

## WCMCA Head Start School Readiness Goals 2018-2019

HSELOF Domains	School Readiness Goals	Assessment Indicators	PFCE Outcomes
<b>APPROACHES TO LEARNING</b>	<p><b>1. Children will demonstrate a positive approach to learning through self-regulation, persistence, initiative, curiosity, and creativity.</b></p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> <li>• <i>Engages with familiar adults</i></li> <li>• <i>Expresses feelings of comfort and discomfort</i></li> <li>• <i>Stares at or sucks on hands or feet</i></li> </ul> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> <li>• <i>Increases ability to attend to people, objects, and activities</i></li> <li>• <i>Looks to familiar adults for assistance with needs and emotions</i></li> </ul> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> <li>• <i>Begins to manage and adjust actions and behaviors</i></li> <li>• <i>Begins to use pretend and imaginary objects and/or materials</i></li> <li>• <i>Experiments with new activities, objects, and materials</i></li> </ul> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> <li>• <i>Manages actions, emotions, and behaviors with increasing independence</i></li> <li>• <i>Seeks out new information and explores new play and tasks</i></li> <li>• <i>Transitions to less desirable activities with support</i></li> <li>• <i>Consistently uses imagination in play and other creative works</i></li> </ul>	<p><b>TS Gold Objectives</b></p> <p>1. Regulates own emotions and behaviors</p> <ol style="list-style-type: none"> <li>a. Manages feelings</li> <li>b. Follows limits and expectations</li> <li>c. Takes care of own needs appropriately</li> </ol> <p>2. Establishes and sustains positive relationships</p> <ol style="list-style-type: none"> <li>a. Forms relationships with adults</li> </ol> <p>11. Demonstrates positive approaches to learning</p> <ol style="list-style-type: none"> <li>a. Attends and engages</li> <li>b. Persists</li> <li>c. Solves Problems</li> <li>d. Shows curiosity and motivation</li> <li>e. Shows flexibility and inventiveness in thinking</li> </ol> <p>14. Uses symbols and images to represent something not present</p> <ol style="list-style-type: none"> <li>a. Thinks symbolically</li> <li>b. Engages in socio-dramatic play</li> </ol>	<p><b>Positive Parent-Child Relationships:</b> Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</p> <p><b>Families as Lifelong Educators:</b> Parents and families observe, guide, promote and participate in the everyday learning, other children at home, school, and in their communities.</p> <p><b>Families as Lifelong Educators:</b> Parents and Families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.</p> <p><b>Family Engagement in Transitions:</b> Parents and families support and advocate for their child’s learning and development as they transition to new learning environments (ex. EHS to HS).</p>
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<p><b>2. Children will initiate and engage in pro-social behaviors with adults and children.</b></p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> <li>• <i>Responds to the actions, sounds, and emotions of others through actions of their own</i></li> </ul> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> <li>• <i>Uses adults for security and emotional support</i></li> <li>• <i>Begins simple interactions with peers</i></li> </ul> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> <li>• <i>Uses familiar adults to initiate and build positive interactions with adults and peers</i></li> <li>• <i>Seeks to do things for themselves</i></li> </ul> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> <li>• <i>Usually attends to adult requests and directions</i></li> </ul>	<p><b>TS Gold Objectives</b></p> <p>1. Regulates own emotions and behaviors</p> <ol style="list-style-type: none"> <li>a. Manages feelings</li> </ol> <p>2. Establishes and sustains positive relationships</p> <ol style="list-style-type: none"> <li>a. Forms relationships with adults</li> <li>b. Responds to emotional cues</li> <li>c. Interacts with peers</li> <li>d. Makes friends</li> </ol> <p>3. Participates cooperatively and constructively in group situations</p>	<p><b>Family Well- Being:</b> Parents and families are safe, healthy, and have increased financial security.</p> <p><b>Positive Parent-Child Relationships:</b> Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</p> <p><b>Family Engagement in Transitions:</b> Parents and families support and advocate for their child’s learning and development as they transition to new learning environments (ex. EHS to HS).</p> <p><b>Family Connections to Peers and Community:</b> Parents and families form connections with peers and mentors in</p>

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	<ul style="list-style-type: none"> <li>• <i>Able to separate from adults in familiar or repeated situations</i></li> <li>• <i>Cooperatively plays and compromises with other children</i></li> </ul> <p><b>3. Children will identify and manage emotions within themselves and begin to recognize the emotions of others.</b></p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> <li>• <i>Expresses and reacts to a broad range of emotions</i></li> </ul> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> <li>• <i>Modifies emotions according to the actions of adults and children</i></li> </ul> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> <li>• <i>Begins to express empathy with adults and children</i></li> <li>• <i>Shows understanding of and labels some emotional expressions</i></li> </ul> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> <li>• <i>Uses words to describe own feelings</i></li> <li>• <i>Balances own emotions with those of others to solve social problems and engage in shared activities</i></li> <li>• <i>Responds appropriately when others are distressed</i></li> </ul>	<ul style="list-style-type: none"> <li>a. Balances needs and rights of self and others</li> <li>b. Solves social problems</li> </ul>	<p>formal or informal social networks that are supportive and/or educational and that enhance social well-being.</p>
<p>LANGUAGE AND LITERACY</p>	<p><b>4. Children will use and comprehend increasingly complex and varied vocabulary.</b></p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> <li>• <i>Takes turns in verbal and non-verbal communications</i></li> <li>• <i>Explores sounds</i></li> <li>• <i>Looks at objects and people when named</i></li> </ul> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> <li>• <i>Communicates and meets needs by pointing, using gestures, and babbling</i></li> <li>• <i>Follows and responds appropriately to words and simple directions</i></li> <li>• <i>Imitates new and simple sounds and words</i></li> </ul> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> <li>• <i>Communicates using simple questions and responses</i></li> <li>• <i>Uses language to express thoughts and needs</i></li> </ul> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> <li>• <i>Attends to conversations of multiple exchanges</i></li> <li>• <i>Understands and follows multi-step directions</i></li> <li>• <i>Produces and organizes sentences using increasingly complex vocabulary</i></li> </ul>	<p><b>TS GOLD Objectives</b></p> <p>8. Listens to and understands increasingly complex language.</p> <ul style="list-style-type: none"> <li>a. comprehends language</li> <li>b. follows directions</li> </ul> <p>9. Uses language to express thoughts and needs</p> <ul style="list-style-type: none"> <li>a. Uses an expanding expressive vocabulary</li> <li>b. Speaks clearly</li> </ul> <p>10 Uses appropriate conversational and other communication skills</p> <ul style="list-style-type: none"> <li>a. Engages in conversation</li> <li>b. Uses social rules of language</li> </ul> <p>15. Demonstrates phonological awareness</p> <ul style="list-style-type: none"> <li>a. Notices and discriminates rhyme</li> </ul>	<p><b>Positive Parent-Child Relationships:</b> Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</p> <p><b>Families as Lifelong Educators:</b> Parents and families observe, guide, promote and participate in the everyday learning, other children at home, school, and in their communities.</p>

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**5. Children will demonstrate an appreciation of books and text, while increasing their print, alphabet knowledge, and phonological awareness.**

Young Infants (Birth-9 months)

- *Touches books*
- *Pays attention to sights and sounds*
- *Recognizes pictures and some symbols, signs, and words*

Older Infants (8-18 months)

- *Holds books and turns pages*
- *Points to and labels pictures*
- *Signs songs, repeats sounds, and recites rhymes*

Toddlers (16-36 months)

- *Pretends to read books by using pictures as cues*
- *Begins to recognize numbers and letters*
- *Repeats familiar phrases, rhymes, and stories*

Preschoolers (3-5 year olds)

- *Identifies and names uppercase and lower case letters*
- *Interacts and participates in conversations about books*
- *Uses letter and sound knowledge*
- *Notices and discriminates smaller units of sound*
- *Uses more complex book orientation strategies*

**6. Children will write marks with increasing proficiency to represent objects, symbols, and actions.**

Young Infants (Birth-9 months)

- *EMERGING*

Older Infants (8-18 months)

- *Makes marks on paper*
- *Explores writing materials*

Toddlers (16-36 months)

- *Scribbles on paper to represent objects, symbols, and actions*

Preschoolers (3-5 year olds)

- *Accurately writes letters in name*
- *Draws lines or shapes*
- *Uses drawing or writes letters/letter-like marks to convey meaning*

- b. Notices and discriminates alliteration
- c. Notices and discriminates smaller units of sound

16. Demonstrates knowledge of the alphabet

- a. Identifies and names letters
- b. Uses letter-sound knowledge

17. Demonstrates knowledge of print and its uses

- a. Uses and appreciates books
- b. Uses print concepts

18. Comprehends and responds to books and other texts

- a. Interacts during read-aloud and book conversations
- b. Uses emergent reading skills
- c. Retells stories

19. Demonstrates emergent writing skills

- a. Writes name
- b. Writes to convey meaning

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**COGNITION**  
Including  
Mathematics  
Development  
and Scientific  
Reasoning

**7. Children will demonstrate understanding of spatial/directional words and their meaning, use mathematical thinking to identify and discriminate numbers and shapes, and count objects.**

Young Infants (Birth-9 months)

- Shows awareness of more than one object in play
- Explores or examines objects and watches when they move

Older Infants (8-18 months)

- Uses basic words to refer to changes in amounts or objects (“more” or “all gone”)
- Explores how objects fit together, how they fit with other things and through space (a ball under a table)

Toddlers (16-36 months)

- Uses language to refer to quantity, using some number words or signs for small amounts (“too little /too much”)
- Predicts how things fit together or move through space
- Recognizes and matches basic shapes and compares their orientation

Preschoolers (3-5 year olds)

- Uses words to count and counts objects with a beginning understanding that the last number represents how many
- Compares groups of objects, recognizes small sets without counting and uses numbers to indicate positions or order
- Adds or subtracts small collections of objects, using manipulatives or fingers, often with adult support
- Names and describes two and three dimensional shapes in terms of length, sides, angles
- Accurately uses spacial words and follows positional directions (under, behind, first, second, below)

**8. Children will engage in discovery and exploration through observation, recall, manipulation, predictions, reasoning, problem solving, comparisons, connections and identifying patterns.**

Young Infants (Birth-9 months)

- Engages in simple repeated actions to reach a goal or solve a problem (reaching for objects, rolling, hand in mouth, dropping object for adult to pick up)
- Explores similarities and differences between objects and people

**TS Gold Objectives**

11. Demonstrates positive approaches to learning

- a. Attends and engages
- b. Persists
- c. Solves Problems
- d. Shows curiosity and motivation
- e. Shows flexibility and inventiveness in thinking

12. Remembers and connects experiences

- a. Recognizes and recalls
- b. Makes connections

13. Uses classification skills

14. Uses symbols and images to represent something not present

- a. Thinks symbolically
- b. Engages in sociodramatic play

20. Uses number concepts and operations

- a. Counts
- c. Connects numerals with their quantities

21. Explores and describes spatial relationships and shapes

- a. Understands spacial relationships
- b. Understands shapes

22. Compares and measures

23. Demonstrates knowledge of patterns

**Positive Parent-Child Relationships:**

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.

**Families as Lifelong Educators:** Parents and families observe, guide, promote and participate in the everyday learning, other children at home, school, and in their communities.

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|  | <ul style="list-style-type: none"> <li>• <i>Recognizes that objects still exist when out of sight (person leaves room)</i></li> </ul> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> <li>• <i>Remembers how to use objects</i></li> <li>• <i>Matches objects by similar or related characteristics, such as shapes, colors, or size or putting a toy bottle with a baby doll</i></li> <li>• <i>Is purposeful with actions to make something happen (splashing, rolling a ball to knock over a tower)</i></li> </ul> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> <li>• <i>Sorts objects by color, shape or size</i></li> <li>• <i>Makes simple predictions about what will happen next in routines and stories</i></li> <li>• <i>Understands some cause and effect relationships (cup spilling, tower falling)</i></li> <li>• <i>Tells others about past experiences and repeats simple rules about expected behaviors</i></li> </ul> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> <li>• <i>Groups and organizes objects by more than one characteristic such as color, shape or size</i></li> <li>• <i>Fills in, extends, or creates patterns with objects, sounds, and movements.</i></li> <li>• <i>Recalls a set of objects removed from view</i></li> </ul> <p><b>9. Children will use symbols and images to represent something not present.</b></p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> <li>• <i>Plays imitation games (patting, back and forth exchanges)</i></li> </ul> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> <li>• <i>Imitates common actions (wiping up a spill, closing door, feeding baby doll)</i></li> <li>• <i>Uses play objects in similar ways as the real object (toy phone, play dishes)</i></li> </ul> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> <li>• <i>Imitates more complex actions of multiple steps (setting table, imitating conversations on play phone)</i></li> <li>• <i>Uses props to act out routines, stories and social situations (pretending to shop, cook)</i></li> </ul> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> <li>• <i>Understands that pictures or written numbers represent quantity, recognizes numbers and symbols</i></li> <li>• <i>Uses objects to stand for something else (fishing with a ruler, pretending a block is a phone)</i></li> </ul> |  |
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PERCEPTUAL MOTOR, AND PHYSICAL AND DEVELOPMENT	<p><b>10. Children will demonstrate control of large muscles for movement, navigation and balance.</b></p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> <li>• <i>Uses arms and legs to move forward or backwards on stomach and back</i></li> <li>• <i>Explores new body positions and movements (kicking, rolling, sitting, or crawling)</i></li> </ul> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> <li>• <i>Transitions from crawling to walking</i></li> </ul> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> <li>• <i>Increases awareness of depth perception and spacial awareness</i></li> <li>• <i>Uses increasingly complex movements, body positions, and postures</i></li> </ul> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> <li>• <i>Utilizes complex movements such as running, hopping, jumping, kicking, catching, and riding a tricycle</i></li> <li>• <i>Demonstrates more coordination and balance while moving</i></li> </ul> <p><b>11. Children will demonstrate fine motor strength and coordination.</b></p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> <li>• <i>Grasps fingers or small toys</i></li> <li>• <i>Uses simple actions to explore objects</i></li> </ul> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> <li>• <i>Uses hand-eye coordination for more complex actions (picking-up, releasing stacking, turning objects)</i></li> </ul> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> <li>• <i>Adjusts grasp to use tools for different purposes</i></li> </ul> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> <li>• <i>Performs tasks that require more complex hand-eye coordination (cutting, writing, buttoning, and stringing beads)</i></li> </ul>	<p><b>TS Gold objectives</b></p> <p>1. Regulates own emotions and behavior</p> <p style="padding-left: 20px;">c. Takes care of own needs appropriately.</p> <p>4. Demonstrates traveling skills</p> <p style="padding-left: 20px;">a. Walks</p> <p style="padding-left: 20px;">b. Runs</p> <p style="padding-left: 20px;">c. Gallops and skips</p> <p>5. Demonstrates balancing skills</p> <p style="padding-left: 20px;">a. Sits &amp; Stands</p> <p style="padding-left: 20px;">b. Walks on Beam</p> <p style="padding-left: 20px;">c. Jumps and Hops</p> <p>6. Demonstrates gross motor manipulative skills</p> <p style="padding-left: 20px;">a. Throws</p> <p style="padding-left: 20px;">b. Catches</p> <p style="padding-left: 20px;">c. Kicks</p> <p>7. Demonstrates fine motor strength and coordination</p> <p style="padding-left: 20px;">a. Uses fingers and hands</p> <p style="padding-left: 20px;">b. Uses writing and drawing tools</p>	<p><b>Family Well- Being:</b> Parents and families are safe, healthy, and have increased financial security.</p> <p><b>Positive Parent-Child Relationships:</b> Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</p> <p><b>Families as Lifelong Educators:</b> Parents and families observe, guide, promote and participate in the everyday learning, other children at home, school, and in their communities.</p>
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