



School Readiness Goals for Children Ages Zero to Five 2019-2020

The School Readiness Goals were developed with consideration of previous child outcome data from Teaching Strategies (TS) GOLD, CLASS, PBIS assessments, and input from families, higher education and elementary school partners.

The goals are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF), and Oregon Early Learning Foundations (ECF). Staff will continue to communicate with school districts in their area to understand the expectations for children entering kindergarten.

Families engage in plans to improve their children's school readiness via parent participation in the Early Childhood Advisory Committee, parent meetings, home visits, and parent-teacher conferences.

Goals are identified for program-wide focus; however, we start with where children are, then individualize and support their growth toward these benchmarks. Ninety percent of children who have been in a Head Start Program for an entire year (three checkpoints) will perform within the Widely Held Expectations in six TS GOLD domains.

In addition, children transitioning from EHS to HS and children entering kindergarten will meet the following school readiness benchmarks as identified in the essential domains of the Head Start Learning Outcomes Framework/Oregon Early Foundations and related Common Core State Standards (CCSS).

Central Domain: Approaches to Learning

The Approaches to Learning domain incorporates emotional, behavioral, and cognitive self-regulation under a single umbrella to guide teaching practices that support the development of these skills. The domain also includes initiative, curiosity, and creativity. Supporting children's skills in this domain helps children acquire knowledge, learn new skills, and set and achieve goals. They learn to successfully navigate learning experiences that are challenging, frustrating, or simply take time to accomplish. How children engage in learning influences development in all domains and directly contributes to success in school.

EHS Goal: Infants and toddlers will demonstrate an increasing capacity to concentrate, to persist, and to become involved in what they are doing, as well as following everyday routines and transitions. They will be supported by responsive, nurturing and engaging adult interactions.

HS Goal: Children will manage emotions, actions, words, and behavior with increasing independence. Children will follow classroom rules, routines, and respond to signals for transition with occasional reminders from adults. They will maintain focus and sustain attention with minimal adult support.

ELOF Goals	ODE Goals	TS GOLD Objectives
IT – ATL – 1 IT – ATL – 2 & 5		<p>Regulates own emotions and behaviors</p> <p>1 a. Manages Feelings Level 4 – Comforts self by seeking out special object or person</p> <p>1 b. Follows Limits and Expectations Level 4 – Accepts redirection from adults</p>
IT – ATL – 3-4		<p>Demonstrates positive approaches to learning</p> <p>11 a. Attends and Engages Level 4 – Sustains interest in working on a task, especially when adults offer suggestions, questions and comments</p>

<p>P – ATL – 1 & 4-5</p> <p>P – ATL – 2-4</p>	<p>Emotional Functioning Goal 3</p> <p>Relationships with a Trusting Adult Goal 2</p>	<p>Regulates own emotions and behaviors</p> <p>1 a. Manages Feelings Level 6 – Is able to look at a situation differently or delay gratification</p> <p>1 b. Follow Limits and Expectations Level 6 – Manages classroom rules, routines, and transitions with occasional reminders</p>
	<p>Cognitive Self-Regulating Goals 2,4</p>	<p>Demonstrates positive approaches to learning</p> <p>11 a. Attends and Engages Level 6 – Sustains work on age appropriate, interesting tasks; can ignore most distractions and interruptions</p>

Central Domain: Social and Emotional Development

Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Children who develop trusting relationships with adults are able to more fully explore and engage in the world around them because they know that the adults around them will support them in challenging times. Relationships with other children also may develop in the first three years of life. These relationships provide opportunities to practice adult skills learned from adults. These relationships also foster problem-solving skills as young children navigate the difficulties and joys of interacting with another child who has different wants and ideas. These interactions allow children to practice critical social skills such as compromising and sharing. Emotional development refers to a child's ability to express, recognize and manage their own emotions as well as respond appropriately to other's emotions.

EHS Goal: Infants and toddlers will establish a close, nurturing bond with parents and develop meaningful relationships with teachers and home visitors. They will use different ways to calm or comfort self when upset, and respond positively to emotional support from adults and other children. Infants and toddlers will begin to imitate and engage in play with other children.

HS Goal: Children will express feelings in ways that are appropriate to the situation, and use a range of coping strategies to manage emotions with increasing independence. Children will engage in and maintain positive interactions, relationships, and cooperative play with other children.

ELOF Goals	ODE Goals	TS GOLD Objectives
IT – SE – 1 & 9		<p>Regulates own emotions and behaviors</p> <p>1 a. Manages Feelings Level 4 – Comforts self by seeking out special object or person</p>

IT – SE - 5		<p>Establishes and sustains positive relationships</p> <p>2 c. Interacts with Peers Level 3 – Plays near other children; uses similar materials or actions; emerging use of successful strategies for entering groups</p>
P – SE – 8	Emotional Functioning Goal 3	<p>Regulates own emotions and behaviors</p> <p>1 a. Manages Feelings Level 6 – Is able to look at a situation differently or delay gratification</p>
P – SE – 3-4	Relationships with Other Children Goals 1,2	<p>Establishes and sustains positive relationships</p> <p>2 c. Interacts with Peers Level 6 – Initiates, joins in, and sustains positive interactions with a small group of two to three children.</p>

Central Domain: Language and Literacy

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Children move from babbling to understanding many words spoken to them and then uttering or signing their first words. Then they begin to learn to speak new words at an amazing pace and use language to express their needs, ask questions and engage in short conversations. Language skills continue to expand and by the end of the preschool period, children speak in adult-like sentences, tell and re-tell stories, use verbal humor, and engage in group discussions.

Language and literacy skills can develop in any language, and for the most part, they develop in the child's home language. Supporting development of the home language helps prepare young children for learning English.

EHS Goal: Infants and toddlers will attend to, understand, and respond to communication and language from others. Infants and toddlers will attend to, repeat, and use some rhymes, phrases, or refrains from stories or songs. They will have frequent opportunities to explore and recognize pictures and some symbols, signs, or words. Infants and toddlers' home language skill will be intentionally supported through intentional teaching practices in partnership with parents, and their dual language skills will be intentionally supported in the context of a language and literacy rich environment.

HS Goals: Children will understand and respond to increasingly complex communication and language from adults and their peers. Children will demonstrate awareness that spoken language is composed of smaller segments of sound, and will fill in missing rhyming words, as well as generate their own rhymes. Children will identify letters of the alphabet, especially the letters in their name. Dual language learners (DLLs) will demonstrate an increased competency in their home language while developing proficiency in English. As their vocabulary becomes more varied and complex, they will be able to express a broader content of knowledge.

ELOF Goals	ODE Goals	TS GOLD Objectives
IT – LC – 1		<p>Listens to and understands increasingly complex language</p> <p>8 b. Follows Direction Level 4 – Follows simple requests not accompanied by gestures</p> <p>8 b. Sigue instrucciones Level 4 - Sigue pedidos sencillos que no están acompañados con gestos</p>

IT – LC – 9		<p>Demonstrates phonological awareness</p> <p>15 a. Notices and Discriminates Rhyme Level 2 – Joins in rhyming songs and games</p> <p>15a. Nota y diferencia la rima Level 2 – Participa en actividades con canciones y juegos basados en la rima</p>
IT – LC - 11		<p>Demonstrates knowledge of the alphabet</p> <p>16 a. Identifies and Names Letters Level 2 – Recognizes and names a few letters in own name</p> <p>16a. Identifica y nombra las letras Level 2 - Reconoce y nombra algunas letras de su nombre</p>
P – LC – 2	Attending & Understanding Goal 2	<p>Listens to and understands increasingly complex language</p> <p>8 b. Follows Direction Level 6 – Follows directions of two or more steps that relate to familiar objects and experiences</p> <p>8 b. Sigue instrucciones Level 6 - Sigue instrucciones de dos o más pasos, que se relacionan con objetos y experiencias familiares</p>
P – LIT – 1	Phonological Awareness Goal 1	<p>Demonstrates phonological awareness</p> <p>15 a. Notices and Discriminates Rhyme Level 4 – Fills in missing rhyming word, generates rhyming words spontaneously</p> <p>15a. Nota y diferencia la rima Level 4 – Aporta la palabra que rima que hacía falta; dice palabras que riman espontáneamente</p>

P – LIT - 3	Print & Alphabet Knowledge Goal 2	<p>Demonstrates knowledge of the alphabet</p> <p>16 a. Identifies and Names Letters Level 4 – Recognizes as many as 10 letters, especially those in own name</p> <p>16a. Identifica y nombra las letras Level 4 - Reconoce y nombra hasta 10 letras, sobre todo las de su nombre</p>
		<p>Demonstrates progress in listening to and understanding English</p> <p>37. Demonstrates progress in listening to and understanding Level 4 – Responds to common English words and phrases when they are English accompanied by gestures or visual aids</p>
		<p>Demonstrates progress in speaking English</p> <p>38. Demonstrates progress in speaking English Level 4 – Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>

<p>Central Domain: Cognition</p>
<p>Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.</p>
<p>EHS Goal: Infants and toddlers will develop a sense of number and counting concepts through active exploration and discovery.</p>

HS Goal: Children will use math regularly in everyday routines to learn number names, the count sequence, and the relationship between numbers and quantities.		
ELOF Goals	ODE Goals	TS GOLD Objectives
IT – C - 8		Uses numbers concepts and operations 20 a. Counts Level 4 – Verbally counts to 10; counts up to five objects accurately, using one number for each object
P – Math – 1 & 3	Counting & Cardinality Goal 1	Uses number concepts and operations 20 a. Counts Level 6 – Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

Central Domain: Perceptual, Motor, and Physical Development

Perception refers to children's use of their senses to gather and understand information and respond to the world around them. Motor skills support children in fully exploring their environment and interacting with people and things, thus supporting development in all domains. Gross motor skills refer to moving the whole body and using larger muscles of the body, such as those in the arms and legs. Fine motor skills refer to using the small muscles found in individual body parts, especially those in the hands and feet. The final element in perceptual, motor, and physical development is health, safety, and nutrition as children's physical well-being depends on a number of factors, including their knowledge and use of safe and healthy behaviors and routines.

EHS Goal: Infants and toddlers will gain perceptual skills through using their senses to understand objects, experiences and interactions and increase their self-help skills during routine activities. They will be provided a combination of both unstructured play and age-appropriate experiences to develop and coordinate hand and eye movements to perform actions and use tools.

HS Goal: Children will expand their perceptual skills through play in their learning environments and interactions with peers and adults. Children will demonstrate control of the small muscles in their hands and fingers during performance of daily routines and school-related tasks.

ELOF Goals	ODE Goals	TS GOLD Objectives
IT – PMP – 6-8		<p>Demonstrates fine motor strength and coordination</p> <p>7 a. Uses Fingers and Hands Level 6 – Uses refined wrist and finger movements</p>
P – PMP - 3		<p>Demonstrates fine motor strength and coordination</p> <p>7 a. Uses Fingers and Hands Level 8 – Uses small, precise finger and hand movements</p>