**School Readiness Goals for Families**

Community Action

Resource & Development

Head Start Program



The format of our Plan is based on the five domains of the Head Start Early Learning Outcomes Framework (ELOF). For more information on ELOF, see <http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/cdelf>

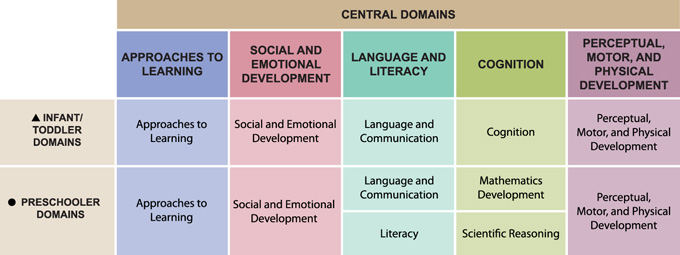
CARD leadership understands that these goals will be broad statements that articulate knowledge and skills for preschool children entering kindergarten. The goals will address social and emotional development, language and literacy, physical development and health, approaches to learning, and cognitive development including mathematics and science.

This plan helps us know and show that children are ready for school at the end of the Head Start program year. You can be sure that all CARD Head Start staff will support your child’s learning and progress toward achieving these School Readiness goals!

**Program School Readiness Goal:**

* ***All children will make progress across all of the TS GOLD areas of development and learning, with at least 85% at or above the widely held expectations.***
* ***All objectives that do not have widely held expectations will show that at least 85% of the children are Meeting the Program Expectations or are Progressing.***

This goal includes all the areas of the Head Start Early Learning Outcomes Framework -



|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School Readiness Domain** | | | **Goal**  **(ELOF)** | | **How will I know my child is ready for kindergarten?** | | **How will my child’s teacher know?** | |
| **Social & Emotional Development** (how your child gets along with others and deals with emotions) | | | 1. Child learns to express a range of emotions.   (IT-SE6)  Child expresses a broad range of emotions and recognizes these emotions in self and others. (P-SE6)  http://www.clker.com/cliparts/9/2/1/1/11971497411980398042nlyl_children_sharing_a_ball.svg.hi.png | | * Your child understands the difference between happy, sad, disappointed and angry.   http://tse1.mm.bing.net/th?&id=OIP.M9893bad2767740c9859f6e97816062baH0&w=300&h=300&c=0&pid=1.9&rs=0&p=0&r=0 http://tse1.mm.bing.net/th?&id=OIP.M64f0486a2a9d3f937f09904d2168825do0&w=234&h=234&c=0&pid=1.9&rs=0&p=0&r=0 http://images.clipartpanda.com/smiley-face-clip-art-emotions-mad-smiley-hi.png   * Your child can go through most days without becoming upset. * Most of the time your child will share toys when asked. * When your child and a friend both want the same toy at the same time, your child makes suggestions of how they can share or take turns. | | **Teaching Strategies Gold:**  Regulates own emotions and behaviors-  1a: Manages feelings  1b: Follows limits and expectations  1c: Takes care of own needs appropriately  Participates cooperatively and constructively in group situations-  3a: Balances the needs and rights of self and others  3b: Solves social problems | |
| 1. Child develops expectations of consistent, positive interaction through secure relationships with familiar adults. (IT-SE1)   Child engages in and maintains positive relationships and interactions with adults.  (P-SE1) | | * Most of the time your child will play together with other children without fighting. * Your child can name a friend. * Your child can carry on a conversation with adults. | | **Teaching Strategies Gold:**  Establishes and sustains positive relationships-  2a: Forms relationships with adults  2b: Responds to emotional cues  2c: Interacts with peers  2d: Makes friends | |
| **Preschool Readiness Domain** | | **Goal**  **(ELOF)** | | **How will I know my child is ready for kindergarten?** | | **How will my child’s teacher know?** | |
| **Physical Development and Health**  (how your child controls his/her body, both large and small muscle groups) | | 1. Child demonstrates effective and efficient use of large muscles for movement and position.   (IT-PMP3)  Child demonstrates control, strength, and coordination of large muscles. (P-PMP1)  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RVEJ8162\soccer_clipart_1[1].gif | | * Your child can run, jump and climb. * Your child can move from place to place without running into things or falling down. * Your child plays simple ball games like catch or kick ball.     C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PU6IR4LG\logo[1].png C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WKSJVOU1\large-Beach-Ball-66.6-5969[1].gif | | **Teaching Strategies Gold:**  Demonstrates Traveling skills-  4a: Walks  4b: Runs  4c: Gallops and skips  Demonstrates Balancing skills-  5a: Sits and stands  5b: Walks on beam  5c: Jumps and hops  Demonstrates Gross-motor manipulative skills-  6a: Throws  6b: Catches  6c: Kicks | |
| 1. Child coordinates hand and eye movements to perform actions.   (IT-PMP6)  Child demonstrates increasing control, strength, and coordination of small muscles.  (P-PMP3) | | * Your child can snip paper with scissors * Your child can use eating utensils   C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RVEJ8162\scissors[1].gif C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RVEJ8162\fork-and-spoon-13932-large[1].png   * Your child can print his or her name and other words. * Your child can draw a picture that others recognize. | | **Teaching Strategies Gold:**  Fine motor strength and coordination-  7a: Using fingers and hands  7b: Using writing and drawing tools  Demonstrates emergent writing skills-  19a: Writes name  19b: Writes to convey meaning | |
| **School Readiness Domain** | | | **Goal**  **(ELOF)** | | **How will I know my child is ready for kindergarten?** | | **How will my child’s teacher know?** | |
| **Cognition & General Knowledge**  (the act or process of knowing)    http://tse1.mm.bing.net/th?&id=OIP.Mad03962eb1938376299a857c75fed068o0&w=300&h=247&c=0&pid=1.9&rs=0&p=0&r=0  http://tse1.mm.bing.net/th?&id=OIP.M05920476203dd1f60f8e5038b97980a4H0&w=263&h=264&c=0&pid=1.9&rs=0&p=0&r=0    **C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DPA0T35A\numbers[1].gif** | | | 1. Child uses spatial awareness to understand objects and their movement in space.   (IT-C9)  Child understands simple patterns. (P-MATH7) | | * Your child will show what up, down, between, beside, top, bottom and inside mean. * Your child can point out and name shapes such as circle, square, triangle and rectangle. * Your child can make a pattern such as boy, girl, boy girl or car, car, truck, car, car, truck.   C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PU6IR4LG\pitr-red-arrows-set-5[1].png C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WKSJVOU1\large-arrow-orange-up-0-6042[1].gif C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PU6IR4LG\600px-Ski_trail_rating_symbol-green_circle.svg[1].png C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PU6IR4LG\1024px-LACMTA_Square_Orange_Line.svg[1].png | | **Teaching Strategies Gold:**  Explores and describes spatial relationships and shapes  21a: Understands spatial relations  21b: Understands shapes  22: Compares and measures  23: Demonstrates knowledge of patterns. | |
| 1. Child uses matching and sorting of objects or people to understand similar and different characteristics. (IT-C10)   Child compares and categorizes observable phenomena. (P-SCI3) | | * Your child sorts blocks by color. * Your child can tell you how cats and dogs are different or how cars and trucks are the same. * Your child can identify one or two objects taken away while playing “What’s Missing?” * Your child gets a paper towel after the teacher says, “What do we do next, after we wash our hands?” | | **Teaching Strategies Gold:**  13: Uses classification skills  Remembers and connects experiences  12a: Recognized and recalls  12b: Makes connections | |
| 1. Child develops sense of number and quantity.   (IT-C8)  Child understands the relationship between numbers and quantities. (P-MATH3) | | * Your child can count objects. * Your child can match numbers to sets of objects: they can look at a pile of six Legos and say “there are 6”. * Your child is able to see 8 blocks or 4 blocks and 4 beads and knows that each set equals 8. | | **Teaching Strategies Gold:**  Uses numbers concepts and operations  20a: Counts  20b: Quantifies  20c: Connects numerals to their quantities | |
| **School Readiness Domain** | | | **Goal**  **(ELOF)** | | **How will I know my child is ready for kindergarten?** | | **How will my child’s teacher know?** | |
| **Language Development**  (how your child uses words to make him-or herself understood)  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DPA0T35A\images[1].jpg | | | 1. Child attends to, understands, and responds to communication and language from others.   (IT-LC1)  Child understands and responds to increasingly complex communication and language from others.  (P-LC2)  Child uses an increasing number of words in communication and conversation with others. (IT-LC8)  Child expresses self in increasingly long, details and sophisticated ways. (P-LC5)  Child uses non-verbal communication and language to engage others in interaction. (IT-LC4)  Child understands, follows, and uses appropriate social and conversational rules.  (P-LC4) | | * When asked “What do you think…” or “How do you think…” your child can answer. * Your child can follow a two to three step direction such as “find your backpack and shoes and put your shoes on.”   C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RVEJ8162\question-mark-in-a-blue-circle-8959-large[1].png   * Your child’s speech is understood by most people. * Your child describes objects and can tell what it is used for, using 4-6 word sentences. * Your child can tell a friend what they did yesterday, giving details; the person hearing the story can understand what the child is telling them about. * Your child takes turns in a conversation. | | **Teaching Strategies Gold:**  Listens to and understands increasingly complex language  8a: Comprehends language  8b: Follows directions  Uses language to express thoughts and needs  9a: Uses an expanding expressive vocabulary  9b: Speaks clearly  9c: Uses conventional grammar  9d: Tells about another time or place  Uses appropriate conversational and other communication skills  10a: Engages in conversations  10b: Uses social rules of language | |
| **School Readiness Domain** | | | **Goal**  **(ELOF)** | | **How will I know my child is ready for kindergarten?** | | **How will my child’s teacher know?** | |
| **Literacy Knowledge and Skills**  (how your child begins to use writing and understands written words in reading)  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DPA0T35A\rhyme[1].jpg  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DPA0T35A\boy_reading_book[1].gif | | | 1. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (IT-LC9)   Child demonstrates awareness that spoken language is composed of smaller segments of sound. (P-LIT1)  Child recognizes pictures and some symbols, signs, or words. (IT-LC11)  Child identifies letters of the alphabet and procedures correct sounds associated with letters.  (P-LIT3)  Child handles books and relates them to their stories or information.  (IT-LC10)  Child demonstrates an understanding of how print is uses (functions of print) and the rules that govern how print works (conventions of print).  (P-LIT2)  Child comprehends meaning from pictures and stories.  (IT-LC12)  Child asks and answers questions about a book that was read aloud. (P-LIT5) | | * When an adult says a word, your child can clap one time for each syllable in the word. * When being read to, your child says when he or she hears two words that rhyme, for example, “Hey, bee and tree rhyme!” * With an adult’s help, your child can say a list of words that all say the same at the beginning of the word, especially when using his or her name. “Angela, apple, ant” or “Bill, bell, boat”. * Your child will recognize as many as 10 letters, especially those in his or her own name. * Your child will produce the correct sounds of 10-20 letters. * Your child knows that the author writes the book and that the illustrator draws the pictures. * Your child uses pictures to tell what a book is used for such as cooking or identifying bugs or that it is a good story. * Your child asks and answers questions about a story being read to them. * Your child pretends to read pages of a familiar story. * You child retells stories remembering important characters and what happened to them in order. | | **Teaching Strategies Gold:**  Demonstrates phonological awareness  15a: Notices and discriminates rhyme  15b: Notices and discriminates alliteration  15c: Notices and discriminates small and smaller units of sound  Demonstrates knowledge of the alphabet  16a: Identifies and names letters  16b: Uses letter-sound knowledge  Demonstrates knowledge of print and its uses  17a: Uses and appreciates books  17b: Uses print concepts  Comprehends and responds to books and other texts  18a: Interacts during read-alouds and book conversations  18b: Uses emergent reading skills  18c: Retells stories | |
| **School Readiness Domain** | | | **Goal**  **(ELOF)** | | **How will I know my child is ready for kindergarten?** | | **How will my child’s teacher know?** | |
| **Approaches to Learning**  (how your child interacts with new ideas or things)  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RVEJ8162\cartoon_doctor[1].gif    C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RVEJ8162\mujerdetective-841x1024[1].jpg | | | 1. Child shows imagination in play and interactions with others. (IT-ALT9)   Child expresses creativity in thinking and communication.  (P-ATL12) | | * Your child draws a picture and names what each thing is; says the squares are housed and the circles with lines are people. * Your child puts one bead in each cup of a muffin pan and says, “Who wants a cupcake?” * When playing, your child will sometimes pretend to be someone else (teacher or doctor). | | **Teaching Strategies Gold:**  Uses symbols and images to represent something not present  14a: Thinks symbolically  14b; Engages in sociodramatic play | |
| 1. Child shows interest in and curiosity about objects, materials, or events. (IT-ATL7)   Child demonstrates initiative and independence (P-ATL10)  Child shows interest in and curiosity about the world around them.  (P-ATL11) | | * Your child can ignore distractions when playing with something interesting to him or her, but will answer an adult who asks what they are doing. * Your child looks through entire pile of magnet letters until he or she finds all the letters in his or her name. * Your child knows from practice that the big block must go in the bottom or the tower will fall. * Your child wants to know how things work or why things happen. * Your child can pretend that a row of chairs is a bus and a Frisbee is the steering wheel. * Your child accepts the idea to use tape instead of glue to fix a torn paper. | | **Teaching Strategies Gold:**  Demonstrates positive approaches to learning  11a: Attends and engages  11b: Persists  11c: Solves problems  11d: Shows curiosity and motivation  11e: Shows flexibility and inventiveness in thinking | |
| **School Readiness Domain** | | | **Goal** | | How will I know my child is ready for kindergarten? | | **How will my child’s teacher know?** | |
| **Parent Engagement**  (how you get actively involved in your child’s learning?  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RVEJ8162\Familia_leyendo9antagonistas[1].jpg    C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PU6IR4LG\clip-art-cleaning-793552[1].jpg | | | Strive to spend at least 15 minutes/day, 6 days a week, working with your child on learning activities.  **Make learning fun!**  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DPA0T35A\LITERACY_20LOGO[1].png | | **READ!** Read for fun as a family…and read with children early and often to help them think creatively.  Learn new words and add to their language skills. When you child is ready, read books about going to Kindergarten. Reading is a *very important skill* connected to doing well in school.  **PLAY!** Play with your child and watch him or her learn! Playing is the natural way for a child to explore, get creative, and start developing academic and social skills. | | Monthly Activity/In-Kind Calendars  Research shows that children whose parents spent time helping them learn exceeded their color band more often than children whose parents did not report learning time at home. | |
| Practice independence and build self-esteem  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DPA0T35A\images_4[1].jpg  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RVEJ8162\A_Colorful_Cartoon_Blonde_Girl_Folding_Laundry_Royalty_Free_Clipart_Picture_100716-169712-293053[1].jpg | | Some Big Jobs young children can do…   * Cooking and baking – washing and peeling vegetables, stirring muffin batter, tearing lettuce leaves to make salad * Gardening – digging holes, planting seeds, raking leaves, weeding, watering plants indoors and outdoors * Doing laundry – carrying the laundry basket, sorting, folding, delivering clean clothes to each family member’s room * Caring for pets – feeding, brushing, walking, cleaning the cage or aquarium * Cleaning – rinsing dishes, dusting, emptying wastebaskets | | Your child will be a GREAT classroom helper!  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DPA0T35A\clean[1].jpg    C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PU6IR4LG\kidsclean1[1].jpg | |

|  |  |  |  |
| --- | --- | --- | --- |
| **School Readiness Domain** | **Goal** | How will I know my child is ready for kindergarten? | **How will my child’s teacher know?** |
| **Parent Engagement**  (continued) | Help your child control his or her feelings and follow a routine. | **Set boundaries!** Set age-appropriate boundaries and loving limits so your child knows what to expect and how to behave. Establishing regular routines such as bed times, teeth brushing, etc. helps children do better socially and in school. | Your child will respect others and easily follow the classroom routine – even on a bad day! |
| Encourage your child to interact with others.  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RVEJ8162\Children_playing[1].jpg | **Make friends!** Help your child learn how to get along with others by playing with other children.  Early experiences with different adults and children help children get along with classmates and teachers at school. | Your child will learn even more during free play time.  C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DPA0T35A\clip_image019[1].jpg |
| Participate in the Head Start program as often as you are able.    C:\Users\dosborne\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DPA0T35A\children-playing4[1].jpg | Head Start NEEDS YOU! Your child needs you!  Head Start offers many opportunities for you to take an active role in your child’s formal learning and in guiding the program:   * Parent Child Activity Days * Parent Meetings * Conferences and Education Home Visits * Policy Council * Volunteer in your child’s classroom!   Children whose parents and families are actively involved in their education do better when they are young and also when they are older! Now’s the time to get in the habit! | Sign-In sheets  In-Kind sign-in sheets  Goals set on the Home Visit Forms  Goals set at Conferences  C:\Program Files\Microsoft Office\MEDIA\OFFICE14\AutoShap\BD18239_.wmf |

**Some GREAT Resources for YOU:**

**Physical Activity**

* Kids.gov: [www.kids.usa.gov](http://www.kids.usa.gov)
* Let’s Move!: [www.letsmove.gov](http://www.letsmove.gov)
* Let’s Move! en espanol: [www.letsmove.gov/en-espanol](http://www.letsmove.gov/en-espanol)

**Nutrition**

* My Plate Kid’s Space: [www.choosemyplate.gov/kids](http://www.choosemyplate.gov/kids)

**Parenting tips**

* NAEYC (National Association for the Education of Young Children) for Families: [www.families.naeyc.org](http://www.families.naeyc.org)
* Parent Further (Search Institute): [www.parentfurther.com](http://www.parentfurther.com)
* Parent Further en espanol: [www.parentfurther.com/espanol](http://www.parentfurther.com/espanol)

**Learning activities you can do with your children**

* PBS Parents Education: [www.pbs.org/parents/education](http://www.pbs.org/parents/education)
* PBS Padres: [www.pbs.org/parents/about/spanish](http://www.pbs.org/parents/about/spanish)