Early Head Start/Head Start 0-5 School Readiness Goals

School Readiness Goals are the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals. CEO's School Readiness Goals are developed in accordance with the Head Start Early Learning Outcomes Framework, NYS Early Learning Guidelines, staff input, family input, and child assessment from Teaching Strategies GOLD. Goals are reviewed on an annual basis.

	Goal (aligned with Teaching Strategies GOLD):	ELOF Sub-Domain Alignment:
Approaches to Learning	**0 months – 1year: Attends and Engages (11a)** Objective and goals examples: • *Startles at loud sound* • *Watches mobile above head for a few moments* • *Bats at toy another child holds in front of her* • *Raises eyebrows and remains still for a moment when she hears her teacher singing*	**Goal IT-ATL 6 – Initiative and Curiosity** *Child demonstrates emerging initiative in interactions, experiences, and explorations*
	1 year – 2 years: Attends and Engages (11a) Objective and goals examples: • *Watches the teacher walk across the room* • *Turns head toward sound of mother's voice*	**Goal IT-ATL 6 – Initiative and Curiosity** *Child demonstrates emerging initiative in interactions, experiences, and explorations*
	2 years – 3 years: Attends and Engages (11a) Objective and goals examples: • *Takes small blocks from adult and continues to drop them into a container* • *Continues ring stacking when the teacher says, "You're putting the biggest ones on first."* • *Continues the play about going to a restaurant after the teacher offers a menu*	**Goal IT-ATL 6 – Initiative and Curiosity** *Child demonstrates emerging initiative in interactions, experiences, and explorations*
	3 years – 4 years: Attends and Engages (11a) Objective and Goal Examples: • *Takes small blocks from adult and continues to drop them into a container* • *Continues ring stacking when the teacher says, "You're putting the biggest ones on first."* • *Continues the play about going to a restaurant after the teacher offers a menu*	**Goal P-ALT 10 – Initiative and Curiosity** *Child demonstrates initiative and independence*
	4 years – 5 years: Attends and Engages (11a) Objective and Goal Examples: • *Says, "Nana," when grandmother comes into the room* • *Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm*	**Goal P-ALT 10 – Initiative and Curiosity** *Child demonstrates initiative and independence*

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Social-Emotional Development	**0 months – 1 year: Balances the needs and rights of self and others (3a)** Objective and goal examples: • *Offers book to teacher when prompted that another child would like the book* • *Turns away from a peer seeking to play with her in the sandbox* • *Picks up cars and holds them close as another child sits next to him to play*	**Goal IT-SE 10 and 11 – Sense of Identity and Belonging** *(10) Child shows awareness about self and how to connect with others* *(11) Child understands some characteristics of self and others*
	1 year – 2 years: Takes care of own needs appropriately (1c) Objective and Goal Examples: • *Asserts own needs by pointing, gesturing, or talking* • *Holds hands under faucet and waits for adult to turn on water* • *Tries to zip jacket but throws to ground in frustration* • *Attempts to clean up toys*	**Goal IT-SE 3 – Relationships with Adults** *Child learns to use adults as a resource to meet needs*
	2 years – 3 years: Solves Social Problems (3b) Objective and Goal Examples: • *Goes to adult crying when someone takes the princess dress she wanted to wear* • *Calls for the teacher when another child grabs the play dough at the same time he does*	**Goal IT-SE 3 – Relationships with Adults** *Child learns to use adults as a resource to meet needs*
	3 years – 4 years: Solves Social Programs (3b) Objective and Goal Examples: • *Goes to adult crying when someone takes the princess dress she wanted to wear* • *Calls for the teacher when another child grabs the play dough at the same time he does* • *Says, "You ride around the track one time, then I'll take a turn."* • *Says, "Let's make a sign to keep people from kicking our sand castle like we did in the Block area."* • *Asks teacher to make a waiting list to use the new toy*	**Goal P-SE 5 – Relationships with Other Children** *Child uses basic problem-solving skills to resolve conflicts with other children*
	4 years – 5 years: Solves Social Problems (3b) Objective and Goal Examples: • *Says, "You ride around the track one time, then I'll take a turn."* • *Says, "Let's make a sign to keep people from kicking our sand castle like we did in the Block area."* • *Asks teacher to make a waiting list to use the new toy*	**Goal P-SE 5 – Relationships with Other Children** *Child uses basic problem-solving skills to resolve conflicts with other children*

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Literacy Development	**0 months – 1 year: Uses and Appreciates Books and Other Texts (17a)** Objectives and Goal Examples: • *Brings the corners of a board book to his mouth* • *Pats the pages of an open book*	**Goal IT-LC 10 – Emergent Literacy** *Child handles books and relates them to their stories or information*
	1 year – 2 years: Uses and Appreciates Books and Other Texts (17a) Objective and Goal Examples: • *Gazes at the pages of a book* • *Brings book to adult to read*	**Goal IT-LC 10 – Emergent Literacy** *Child handles books and relates them to their stories or information*
	2 years – 3 years: Write to Convey Ideas and Information (19b) Objective and Goal Examples • *Scribbles lines, circles, or zigzags in a row* • *Often repeats action and forms* • *Writes segments of letter forms, e.g., lines, curves* • *May use too many segments to create a letter, e.g., five horizontal lines on the letter E)* • *May not orient letter segments correctly* • *Writes strings of letters* • *Writes some letters correctly* • *Writes letters in unconventional order* • *Begins to separate groups of letters with spaces* • *May copy environmental print*	**Goal IT-LC 13 – Emergent Literacy** *Child makes marks and uses them to represent objects or actions*
	3 years – 4 years: Notices and Discriminates Rhyme (15a) Objective and Goal Examples: • *Completes the rhyme in the phrase, "The fat cat sat on the ____ (mat)."* • *Chants spontaneously, "Me, fee, kee, tee, lee, bee."*	**Goal P-LIT 1 – Phonological Awareness** *Child demonstrates awareness that spoken language is composed of smaller segments of sound*
	4 years – 5 years: Notices and Discriminates Rhyme (15a) Objective and Goal Examples: • *Completes the rhyme in the phrase, "The fat cat sat on the ____ (mat)."* • *Chants spontaneously, "Me, fee, kee, tee, lee, bee."* • *"Do bear and chair rhyme? What about bear and goat?"* • *Matches rhyming picture cards*	**Goal P-LIT 1 – Phonological Awareness** *Child demonstrates awareness that spoken language is composed of smaller segments of sound*

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	Goal (aligned with Teaching Strategies GOLD):	ELOF Sub-Domain Alignment:
Language Development	**0 months – 1 year: Engages in Conversations (10a)** Objective and Goal Examples: • *Observes teacher's face when talking and imitates expressions like smiles or frowns* • *Waves arms as adult speaks* • *Reaches for mother's face as mother speaks* • *Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds* • *Shakes head for no; waves bye-bye* • *Joins in games such as pat-a-cake and peekaboo*	**Goal IT-LC 1 – Attending and Understanding** *Child attends to, understands, and responds to communication and language from others*
	1 year – 2 years: Uses an Expanding Expressive Vocabulary (9a) • *Says, "Nana," when grandmother comes into the room* • *Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm*	**Goal IT-LC 3 – Communicating and Speaking** *Child communicates needs and wants non-verbally and by using language*
	2 years – 3 years: Uses Social Rules of Language (10b) Objective and Goal Examples: • *Finds his favorite illustration in a storybook when asked* • *Listens to friend tell about cut finger and then goes to the Dramatic Play area to get a Band-Aid* • *Responds using gestures to compare the sizes of the three leaves*	**Goal IT-LC 3 – Communicating and Speaking** *Child communicates needs and wants non-verbally and by using language*
	3 years – 4 years: Engages in Conversations (10a) Objective and Goal Examples: • *Finds his favorite illustration in a storybook when asked* • *Listens to friend tell about cut finger and then goes to the Dramatic Play area to get a Band-Aid* • *Responds using gestures to compare the sizes of the three leaves*	**Goal P-LC 1 – Attending and Understanding** *Child attends to communication and language from others*
	4 years – 5 years: Comprehends Language (8a) Objective and Goal Examples: • *Finds his favorite illustration in a storybook when asked* • *Listens to friend tell about cut finger and then goes to the Dramatic Play area to get a Band-Aid* • *Responds using gestures to compare the sizes of the three leaves*	**Goal P-LC 4 – Communication and Speaking** *Child understands, follows and uses appropriate social and conversational rules.*

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	Goal (aligned with Teaching Strategies GOLD):	ELOF Sub-Domain Alignment:	
Cognition	**0 months – 1 year: Shows Curiosity and Motivation (11d)** Objective and Goal Examples *Watches a puppet in his teacher's hands intently* *Explores new and familiar objects with hands and mouth* *Bangs a block on his tray and on other blocks* *Turns in direction of a sound* *Moves closer to touch an object* *Shakes or bangs a toy to make it work*	**Goal IT-C 1 – Exploration and Discovery** *Child actively explores people and objects to understand self, others and objects*	
	1 year – 2 years: Engages in Sociodramatic Play (14b) Objective and Goal Examples: *Stands in play kitchen and asks, "Eat?" but does not engage with materials* *Engages with materials that relate to each other, e.g., spoon and bowl, but does not use them according to function* *Stands in play kitchen and asks, "Eat?" but does not engage with materials* *Engages with materials that relate to each other, e.g., spoon and bowl, but does not use them according to function*	**Goal IT-C 11 – Imitation and Symbolic Representation and Play** *Child observes and imitates sounds, words, gestures, actions and behaviors*	
	2 years – 3 years: Solves Problems (11c) Objective and Goal Examples: *Seeks help opening a stuck cap; pulls one end as teacher pulls the other* *Asks another child to hold his cup while he pours milk*	**Goal IT-C 1 – Exploration and Discovery** *Child actively explores people and objects to understand self, others and objects*	
	3 years – 4 years: Recognizes and Recalls (12a) Objective and Goal Examples: *Looks for horse used a few months ago in bin of toy animals* *Identifies one or two objects taken away while playing "What's Missing?"* *Shows fear of a bee after having been stung* *Identifies four objects taken away while playing "What's Missing?"* *Says, "We went to the baseball game. We sat way up high. We ate peanuts and drank lemonade." liked it a lot but my sister didn't."*	**Goal P-ATL 8 – Cognitive Self-Regulation** *Child holds information in mind and manipulates it to perform tasks*	
	4 years – 5 years: Recognizes and Recalls (12a) Objective and Goal Examples: *Identifies four objects taken away while playing "What's Missing?"* *Says, "We went to the baseball game. We sat way up high. We ate peanuts and drank lemonade. I really liked it a lot but my sister didn't."*	**Goal P-ATL 8 – Cognitive Self-Regulation** *Child holds information in mind and manipulates it to perform tasks*	

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	Goal (aligned with Teaching Strategies GOLD):	ELOF Sub-Domain Alignment:
Mathematics Development and Scientific Reasoning	**0 months – 1 Year: Quantifies (20b)** Objective and Goal Examples: • *Shakes head "no" when teacher asks, "Would you like more crackers?" and then holds her plate out for more* • *Tries to take a handful when prompted, "Please take one bear counter."* • *Brings a basket of cars to teacher when asked to bring one car*	**Goal IT-C 8 – Emergent Mathematical Thinking** *Child develops a sense of number and quantity*
	1 year – 2 Years: Demonstrates Knowledge of Patterns (23) Objective and Goal Examples: • *Brings teacher a book to read as soon as she gets to school* • *Asks, "When Mommy come?" a few times in a week when her departure time approaches* • *Brings teacher a book to read as soon as she gets to school* • *Asks, "When Mommy come?" a few times in a week when her departure time approaches*	**Goal IT-C 10 – Emergent Mathematical Thinking** *Child uses matching and sorting of objects or people to understand similar and different characteristics*
	2 years – 3 Years: Quantifies (20b) Objective and Goal Examples: • *Says, "More apple," to indicate he wants more pieces than given* • *Takes two crackers when prompted, "Take two crackers."*	**Goal IT-C 8 – Emergent Mathematical Thinking** *Child develops a sense of number and quantity*
	3 years – 4 years: Connects Numerals with their Quantities (20c) Objective and Goal Examples: • *Points to the 1 when the teacher says, "Where is the numeral 1?"* • *Notices numerals around the room and calls some of them by name* • *Says, "Five" as she attaches five clothespins to the 5 card* • *Tells her friend, "That's a 3, and there are three puppies on this page."*	**Goal P-MATH 5 – Counting and Cardinality** *Child associates a quantity with written numerals up to 5 and begins to write numbers*
	4 years – 5 years: Measures Objects (22a) Objective and Goal Examples: • *Puts blocks side by side in order of length* • *Lays two short blocks on top of a long block to see if it's the same length* • *Holds a dry sponge and a wet sponge and determines which weighs more* • *Measures by using paper clips, cubes, string, hands, feet or other objects* • *Measures block tower with linking cubes and says, "I made mine 15 cubes high!"* • *Stands on scale while pretending to be in a doctor's office*	**Goal P-MATH 8 – Measurement** *Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.*

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	2020-2021 School Readiness Goal – COVID Addition	ELOF Sub-Domain Alignment:
Health and Safety	**Infant and Toddler: Child Demonstrates Healthy Behaviors with Increasing Independence as a Part of Everyday Routines** Goal Examples: • *Anticipates and cooperates in daily routines (such as washing hands and blowing nose)* • *Participates in health care routines (such as washing hands and blowing nose)*	**Goal P-PMP 4 –Health, Safety and Nutrition**
	Preschool: Child Demonstrates Personal Hygiene and Self-Care Skills Goal Examples: • *Tells an adult it is important to wash hands before earing* • *Can sometimes complete personal hygiene and self-care skills without adult prompting*	**Goal IT-PMP 9 – Health, Safety and Nutrition**
	2020-2021 School Readiness Goal – COVID Addition	ELOF Sub-Domain Alignment:
Virtual Learning	**Infant, Toddler and Preschool Virtual Learning** Goal Examples: • ***Family and Child Connections*** *– connectivity through Wi-Fi and media devices. Support families in acquiring these as needed* • ***Social and Emotional Development*** *– work to establish/reestablish basic social-emotional skills after a long absence from school (i.e. developing relationships, self-regulation and internalizing routines).* • ***Age and Developmentally Appropriate Academic Instruction*** *– through regular scheduled learning activities/blocks (across all ELOF domains) and use of multiple media (i.e. YouTube, Learning Genie, Teaching Strategies GOLD).* • ***Support for Staff*** *– support staff in delivering virtual service models through content support, providing online resources and tutorials and ongoing professional development.*	*Virtual learning activities will occur across all ELOF domains and sub-domains.*