School Readiness Goals for Families

Three Rivers Head Start created this School Readiness Plan and Goals so that our goals match area school districts’ expectations for new kindergartners.

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

The Goals follow Minnesota’s Early Childhood Indicators of Progress and Kindergarten Entry Development Checklist. For more information, see the March 2005 alignment report. Search for “Minnesota’s Early Childhood Indicators of Progress.”

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 Three Rivers 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 expectation 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 inner and outer wheel of the Child Development and Early Learning Framework.

Language and Literacy
- Literacy Knowledge and Skills
- Language Development
  - English Language Development

Approaches to Learning
- Creative Arts Expression
- Approaches to Learning

Cognition and General Knowledge
- Social Studies Knowledge and Skills
- Science Knowledge and Skills
- Mathematics Knowledge and Skills
- Logic and Reasoning

Social and Emotional Development

Physical Development and Health
<table>
<thead>
<tr>
<th>School Readiness Domain</th>
<th>Goal</th>
<th>How will I know my child is ready for kindergarten?</th>
<th>How will my child’s teacher know?</th>
</tr>
</thead>
</table>
| **Social & Emotional Development** (how your child gets along with others and deals with emotions) | 1. Children get better at controlling their own emotions and behaviors. | • Your child understands the difference between happy, sad, disappointed and angry.  
• 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: Managing 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 |
| | 2. Children can form positive relationships with adults and peers. | • 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 |
<table>
<thead>
<tr>
<th>School Readiness Domain</th>
<th>Goal</th>
<th>How will I know my child is ready for kindergarten?</th>
<th>How will my child’s teacher know?</th>
</tr>
</thead>
</table>
| **Physical Development & Health**  
(how your child controls his/her body, both large and small muscle groups) | 3. Children can control their large muscles for movement, coordination and balance. | • Your child can run, play 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. | **Teaching Strategies Gold:**  
Traveling skills-  
4a: Walks  
4b: Runs  
4c: Gallops and skips  
Balancing skills-  
5a: Sits and stands  
5b: Walks on beam  
5c: Jumps and hops  
Gross-motor manipulative skills-  
6a: Throws  
6b: Catches  
6c: Kicks |
|                         | 4. Children can use their fingers and hands in small movements, as well as use tools for writing and drawing. | • 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: Use writing and drawing tools |
<table>
<thead>
<tr>
<th>School Readiness Domain</th>
<th>Goal</th>
<th>How will I know my child is ready for kindergarten?</th>
<th>How will my child’s teacher know?</th>
</tr>
</thead>
</table>
| **Cognition & General Knowledge**
(the act or process of knowing) | 5. Children show beginning math skills including spatial relationships, creating patterns and using math concepts through every day routines. | • Your child will show what up, down, between, beside, top, bottom and inside mean.  
• Your child can make a pattern such as boy, girl, boy, girl or car, car, truck, car, car, truck. | **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. |
| | 6. Children show beginning math skills such as recognizing shapes, counting and connecting numbers to quantities. | • Your child can point out and name shapes such as circle, square, triangle and rectangle.  
• 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”. | **Teaching Strategies Gold:**  
Uses number concepts and operations  
20a: Counts  
20b: Quantifies  
20c: Connects numerals to their quantities |
| | 7. Children show multiple ways to solve problems, problem solving skills, and symbolic thinking. | • Your child is able to see 8 blocks or 4 blocks and 4 beads and knows that each set equals 8.  
• When playing, your child will sometimes pretend to be someone else (teacher or doctor).  
• Your child draws a picture and names what each thing is; says the squares are houses and the circles with lines are people. | **Teaching Strategies Gold:**  
Uses symbols and images to represent something not present  
14a: Thinks symbolically |
| **Cognition & General Knowledge (continued)** | 8. Children explore their surroundings through observing, manipulating, making predictions, classifying, comparing and communicating their findings to others. | • Your child sorts blocks by color.  
• Your child then sorts each color of blocks into big blocks and small blocks. Your child can tell you what they did.  
• Your child can tell you how cats and dogs are different or how cars and trucks are the same.  
• Your child wants to know how things work and tries to find out.  
• Your child can predict what might happen in a story or if he or she forgets to water a plant. Your child can draw a picture of what he or she thinks and dictate an explanation. | **Teaching Strategies Gold:**  
13: Uses classification skills  
24: Uses scientific inquiry skills |
<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th><strong>How will I know my child is ready for kindergarten?</strong></th>
<th><strong>How will my child’s teacher know?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language &amp; Literacy</strong>&lt;br&gt;(how your child uses words to make him-or herself understood; how begins to use writing and understand written words in reading)</td>
<td>9. <strong>Children</strong> will be able to use words to express themselves, to understand language, follow directions, to have a conversation and to listen to stories in English or their native language.</td>
<td><strong>Teaching Strategies Gold:</strong>&lt;br&gt;1. Listens to and understands increasingly complex language&lt;br&gt;8a: Comprehends language&lt;br&gt;8b: Follows directions&lt;br&gt;37: Demonstrates progress in listening to and understanding English&lt;br&gt;38: Demonstrates progress in speaking English</td>
</tr>
<tr>
<td></td>
<td>• When asked “What do you think…” or “How do you think…” your child can answer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your child can follow a two to three step direction such as “find your backpack and shoes and put your shoes on.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your child’s speech is understood by most people.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your child describes objects and can tell what it is used for, using 4 to 6 word sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your child an tell a friend or relative what they did yesterday, giving details; the person hearing the story can understand what the child is telling them about.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your child takes turns in a conversation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your child understands simple directions given in English, such as “get a book and sit in the blue chair.” Or when asked in English “Where does it hurt?” your child can point to where it hurts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Your child can say in English, “more crackers” or “more milk”, or says a two to four word phrase such as “Look at this”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses language to express thoughts and needs &lt;br&gt;9a: Uses an expanding expressive vocabulary&lt;br&gt;9b: Speaks clearly&lt;br&gt;9c: Uses conventional grammar&lt;br&gt;9d: Tells about another time or place&lt;br&gt;Uses appropriate conversational and other communication skills&lt;br&gt;10a: Engages in conversations&lt;br&gt;10b: Uses social rules of language</td>
<td></td>
</tr>
<tr>
<td>10. <strong>Children</strong>, who are <strong>English Language Learners</strong>, will show progress in listening to, understanding and speaking English.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7/12/13
| Language & Literacy (continued) | 11. Children will be able to show Alphabet Knowledge through upper and lower case letter recognition, letter sounds and early writing skills by writing their first name. | • When asked, your child can tell the name of letters in both capital letters and small letters and can say what sound they make.  
• Your child writes words, especially his or her own name.  
• Your child asks how to spell words to create labels, signs or stories. |
| | | | | | | Teaching Strategies Gold:  
| | | | 16a: Identifies and names letters  
| | | | 16b: Uses letter-sound knowledge |
| | | | | | 19a: Writes name  
| | | | 19b: Writes to convey meeting |
| | | | | | | | | |
| | 12. Children will be able to show appreciation for books, awareness that language can be broken into syllables, or smaller pieces of sound in words, rhyming, and understanding of print concepts. | • When and 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, “Sally, silly, sissy,” or “Bill, bell, boat, boy”  
• 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.  
• Your child retells stories remembering important characters and what happened to them in order |
| | | | | | | Teaching Strategies Gold:  
| | | | 15a: Notices and discriminates rhyme  
| | | | 15b: Notices and discriminates alliteration  
| | | | 15c: Notices and discriminates small and smaller units of sound.  
| | | | 17a: Uses and appreciates books  
| | | | 17b: Uses print concepts  
| | | | 18a: Interacts during read-alouds and book conversations  
| | | | 18b: Uses emergent reading skills  
<p>| | | | 18c: Retells stories |</p>
<table>
<thead>
<tr>
<th><strong>School Readiness Domain</strong></th>
<th><strong>Goal</strong></th>
<th><strong>How will I know my child is ready for kindergarten?</strong></th>
<th><strong>How will my child’s teacher know?</strong></th>
</tr>
</thead>
</table>
| **Approaches to Learning**  | 13. Children will be able to express themselves through engaging with others through creative role play. | • Your child puts one bead in each cup of a muffin pan and says, “Who wants a cupcake?”  
• Your child tells a friend, “I’m the teacher and you can be my class.” | **Teaching Strategies Gold:**  
Uses symbols and images to represent something not present  
**14b:** Engages in socio-dramatic play |
|                             | 14. Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity. | • 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 find all of the letters in his or her name.  
• Your child knows from practice that the big block must go on 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:**  
**11a:** Attends and engages  
**11b:** Persists  
**11c:** Solves problems  
**11d:** Shows curiosity and motivation  
**11e:** Shows flexibility and inventiveness in thinking |
<table>
<thead>
<tr>
<th><strong>School Readiness Domain</strong></th>
<th><strong>Goal</strong></th>
<th><strong>How can I help my child prepare for kindergarten?</strong></th>
<th><strong>How will my child’s teacher know?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Engagement</strong> (how you get actively involved in your child’s learning)</td>
<td>Strive to spend at least 15 minutes/day, 6 days a week, working with your child on learning activities. Make learning fun!</td>
<td><strong>Read!</strong> 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 your child is ready, read books about going to Kindergarten. Reading is a <em>very important skill</em> connected to doing well in school. <strong>Play!</strong> 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.</td>
<td>Monthly Activity/in-kind Calendars Data from the 2012-13 program year 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.</td>
</tr>
<tr>
<td><strong>Practice independence and build self-esteem</strong></td>
<td>Some Big Jobs young children can do...</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cooking and baking—washing and peeling vegetables, stirring muffin batter, tearing lettuce leaves to make salad</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Gardening—digging holes, planting seeds, raking leaves, weeding, watering plants indoors and outdoors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Doing laundry—carrying the laundry basket, sorting, folding, delivering clean clothes to each family member’s room</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Caring for pets—feeding, brushing, walking, cleaning the cage or aquarium</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cleaning—rinsing dishes, dusting, emptying wastebaskets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your child will be a GREAT classroom helper!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Readiness Domain</td>
<td>Goal</td>
<td>How can I help my child prepare for kindergarten?</td>
<td>How will my child’s teacher know?</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Help your child control his or her feelings and follow a routine</td>
<td><strong>Set boundaries!</strong> 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.</td>
<td>Your child will respect others and easily follow the classroom routine – even on a bad day!</td>
<td></td>
</tr>
<tr>
<td>Encourage your child to interact with others</td>
<td><strong>Make friends!</strong> 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.</td>
<td>Your child will learn even more during free play time.</td>
<td></td>
</tr>
</tbody>
</table>
| Participate in the Head Start program as often as you are able. | **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 Visit  
  - 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 Home Visit Forms  
Goals set at Conferences |
Some GREAT Resources for YOU:

**Physical activity**
Get moving today calendar/A moverse hoy calendario:  http://www.aahperd.org/headstartbodystart/activityresources/activityCalendar/
Kids.gov: http://kids.usa.gov/
Let’s Move!: http://www.letsmove.gov/
Let’s Move! en español: http://www.letsmove.gov/en-espanol

**Nutrition**
My Plate Kids’ Space: http://www.choosemyplate.gov/kids/index.html

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

**Learning activities you can do with your children**
PBS Parents Education: http://www.pbs.org/parents/education/
PBS Padres: http://www.pbs.org/parents/about/spanish/