



School Readiness Goals for ACHR Child Development Program - EHS

April 2017



The following summary of ACHR's school readiness goals is posted in each classroom and appears in the parent handbook of operating policies and procedures:

“Children will be mentally, physically, and cognitively ready for kindergarten and life *.”

To reach these overall goals we provide opportunities for children to

- a. develop trusting relationships
- b. learn through active involvement with people, materials, events, and ideas
- c. become independent, responsible, and confident – ready for school and ready for life
- d. learn to plan many of their own activities, carry them out, and talk with other children and their teachers about what they've done and what they've learned
- e. Gain knowledge and skills in important content areas including language (speaking and listening), literacy (reading and writing) and communication, social emotional development, creative representation (e.g. visual and dramatic arts), social studies, physical development, health and well-being (e.g. large and small muscles, coordination, healthy habits), music, and logical thinking (reasoning), science and technology (e.g. classification— describing, sorting, matching), mathematics (e.g. arranging things in a series or pattern), space (e.g. where things are in relationship to other things), and time.

*These goals correspond, align with and incorporate National Head Start's domains of Approaches to Learning, Social Emotional Development, Language & Communication, Cognition, Perceptual Motor & Physical Development, in the *Head Start Early Learning Outcome Framework*, & the *Alabama Early Learning Standards*.



ACHR's specific infant and toddler goals and objectives for achieving school readiness appear below.

Infant-Toddler School Readiness Goals



ACHR Child Development Program's leadership understands that infant-toddler school readiness goals are statements that articulate knowledge and skills for children birth to age three. These goals address social and emotional development, language and communication, perceptual motor, and physical development, approaches to learning, and cognitive development. The goals are aligned with the Head Start Early Learning Outcomes Framework (ELOF) and HighScope Curriculum content and are measured through the High Scope COR Advantage (Child Observation Record, COR) and some additional data collection. These COR measures and ELOF alignments are indicated after each goal description.

A. EHS Social and Emotional Development Goals for Infants and Toddlers

Goal A1: Children will develop and engage in positive relationships and interactions with adults.

<p>Infant turns to adults for security and comforting, play, information, and language; and watching adults to judge their emotional state.</p> <p>COR E1</p>	<p>Infant/Toddler's relationships with adults become more multifaceted, including using the adult to help accomplish the child's goals.</p> <p>COR E2</p>	<p>Toddler establishes at least one on-going, meaningful attachment relationship with an adult. Recognizes difference between familiar/unfamiliar people. Child learns to use adult as a resource to meet needs. Shows confidence in own abilities and sense of belonging through relationships with others. It also includes understanding that others may have beliefs, intentions, and desires that differ from their own.</p> <p>COR E3</p>
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ELOF: IT-ATL 1-3 / IT-SE 4-5, 12, 13 / IT-C 3

Goal A2: Children will begin to develop personal relationships with peers.

<p>Infant shows interest in peers, especially in their emotional expressions.</p> <p>COR F1</p>	<p>Infant/Toddler demonstrates interest in peers, e.g., offering toys, following, touching, and babbling to them.</p> <p>COR F2</p>	<p>Toddler develops friendships over time; comforts a friend who is unhappy; plays with peers for extended periods of time; carries on conversations; laughs together; and misses a peer who is absent. Shows confidence in own abilities and sense of belonging through relationships with others.</p> <p>COR F3</p>
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ELOF: IT-SE 4-5 / IT-SE 4,5,8,12,13

Goal A3: Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).

<p>Infant allows a trusted adult to help him calm with words and touch, along with self-soothing efforts such as finger-sucking or holding a comforting toy.</p> <p>COR D-0 E-1 H-1</p>	<p>Infant/Toddler is sometimes able to calm with thumb sucking or a comforting toy, sometimes with an adult's support.</p> <p>COR D-1, E-2, H-2</p>	<p>Toddler begins to gain some control and may tantrum when distressed. This includes trying to control their actions, perhaps by saying "No, no" as they throw toys. Toddler may take a blanket to a quiet area and rest when distressed or seek a familiar adult for comfort. Begins to show flexibility in actions and behavior.</p> <p>COR D-2 E-3 H-3</p>
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ELOF: IT-ATL 1, 2, 5 / IT-SE 6,7,9

Goal A4: Children will begin to learn and internalize rules, routines, and directions.

<p>Infant recognizes and anticipates daily routines, e.g., anticipating eating when an adult brings a bottle out or expecting an adult to come when they cry out after a nap.</p> <p>COR G-1</p>	<p>Infant/Toddler anticipates and participates in home and classroom routines and follows rules when directed, such as clearing dishes from the table after meals, walking to the changing table for a diaper change, and brushing teeth after eating.</p> <p>COR G-2</p>	<p>Toddler learns and understands rules but not always having the self-regulation. Toddler repeats rules to others and tries to learn the rules of their society. Toddler will often test to see if a rule will be enforced. Child demonstrates the ability to be flexible in actions and behavior.</p> <p>COR G-3</p>
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ELOF: IT-ATL 5

Goal A5: Children will begin to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.

<p>Infant shows interest in their bodies and the many different things they are able to do, such as watching and using their hands, moving with purpose, self-feeding finger foods, and manipulating toys and materials effectively.</p> <p>COR FF-1, A-1, M1</p>	<p>Infant/Toddler completes his own goal-directed activity and recognizes his own accomplishments while learning the rules and values of his family and culture, such as being purposeful in their use of toys and materials, smiling or laughing as they move from crawling to walking, learning new words, demonstrating interest in other children (e.g., spontaneously hugging another child, calling another child “friend”), and showing care and cooperation (e.g., pat a child who is crying on the back, help put toys away).</p> <p>COR FF-2, A-2 M2</p>	<p>Toddler shows awareness of his own thoughts, feelings, and preferences as well as those of others (e.g., uses words such as <i>you, me, I, he, she,</i> and <i>mine</i>); growing awareness of how to connect with others; identifies himself and uses his own name when asked; identifies gender and other basic similarities and differences between himself and others; wants to take care of self; shows completed projects to an adult; and seeks help from an adult after trying something new or challenging.</p> <p>COR FF-3, A-3 M3</p>
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ELOF: IT-SE 10, 11, 13

B. EHS Language and Literacy Development Goals for Infants and Toddlers**Goal B1: Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other language/s).**

<p>Infant looks at a person who is speaking; enjoys an adult’s singing, laughing, and talking; and participates in turn-taking conversations with adults through facial expressions, gestures, cooing, babbling, and signing.</p> <p>COR L-1, M-1 II/JJ 2</p>	<p>Infant/Toddler has an increasing number of non-verbal communications, such as pointing, head turning, hand motions; begins to use proto words (such as wa-wa for water); and makes the transition to spoken language, using the names of objects, activities, and friends.</p> <p>COR L-2, M-2 II/JJ 3</p>	<p>Still uses some non-verbal communication to express needs and wants; uses increasingly complex language in conversation with others. Toddler has a “language explosion,” moving from two-word sentences to recounting events.</p> <p>COR L-3, M-3 II/JJ 4</p>
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ELOF: IT-LC 3,5,7,8

Goal B2: Children will understand and begin to use oral language for conversation and communication with others.

<p>Infant develops the reciprocal pattern of conversation by taking turns with an adult who is talking with them. Child responds to other people singing by joining in with vocalizations or corresponding motions</p> <p>COR L-1 Y-1 N-1</p>	<p>Infant/Toddler uses language or language-like sounds in “conversations” with adults and friends and uses one or two words to communicate. Child requests a song using a word or gesture.</p> <p>COR L-2 Y-2 N2</p>	<p>Toddler Uses nonverbal and language to learn and gain information; understands and follows directions, such as “Bring your coat and your hat”; remembers words to songs and finger-plays and modulates voice when singing parts of songs; converses with friends; uses language to describe an event (seen or imagined) and to plan or negotiate play; and adds “s” to a verb or a noun.</p> <p>COR L-3 Y-3 N3</p>
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ELOF: IT-LC 2, 4, 6

Goal B3: Children will hear and distinguish the sounds and rhythms of language.

Infant attends to the languages spoken around them as they develop a cognitive map of the sounds of these languages.	Infant/Toddler enjoys playing with language-like sounds.	Toddler makes language sound generalizations, such as using the “s” sound for plurals and creating words like <i>mouses</i> ; and enjoying rhymes.
COR N-1	COR N-2	COR N-3

ELOF: IT-LC 2, 9

Goal B4: Children will begin to learn and demonstrate how print and symbols work.

Infant looks at photos as an adult describes them; explores books by mouthing, chewing, patting, and banging; and holds a book, trying to turn the pages.	Infant/Toddler makes sounds when looking at pictures in books (e.g., saying “a, a” when looking at a picture of a cat); turning pages of a book, sometimes turning more than one at a time; recognizes a favorite book by its cover; scribbles with a crayon; and pretends to read environmental print (e.g., print on a cereal box).	Toddler recognizes pictures and some symbols, signs, and words (e.g. own name, STOP, McDonalds); uses writing instruments to make marks and uses them to represent objects and actions; dictates words and watches an adult write them down; and recognizes familiar logos.
COR P-1, Q-1, R-1	COR P-2, Q-2, R-2	COR P-3, Q-3, R-3 O-3

ELOF: IT-LC 10, 11, 13

Goal B5: Children will engage with stories and books.

Infant looks at pictures in a book; responds to an adult’s excited voice when reading a story; and looks at books every day.	Infant/Toddler points to pictures when named by an adult and may look at books on their own.	Toddler comprehends meaning from pictures and stories; “reads” a familiar story to friends or stuffed animals; handles books; and listens to longer stories and talks about the characters.
COR P-1, Q-1	COR P-2, Q-2	COR P-3, Q-3

ELOF: IT-LC 10, 12

C. EHS Approaches To Learning Goals for Infants and Toddlers**Goal C1: Children will demonstrate interest, curiosity, creativity and eagerness in exploring the world around them.**

Infant is awake and alert for increasing amounts of time and using different actions and modalities in exploring objects or interacting with people.	Infant/Toddler remembers where to find favorite toys or books if they are always kept in the same place; and actively explores interactions with other people, a variety of materials in the environment, and their own changing physical capacities.	Toddler tries out different solutions to problems; maintains focus and sustains attention with support; has an awareness of change; active in exploration; asking questions; and the beginning of imitation & symbolic play using sounds, words, gestures, and various creative/expressive arts.
COR A-1, C-1 E-1 G-1 X-1 Y-1 CC-1	COR A-2, E-2 C-2, G-2 X-2 Y-2 CC-2	COR A-3, C-3 E-3 AA-2.5, G-3 X-3 CC-3

IT-ATL 3, 6-9 / IT-C 3, 11-13

Goal C2: Children will demonstrate persistence in learning and discovery.

Infant regulates and prolongs attention with the support of a responsive adult.	Infant/Toddler maintains interest in interactions or exploration during waking hours, such as sitting on an adult's lap and listening to all of a simple book.	Toddler maintains attention long enough to complete activities and experiences that interests him, such as completing a simple puzzle, listening to an entire story, building a block structure, spending time at a play-dough table, and playing pretend games. Increasing ability to be flexible in actions and behavior.
COR B-1	COR B-2	COR B-3

IT-ATL 4-5 / IT-C 6-7

Goal C3: Children will learn and use words to describe what they are thinking and doing.

Infant has ongoing, meaningful relationships with adults who provide a rich language environment.	Infant/Toddler learns the names of objects and actions from an involved adult and begins to name some objects and actions he is doing.	Toddler uses language to ask for help, to communicate during pretend play, and to converse with others about what he is doing.
COR L-1,	COR L-2	COR L-3

ELOF: IT-LC 4, 6

D. EHS Cognition and General Knowledge Goals for Infants and Toddlers**Goal D1: Children will learn and begin to use math concepts during daily routines and experiences.**

Infant grasps the oneness of an object, therefore child uses a gesture, word, or phrase to ask for "more". Experiments with fitting an object into an opening that's the correct size; Fills containers of various sizes; Looks at and handles objects; Shows interests in one object from a selection of objects.	Infant/Toddler uses a number word or rote counts ("1,2,5,4"); Moves self or objects in response to a simple position or direction word (up, down, in, out, under); Nests or stacks 3 or more objects by size (smallest to largest or largest to smallest); Gathers 3 or more objects, collects objects in piles.	Toddler develops a sense of number and counts up to 10 objects with varying accurateness and use of one-to-one correspondence; begins to recognize two dimensional shapes such as circle, triangle, square, rectangle; Uses a measurement term to describe one thing but not to compare it to another (e.g. big, fastest); line up three or more objects one after another (not in a specific order);
COR S-1, T-1 U- 1, V-0 W-0	COR S-2, T-2, U-2 V-1 W- 1	COR S-3, T-3, U-3, V-2,

ELOF: IT-C 8-9

Goal D2: Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.

Infant sucks, holds, looks, touches, throws, drops, vigorously moves toward or away from objects and people.	Infant/Toddler categorizes, matches, and orders some objects such as piling toy animals together; matching socks; putting red blocks together; organizing three objects from small to large with help; and using tools to solve problems.	Toddler groups things into two or more collections; sorts or matches items and identifies them as same or different; uses trial and error to investigate a material itself and/or idea or solve problems with materials; initiates or talks about performing an action helpful to plants or animals; uses tools to support his/her play.
COR B-1 BB-1, CC-0, DD-1, EE-1 H-1	COR B-2 BB-2, CC-1, DD-2, EE-2 H-2	COR B-3 BB-3, CC-2, DD-3, EE-3 AA-3 W2 H-3

ELOF: IT-C 1, 2,7,10

Goal D3: Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.

<p>Infant remembers that people and objects exist even when they are out of sight (person or object permanence).</p>	<p>Infant/Toddler uses understanding of cause and effect to predict events and solve problems, e.g. building a block tower and knocking it down; using a jack-in-the box; and dropping objects repeatedly off the side of the table.</p>	<p>Toddler Recognizes the stability of people and objects in the environment and uses perceptual information in directing own actions, experiences, and interactions; says what will happen next in a familiar story; knows the words to songs; remembers a game played the day before; and shows interest in the idea that they were small and are now growing. Begins to use memories as a foundation for more complex plans, actions and thoughts.</p>
<p>COR A-1 C-1 GG-1 HH-1 ELOF: IT-C 4-5 /IT-PMP 2</p>	<p>COR A-2 C-2 GG-2 HH-2</p>	<p>COR A-3, C-3 , HH-2-3 Y-3 GG-3</p>

E. EHS Physical Well-Being & Motor Development Goals for Infants and Toddlers

Goal E1: Children will develop control of large muscles for movement, navigation, and balance.

<p>Infant walks without adult assistance although occasionally he/she may hold onto furniture for balance and may not always be steady on feet.</p>	<p>Infant/Toddler moves in a variety of ways, such as cruising, walking, and toddling; and climbs and moves from one position to another while maintaining balance and coordinates body movements.</p>	<p>Toddler moves with more confidence and coordinates body movements for a purpose.</p>
<p>I-1</p>	<p>I-2</p>	<p>I-3 , Z-2-3</p>

ELOF: IT-PMP 3-5

Goal E2: Children will develop control of small muscles for manipulation and exploration.

<p>Infant shakes objects; reaches, holds, and transfers objects from hand to hand; picks up and releases objects; and sits using hands.</p>	<p>Infant/Toddler uses hands to play with toys and tools and coordinates hand and body movements.</p>	<p>Toddler uses markers; builds with blocks; brushes teeth (with adult help); dresses dolls; and puts a four piece puzzle together.</p>
<p>J-1 EE-1</p>	<p>J-2 EE-2</p>	<p>J-3 EE-3</p>

ELOF: IT-PMP 6-8

Goal E3: Infants and toddlers will learn and begin to demonstrate healthy and safe habits.

<p>Infant relies on parents and other caretaking adults for safety and health care; feeds him or herself finger foods.</p>	<p>Infant/Toddler anticipates washing hands before and after eating and after using the bathroom; names basic body parts.</p>	<p>Toddler increasing skills and independence in personal care routines (dresses and undresses himself; brushes his teeth; washes hands independently; gets a tissue for a runny nose; drinks from an open cup; learns to use the toilet; chooses a food to eat when given several nutritious choices; and tries new foods when offered).</p>
<p>COR K-1 G-1 IT-PMP 9-11</p>	<p>COR K-2 G-2</p>	<p>COR K-3 G-3</p>