WCMCA Head Start School Readiness 2025-2026

HSELOF Domains	School Readiness Goals	Assessment Indicators	PFCE Outcomes
APPROACHES TO LEARNING	**1. Children will demonstrate a positive approach to learning through self-regulation, persistence, initiative, curiosity, and creativity.** Infants/Toddlers • Engages with familiar adults • Expresses feeling of comfort and discomfort • Increases ability to attend to people, objects, and activities • Looks to familiar adults for assistance with needs and emotions • Begins to use pretend materials, and experiments with new activities, and objects Preschoolers • Manages actions, emotions, and behaviors with increasing independence • Seeks out new information and explores new play and tasks • Transition to less desirable activities with support • Consistently uses imagination in play and other creative works	**TS Gold Objectives** 1. Regulates own emotions and behaviors a. Manages feelings b. Follows limits and expectations c. Takes care of own needs appropriately 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	**Positive Parent-Child Relationships:** Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development. **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)
SOCIAL AND EMOTIONAL DEVELOPMENT	**2. Children will initiate and engage in pro-social behaviors with adults and children** Infants/Toddlers • Responds to the actions, sounds, and emotions of others through actions of their own • Uses familiar adults for security and to initiate and build positive interactions with adults and peers. • Seeks to do things for themselves Preschoolers • Usually attends to adult requests and directions • Able to separate from adults in familiar or repeated situations • Cooperatively plays and compromises with other children. **3. Children will identify and manage emotions within themselves and begin to recognize the emotions of others.** Infants/Toddlers • Expresses and reacts to a broad range of emotions • Modifies emotions according to the actions of adults and children • Begins to express empathy with adults and children	**TS Gold Objectives** 1. Regulates own emotions and behaviors a. Manages feelings 2. Establishes and sustains positive relationships a. Forms relationships with adults b. Responds to emotional cues c. Interacts with peers d. Makes friends. 3. Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others b. Solves social problems	**Family Well-Being:** Parents and families are safe, healthy, and have increased financial security. **Positive Parent-Child Relationships:** Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development. **Family Engagement in Transitions:** Parents and families support and advocate for their child's learning and development as they transition to new learning

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	• Shows understanding of labels some emotional expressions Preschoolers • 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		environments (ex. EHS to HS). **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.
LANGUAGE AND LITERACY	**4. Children will use and comprehend increasingly complex and varied vocabulary.** Infants/Toddlers • Takes turns in verbal and non-verbal communications • Explores sounds • Looks at objects and people when named, communicates, and meets needs by pointing, gesturing, and babbling. • Follows and responds appropriately to words and simple directions • Imitates new and simple sounds and words • Uses language to express questions, thoughts, needs, and responses. Preschoolers • 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.** Infants/Toddlers • Points to and labels pictures • Sings songs, repeats sounds, and recites rhymes • Pretends to read books by using pictures as cues • Begins to recognize numbers and letters Preschoolers • Identifies and names letters • Interacts and participates in conversations about books	**TS GOLD Objectives** 8. Listens to and understands increasingly complex language. a. Comprehends language b. Follows directions 9. Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary 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 b. Uses print concepts 18. Comprehends and responds to books and other texts. a. Interacts during read-aloud and book conversations c. Retells stories	**Families as Lifelong Educators:** Parents and families observe, guide, promote, and participate in everyday learning, other children at home, school, and in their communities. **Positive Parent-Child Relationships:** Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

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	• Uses letter and sound knowledge • Notices and discriminates smaller units of sound • Accurately writes letters in name		
COGNITION Including Mathematics Development and Scientific Reasoning	**6. Children will demonstrate understanding of spatial/prepositional words to identify and discriminate numbers and shapes, and count objects.** Infants/Toddlers • Shows awareness of more than one object in play • Uses basic words to refer to changes in amounts or objects ("more" or "less") • Explores how objects fit together, how they fit with other things and through space (a ball under a table) • Recognizes and matches basic shapes Preschoolers • Uses words to count and counts objects with a beginning understanding that the last number represents how many in the set. • Recognizes small sets without counting • Adds or subtracts small collections of objects, using manipulatives or fingers, with or without adult support **7. Children will engage in discovery through exploration and observation (predictions, reasoning, problem solving, cause and effect, etc.)** Infants/Toddlers • Engages in simple repeated actions to reach a goal or solve a problem (reaching, rolling, dropping object(s)). • Explores similarities and differences between objects and people • Matches objects by similar or related characteristics, such as shapes, colors, or size or putting a toy bottle with a baby doll • Makes simple predictions about what will happen next in routines and stories • Understands some cause and effect relationships (cup spilling, tower falling) Preschoolers • Tells others about past experiences and repeats simple rules about expected behaviors • Fills in, extends, or creates patterns with objects, sounds, and movements.	**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 spatial 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 everyday learning, other children at home, school, and in their communities. **Families as Learners:** Parents and families advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.
PERCEPTUAL MOTOR AND PHYSICAL DEVELOPMENT	**8. Children will demonstrate control of large muscles for movement, navigation, and balance.** Infants/Toddlers	**TS GOLD Objectives** 1. Regulates own emotions and behavior	**Family Well-Being:** Parents and families are safe, healthy,

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	• Explores new body positions and c. Takes movements (kicking, rolling, sitting, or crawling) • Transitions from crawling to walking Preschoolers • Demonstrates more coordination and balance while moving (ex. Running, hopping, jumping, kicking, catching, and riding a tricycle) **9. Children will demonstrate fine motor strength and coordination.** Infants/Toddlers • Uses simple actions to explore objects • Adjusts grasp to use tools for different purposes Preschoolers • Performs tasks that require more complex hand-eye coordination (ex. cutting, writing, buttoning, and stringing beads)	c. Takes care of own needs appropriately 5. Demonstrates balancing skills a. Sits and stands b. Walks on Bean c. Jumps and Hops 7. Demonstrates fine motor strength and coordination a. Uses fingers and hands b. Uses writing and drawing tools	and have increased financial security. **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 of their children at home, school, and in their communities.

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