

WCMCA Head Start School Readiness 2020-2021

HSELOF Domains	School Readiness Goals	Assessment Indicators	PFCE Outcomes
APPROACHES TO LEARNING	<p>1. Children will demonstrate a positive approach to learning through self-regulation, persistence, initiative, curiosity, and creativity.</p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> • <i>Engages with familiar adults</i> • <i>Expresses feelings of comfort and discomfort</i> • <i>Stares at or sucks on hands or feet</i> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> • <i>Increases ability to attend to people, objects, and activities</i> • <i>Looks to familiar adults for assistance with needs and emotions</i> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> • <i>Begins to manage and adjust actions and behaviors</i> • <i>Begins to use pretend and imaginary objects and/or materials</i> • <i>Experiments with new activities, objects, and materials</i> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> • <i>Manages actions, emotions, and behaviors with increasing independence</i> • <i>Seeks out new information and explores new play and tasks</i> • <i>Transitions to less desirable activities with support</i> • <i>Consistently uses imagination in play and other creative works</i> 	<p>TS Gold Objectives</p> <p>1. Regulates own emotions and behaviors</p> <ol style="list-style-type: none"> a. Manages feelings b. Follows limits and expectations c. Takes care of own needs appropriately <p>2. Establishes and sustains positive relationships</p> <ol style="list-style-type: none"> a. Forms relationships with adults <p>11. Demonstrates positive approaches to learning</p> <ol style="list-style-type: none"> a. Attends and engages b. Persists c. Solves Problems d. Shows curiosity and motivation e. Shows flexibility and inventiveness in thinking <p>14. Uses symbols and images to represent something not present</p> <ol style="list-style-type: none"> a. Thinks symbolically b. Engages in socio-dramatic play 	<p>Positive Parent-Child Relationships: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</p> <p>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.</p> <p>Families as Lifelong Educators: Parents and Families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.</p> <p>Family Engagement in Transitions: 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>

**Developed in alignment with the Minnesota Early Childhood Indicators of Progress, Head Start Early Learning Outcomes Framework, Parent Family Community Engagement Framework and Teaching Strategies GOLD*

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SOCIAL AND EMOTIONAL DEVELOPMENT	<p>2. Children will initiate and engage in pro-social behaviors with adults and children.</p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> Responds to the actions, sounds, and emotions of others through actions of their own <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> Uses adults for security and emotional support Begins simple interactions with peers <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> Uses familiar adults to initiate and build positive interactions with adults and peers Seeks to do things for themselves <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> Usually attends to adult requests and directions Able to separate from adults in familiar or repeated situations Cooperatively plays and compromises with other children <p>3. Children will identify and manage emotions within themselves and begin to recognize the emotions of others.</p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> Expresses and reacts to a broad range of emotions <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> Modifies emotions according to the actions of adults and children <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> Begins to express empathy with adults and children Shows understanding of and labels some emotional expressions <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> Uses words to describe own feelings Balances own emotions with those of others to solve social problems and engage in shared activities Responds appropriately when others are distressed 	<p>TS Gold Objectives</p> <ol style="list-style-type: none"> Regulates own emotions and behaviors <ol style="list-style-type: none"> Manages feelings Establishes and sustains positive relationships <ol style="list-style-type: none"> Forms relationships with adults Responds to emotional cues Interacts with peers Makes friends Participates cooperatively and constructively in group situations <ol style="list-style-type: none"> Balances needs and rights of self and others Solves social problems 	<p>Family Well- Being: Parents and families are safe, healthy, and have increased financial security.</p> <p>Positive Parent-Child Relationships: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</p> <p>Family Engagement in Transitions: 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>Family Connections to Peers and Community: Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being.</p>
LANGUAGE AND LITERACY	<p>4. Children will use and comprehend increasingly complex and varied vocabulary.</p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> Takes turns in verbal and non-verbal communications Explores sounds Looks at objects and people when named 	<p>TS GOLD Objectives</p> <ol style="list-style-type: none"> Listens to and understands increasingly complex language. <ol style="list-style-type: none"> comprehends language follows directions 	<p>Positive Parent-Child Relationships: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture</p>

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Older Infants (8-18 months)

- *Communicates and meets needs by pointing, using gestures, and babbling*
- *Follows and responds appropriately to words and simple directions*
- *Imitates new and simple sounds and words*

Toddlers (16-36 months)

- *Communicates using simple questions and responses*
- *Uses language to express thoughts and needs*

Preschoolers (3-5 year olds)

- *Attends to conversations of multiple exchanges*
- *Understands and follows multi-step directions*
- *Produces and organizes sentences using increasingly complex vocabulary*

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**

9. Uses language to express thoughts and needs

- a. Uses an expanding expressive vocabulary
- b. Speaks clearly

10 Uses appropriate conversational and other communication skills

- a. Engages in conversation
- b. Uses social rules of language

15. Demonstrates phonological awareness

- a. Notices and discriminates rhyme
- 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

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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- *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*
- *Recognizes that objects still exist when out of sight (person leaves room)*

Older Infants (8-18 months)

- *Remembers how to use objects*
- *Matches objects by similar or related characteristics, such as shapes, colors, or size or putting a toy bottle with a baby doll*
- *Is purposeful with actions to make something happen (splashing, rolling a ball to knock over a tower)*

Toddlers (16-36 months)

- *Sorts objects by color, shape or size*
- *Makes simple predictions about what will happen next in routines and stories*
- *Understands some cause and effect relationships (cup spilling, tower falling)*
- *Tells others about past experiences and repeats simple rules about expected behaviors*

Preschoolers (3-5 year olds)

- *Groups and organizes objects by more than one characteristic such as color, shape or size*
- *Fills in, extends, or creates patterns with objects, sounds, and movements.*
- *Recalls a set of objects removed from view*

9. Children will use symbols and images to represent something not present.

Young Infants (Birth-9 months)

- *Plays imitation games (patting, back and forth exchanges)*

Older Infants (8-18 months)

- *Imitates common actions (wiping up a spill, closing door, feeding baby doll)*
- *Uses play objects in similar ways as the real object (toy phone, play dishes)*

Toddlers (16-36 months)

- *Imitates more complex actions of multiple steps (setting table, imitating conversations on play phone)*

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	<ul style="list-style-type: none"> • <i>Uses props to act out routines, stories and social situations (pretending to shop, cook)</i> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> • <i>Understands that pictures or written numbers represent quantity, recognizes numbers and symbols</i> • <i>Uses objects to stand for something else (fishing with a ruler, pretending a block is a phone)</i> 		
PERCEPTUAL MOTOR, AND PHYSICAL AND DEVELOPMENT	<p>10. Children will demonstrate control of large muscles for movement, navigation and balance.</p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> • <i>Uses arms and legs to move forward or backwards on stomach and back</i> • <i>Explores new body positions and movements (kicking, rolling, sitting, or crawling)</i> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> • <i>Transitions from crawling to walking</i> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> • <i>Increases awareness of depth perception and spacial awareness</i> • <i>Uses increasingly complex movements, body positions, and postures</i> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> • <i>Utilizes complex movements such as running, hopping, jumping, kicking, catching, and riding a tricycle</i> • <i>Demonstrates more coordination and balance while moving</i> <p>11. Children will demonstrate fine motor strength and coordination.</p> <p>Young Infants (Birth-9 months)</p> <ul style="list-style-type: none"> • <i>Grasps fingers or small toys</i> • <i>Uses simple actions to explore objects</i> <p>Older Infants (8-18 months)</p> <ul style="list-style-type: none"> • <i>Uses hand-eye coordination for more complex actions (picking-up, releasing stacking, turning objects)</i> <p>Toddlers (16-36 months)</p> <ul style="list-style-type: none"> • <i>Adjusts grasp to use tools for different purposes</i> <p>Preschoolers (3-5 year olds)</p> <ul style="list-style-type: none"> • <i>Performs tasks that require more complex hand-eye coordination (cutting, writing, buttoning, and stringing beads)</i> 	<p>TS Gold objectives</p> <ol style="list-style-type: none"> 1. Regulates own emotions and behavior <ol style="list-style-type: none"> c. Takes care of own needs appropriately. 4. Demonstrates traveling skills <ol style="list-style-type: none"> a. Walks b. Runs c. Gallops and skips 5. Demonstrates balancing skills <ol style="list-style-type: none"> a. Sits & Stands b. Walks on Beam c. Jumps and Hops 6. Demonstrates gross motor manipulative skills <ol style="list-style-type: none"> a. Throws b. Catches c. Kicks 7. Demonstrates fine motor strength and coordination <ol style="list-style-type: none"> a. Uses fingers and hands b. Uses writing and drawing tools 	<p>Family Well- Being: Parents and families are safe, healthy, and have increased financial security.</p> <p>Positive Parent-Child Relationships: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</p> <p>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.</p>