstrates understanding of rules and social expectations.
		C.EL. 4 Engages in social problem solving behavior and learns to resolve conflict.							

Head Start Early Learning Framework			Wisconsin Model Early Learning Standards								
Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards			
Language and Literacy, Pgs 34-49	Attending And Understanding, Pgs 36, 42	IT-LC 1. Child attends to, understands, and responds to communication and language from others.	Language and Communication, Pgs 36-45	A. Listening And Understanding, Pgs 42, 44-46	A.EL. 1 Derives meaning through listening to communications of others and sounds in the environment. A.EL. 2 Listens and responds to communications with others. A.EL. 3 Follows directions of increasing complexity.	Development and Communication, Pgs 41-64					
		IT-LC 2. Child learns from communication and language experiences with others.									
		P-LC 1. Child attends to communication and language from others.									
		P-LC 2. Child understands and responds to increasingly complex communication and language from others									
		Communicating And Speaking, Pgs. 37-38, 43-44							IT-LC 3. Child communicates needs and wants non-verbally and by using language.	B. Speaking And Communicating, Pgs 43, 47-53	B.EL. 1 Uses gestures and movements (non-verbal) to communicate.
									IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.		B.EL. 2a Uses vocalizations and spoke language to communicate. Lanugage Form (Syntax: rule system for combining words, phrases, and sentaneces, includes parts of speech, word order, and sentence structure)
	IT-LC 5. Child uses increasingly complex language in conversation with others.			B.EL. 2b Uses vocalizations and spoke language to communicate. Language Content (senmantics: rue system for establishing meaning of words, individually and in combination)							
	IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.			B.EL. 2c Uses vocalizations and spoken language to communicate. Language Function (Pragmatics: rules governing the use of language in context)							
	P-LC 3. Child varies the amount of information provided to meet the demands of the situation.			II. Social and Emotional Development, Pgs 25-40	C. Social Competence, Pgs. 27-35, 40				C.EL. 3 Demonstrates understanding of rules and social expectations.		
	P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.										
	P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.										
	Vocabulary, Pgs 39, 44-45	IT-LC 7. Child understands an increasing number of words used in communication with others.		A. Listening And Understanding, Pgs 42, 44-46 B. Speaking And Communicating, Pgs 43, 47-53	B.EL. 2a						
		IT-LC 8. Child uses an increasing number of words in communication and conversation with others.			B.EL. 2a						
P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.		A.EL. 1-3 B.EL. 2a-c									
P-LC 7. Child shows understanding of word categories and relationships among words.											

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Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards		
Lan	Emergent Literacy, Pgs 39-41	IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	III. Language Development	C. Early Literacy, Pgs 43, 54-64	C.EL. 1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language.					
		IT-LC 10. Child handles books and relates them to their stories or information.			C.EL. 3 Shows appreciation of books and understands how print works.					
		IT-LC 11. Child recognizes pictures and some symbols, signs, or words.			C. EL. 2 Understands concept that alphabet represents the sounds of spoken language and letters of written language.					
		IT-LC 12. Child comprehends meaning from pictures and stories.			C.EL. 3					
		IT-LC 13. Child makes marks and uses them to represent objects or actions.			C.EL. 4 Uses writing to represent thoughts or ideas.					
	Literacy, Pgs 46-49	Phonological Awareness, Pg 46			P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.				C.EL. 1	C.EL. 2
		Print And Alphabet Knowledge, Pgs 46-47			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).				C.EL. 1	C.EL. 3
					P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.					
		Comprehension And Text Structure, Pgs 47-48			P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.				C.EL. 3	
					P-LIT 5. Child asks and answers questions about a book that was read aloud.					
Writing, Pg 49	P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	C.EL. 4								

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Cognition, Pgs 50-65	Cognition, Pgs 52-56	Exploration And Discovery, Pg 52	V. Cognition and General Knowledge, Pgs 77-100	A. Exploration, Discovery, And Problem Solving, Pgs 78, 80-84	A.EL. 1 Uses multi-sensory abilities to process information.	II. Social and Emotional Development, Pgs 25-40	A. Curiosity, Engagement, And Persistence, Pgs 66, 68-70	A.EL. 1 Displays curiosity, risk-taking, and willingness to engage in new experiences. C. Diversity in Learning Pgs. 73-75		
					A. EL. 1			A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities.		
		Memory, Pg 53			A. EL. 2 Understands new meanings as memory increases.			C. Social Competence, Pgs 27, 35-40	C.EL. 1 Demonstrates attachment, trust, and autonomy.	
					A.EL. 3 Applies problem solving skills.					
					Reasoning And Problem-Solving, Pg 54					B.EL. 1 Demonstrates an understanding of numbers and counting.
		Emergent Mathematical Thinking, Pg 55						B.EL. 2 Understands number operations and relationships.	C. Early Literacy, Pgs, 43, 55-64	
					Imitation And Symbolic Representation And Play, Pg 56			B.EL. 3 Explores, recognizes, and describes, shapes and spatial relationships.		
	Counting And Cardinality, Pgs 57-58	B.EL. 4 Uses the attributes of objects for comparison and patterning.								
		Operations And Algebraic Thinking,		**There is no Cognition and General Knowledge Sub-Domain in the WMELS that easily aligns with the HSELOF Imitation and Symbolic Representation and Play Sub-Domain. Please see the Approaches to Learning and Language and Communication Domains for alignment**, Pgs 67, 71-72; 43,55-64						
	Cognition, Pgs 57-61			Development, Pgs 57-61	V. Cognition and General Knowledge, Pgs 77-100	B. Mathematical Thinking, Pgs 78, 85-95	B.EL. 1	IV. Approaches to Learning, pgs 66-68	C. Early Literacy, Pgs, 43, 55-64	C.EL. 1 Shows an appreciation of books and understands how print works.
		P-MATH 1. Child knows number names and the count sequence.					B.EL. 2			
		P-MATH 2. Child recognizes the number of objects in a small set.					B.EL. 1			
		P-MATH 3. Child understands the relationship between numbers and quantities.					B.EL. 2			
P-MATH 4. Child compares numbers.										
P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.										

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Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards
Mathematics D	Pg 59	P-MATH 7. Child understands simple patterns.			B.EL. 4			
	Measurement, Pg 60	P-Math 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.			B.EL. 5 Understands the concept of measurement.			
	Geometry And Spatial Sense, Pgs 60-61	P-MATH 9. Child identifies, describes, compares, and composes shapes. P-MATH 10. Child explores the positions of objects in space.			B.EL. 3 B.EL. 6 Collects, describes, and records information using all senses.			

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Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	Domain	Sub-Domain(s)	Performance Standards
Scientific Reasoning, Pgs 62-65	Scientific Inquiry, Pgs 62-63	P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events)		C. Scientific Thinking, Pgs 79, 96-100	C.EL. 1 Uses observation to gather information. B.EL. 6			
		P-SCI 2. Child engages in scientific talk.			C.EL. 3 Hypothesizes and makes predictions. B.EL. 6			
		P-SCI 3. Child compares and categorizes observable phenomena.			C.EL. 2 Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation. B.EL. 6			
	Reasoning And Problem-Solving, Pgs 64-65	P-SCI 4. Child asks a question, gathers information, and makes predictions.			C.EL. 3 B.EL. 5-6			
		P-SCI 5. Child plans and conducts investigations and experiments.			C.EL. 4 Forms explanations based on trial and error, observations, and explorations. B.EL. 5-6			
		P-SCI 6. Child analyzes results, draws conclusions, and communicates results.						

Head Start Early Learning Framework			Wisconsin Model Early Learning Standards			
Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards	
Perceptual, Motor, and Physical Development, Pgs 68-75	Perception, Pg 68	IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	Health and Physical Development, Pgs 11-24	C. Sensory Organization, Pgs 13, 23-24	C.EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment.	
		IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.				
	Gross Motor, pgs 69, 72	IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.		B. Motor Development, Pgs 12, 20-22	B.EL. 1a Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Purpose and Coordination.</i>	
		IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.				B.EL. 1b Moves with strength, control, balance, coordination, locomotion, and endurance. <i>Balance and Strength .</i>
		IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.				C.EL. 1
		P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.				B.EL. 1a
		P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.				B.EL. 1b
	Fine Motor, pgs 70, 73	IT-PMP 6. Child coordinates hand and eye movements to perform actions.		C.EL.1	B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation.	
		IT-PMP 7. Child uses hands for exploration, play, and daily routines.				
		IT-PMP 8. Child adjusts reach and grasp to use tools.				
P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.						

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Domain	Sub-Domain	Goals	Domain	Sub-Domain	Performance Standards
Percept	Health, Safety, And Nutrition, Pgs 71, 74-75	IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	A	A. Physical Health And Development, Pgs 12, 14-19	A.EL. 1 Demonstrates behaviors to meet self-help and physical needs; (a) sleep, (b)dressing, (c) toileting; and (d) eating.
		IT-PMP 10. Child uses safe behaviors with support from adults.			A.EL. 3 Demonstrates a healthy lifestyle.
		IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.			A.EL. 2 Demonstrates behaviors to meet safety needs.
		P-PMP 4. Child demonstrates personal hygiene and self-care skills.			A.EL. 3
		P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.			A EL. 1a,b,c,d
		P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.			A.EL. 3
					A.EL. 2