

Miami-Dade Community Action Agency

Head Start

PEG

Program Educational Guide



School Readiness Goals

Miami-Dade CAHSD-Head Start School Readiness Goals

Domain	Component(s)	CAHSD Head Start School Readiness Goal(s)
Social & Emotional Development	A). Relationship Building	Children will build positive relationships with their peers and adults.
	B). Self Regulation and Autonomy	Children will recognize and be able to internally manage and regulate the expression of emotions both positive and negative.
Domain	Component(s)	CAHSD Head Start School Readiness Goal(s)
Physical Health & Development	A). Health, Wellness & Safety	Children will demonstrate an understanding of the importance of health & safety routines.
	B). Fine & Gross Motor	<ol style="list-style-type: none"> 1. Children will develop growing, strengths, dexterity and control needed for small (fine muscle) development. 2. Children will demonstrate increasing abilities to coordinate large (gross muscle) movement.
Domain	Component(s)	CAHSD Head Start School Readiness Goal(s)
Approaches to Learning	Initiative, Engagement and Problem Solving	<ol style="list-style-type: none"> 1. Children will independently choose to participate in various activities. 2. Children will develop abilities to set goals and follow through on intentions. 3. Children will develop an ability to find more than one solution to a problem.

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Early Mathematics	A). Numerical Relationships	Children will demonstrate an awareness of numbers, counting, matching and comparing quantities.
	B). Geometrical and Spatial Knowledge	<ol style="list-style-type: none"> 1. Children will begin to recognize, describe compare and name common shapes. 2. Children will develop an understanding of the concepts of directionality, order and positions of objects.
	C). Measurements	Children will recognize measurable attributes of objects.

Domain	Component(s)	CAHSD Head Start School Readiness Goal(s)
Creative Arts	Creative Expression	<ol style="list-style-type: none"> 1. Children will use different art materials to reflect their feelings, thoughts and experiences. . 2. Children will express through movement what is heard and felt when exploring music. 3. Children will engage in creative and imaginative play.

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Domain	Component(s)	CAHSD Head Start School Readiness Goal(s)
Logic & Reasoning	A). Knowledge Acquisition	Children will acquire the ability to think reason and use information.
Domain	Component(s)	CAHSD Head Start School Readiness Goal(s)
Science	Scientific Knowledge	<ol style="list-style-type: none"> 1. Children will explore and investigate the world around them. 2. Children will expand their abilities to discuss and describe their environment.
Domain	Component(s)	CAHSD Head Start School Readiness Goal(s)
Social Studies	People, Place and Environments	Children will recognize aspects of the world in which they live.
Domain	Component(s)	CAHSD Head Start School Readiness Goal(s)
Literacy	A). Phonological Awareness	<ol style="list-style-type: none"> 1. Children will recognize that letters of the alphabet are a special category of visual graphics that can be identified. 2. Children will develop the ability to hear and discriminate the sounds of language.
	B). Concepts of Print	Children will develop a growing understanding of the different functions of forms of print.
Domain	Component(s)	CAHSD Head Start School Readiness Goal(s)
Language	Language Development	<ol style="list-style-type: none"> 1. Children will develop their receptive language through listening. 2. Children will develop their expressive language through conversations.

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Domain	Component(s)	CAHSD Head Start School Readiness Goal(s)
English Language Learners	English Language Development	Children will develop basic English vocabulary that will increase their expressive and receptive language abilities.
	(This domain is only used for children whose home language is not English).	

Active Participatory Learning

School readiness is enhanced when children are provided when children are provided with play-oriented, exploratory activities that allow them to interact, make choices, and participate at their own developmental level. This vision is echoed in the High/Scope concept of active participatory learning, which has five ingredients: Materials, Manipulation, Choice, Child language and thought and Adult scaffolding. (Lesson Plan Glossary)

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Early Head Start
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School Readiness Goals

Note: The knowledge and skills attitudes that follow the goals are not meant to be exhaustive; infants and toddlers will demonstrate their progress in many ways.

Domain: Social and Emotional Development Goals for Infants and Toddlers

Infant and Toddler School Readiness Goals:

S1. Children will establish healthy relationships with adults and peers.

Birth - 8 months: Examples

- Cries when a familiar adult leave the room or their line of sight.
- Cries and adjust body language when a stranger approaches.
- Looks toward and imitates the actions/sounds of a familiar adult or child.

8 - 18 months: Examples

- Looks to caregiver for support and comfort.
- Cries and adjust body language to signify lack of comfort with an individual.
- Seeks help form familiar adult and begins to awareness of interacting with peers.

18 - 24 months: Examples

- Seeks support from familiar adults.
- Helps familiar and trusted adult complete simple task (putting a toy away).
- Physically displays emotion (hugs, kiss and tantrum).

2 – 3years: Example

- Plays with peers or adults
- Role plays a caregiver or familiar adult.
- Looks to a familiar adult for assistance and support.

S2. Children will begin to positively regulate their behavior and emotions according to their experiences in a secure environment.

Birth - 8 months: Examples

- Coo's and moves body when a familiar and enjoyable music is heard.
- Kicks and moves when a familiar adult returns.
- Cries to signify desire of a need or to express emotion (hunger/diaper, sad, anger/disappointment change).
- Raises arms to a familiar adult for comfort.
- Looks for an adult for the solution of conflict (dropped toy, bottle or food).
- Accepts routines and transitions with ease

8 - 18 months: Examples

- Looks for an adult for the solution of conflict and for comfort.
- Role plays with object and plays aside of peers.
- Self selects objects at level.
- Cries to signify desire of needs or to express emotions (hunger/diaper, sad, anger/disappointment change).
- Is comforted by a familiar adult.
- Accepts routines and transitions with ease.

18 - 24 months: Examples

- Explores environment and items in it.
- Is comforted by a familiar adult and offer comfort.
- Accepts redirection during tantrums.
- Looks to familiar adult for help.
- Talks or cries to signify a desire or need.
- Accepts routines and transitions with ease.

2 – 3years: Example

- Accepts routines and transitions with ease.
- Explores environments and experiences.
- Plays with peers and adults.
- Utilizes emotional words (I'm scare, sad or It hurts).
- Follows basic intrusions or rules.

S3. Children will develop awareness of themselves as an individual and develop a sense of community.

Birth - 8 months: Examples

- Turns toward familiar voice.
- Recognizes body parts as attachment to themselves.
- Smiles at a familiar adult and at self in a mirror.
- Establishes cries and cues for familiar adults to inform of needs and desire.

8 - 18 months: Examples

- Establishes cries and cues for familiar adults to inform of needs and desire.
- Recognizes names of familiar individuals.
- Plays near a peer or with a familiar adult.
- Repeats actions that appear to bring others joy.

18 - 24 months: Examples

- Recognizes names of familiar individuals and vocalize those he/she can.
- Repeats actions that appear to bring others joy.
- Encourages play with others.
- Celebrate success verbally and with physical movements of joy.

2 – 3years: Example

- Recognizes names of familiar individuals and vocalize those he/she can.
- Explores the environment and plays with other children without conflict.
- Celebrate success verbally and with physical movements of joy.
- Acknowledges name.
- Independence increases.

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- Celebrate success verbally and with physical movements of joy.
- Acknowledges name.
- Independence increases.

Domain: Language and Literacy Development Goals for Infants and Toddlers

Infant and Toddler School Readiness Goals:

L1. Children will respond to reoccurring and recognizable sounds to learn the rhythms of speech and develop vocabulary.

Birth - 8 months: Examples

- The child responds with facial/body movements, laughing, cooing and blinking/ eye contact.
- The child turns towards sounds.

8 - 18 months: Examples

- The child shows comprehension of reoccurring sounds such as words spoken to them or rhythm in speech and music.
- The child mimic rising pitch in their babbling and gesture as adults.
- The child demonstrates comprehension of words like no and stop by briefly stopping their actions when an adult uses the word.
- The child point or gesture toward pictures or items.

18 - 24 months: Examples

- The child shows comprehension of and comprehension of language during experiences by using words like "I'm sad or scared".
- The child identifies body parts and expresses personal needs.
- The child can follow a one step direction.
- The child initiates interaction with others. (*verbally or nonverbally*)
- The child expresses emotions. (*verbally or nonverbally*)
- The child points to and identifies real items or items in pictures during stories.
- The child repeats what he/she hears.

2 – 3years: Example

- The child shows an interest in one to one conversations with familiar adults and children.
- The child listens attentively to stories and songs.
- The child begins to sing favorite songs and rhymes.
- The child responds with understanding to questions

L2. Children will create sounds to develop their auditory skills and communicate, increasing opportunities to construct receptive language.

Birth - 8 months: Examples

- The child coo, mimic sounds and babble to verbally communicate with others as a conversation.

8 - 18 months: Examples

- The child's cooing becomes recognizable sounds.
- The child points and makes sounds to communicate needs and interest.

18 - 24 months: Examples

- "Stop, Mine or No" are popular phrases of the child.
- The child names self and familiar people (dad/mama).
- The child identifies familiar objects
- The child creates new words.

2 – 3years: Example

- The child participates in pretend play with peers and familiar adults.
- The child participates in the give and take of conversation rhythm.
- The child asks question and respond to questions.
- The child's pronunciation of words is understandable by others
- The child starts to utilize two or three word sentences.

L.3 Children will explore books to understand the function of print.

Birth - 8 months: Examples

- The child chew, shake and bang on books.
- The child mimics how to hold books, turn pages and make sounds when looking at pages.
- The child points to books or items in familiar books.

8 - 18 months: Examples

- The child freely handle books (*Open / Shut books and turn pages*).
- The child points to pictures for familiar adult to name.

18 - 24 months: Examples

- The child request & recognize a favorite book with a gesture.
- The child role plays reading.

2 – 3years: Example

- The child asks questions during reading of books.
- The child role plays reading.
- The child memorizes and repeats segments of familiar books.
- The child request books by title.

Domain: Approaches toward Infants and Toddlers Learning

Infant and Toddler School Readiness Goals:

A.1: Children will build knowledge by selecting, manipulating and maneuvering materials and eliciting assistance from those in their environment.

Birth - 8 months: Examples

- The child reaches and grabs.
- The child touches faces of familiar adults (*especially mouth due to its movement*).
- The child spits or mashes food.
- The child develops distinctive cries.
- The child waves or throws an object.
- The child mouths items.

8 - 18 months: Examples

- The child drops an object
- The child moves towards an object/toy to maneuver it.
- The child shakes a toy at familiar people to elicit playing.
- The child mouths items.

18 - 24 months: Examples

- The child plays with peers.
- The child selects and maneuvers unfamiliar materials.
- The child imitates activities.
- The child seeks answers from adult through gestures.

2 – 3years: Example

- The child explores materials in the natural world.
- The child plays with peers and adults.
- The child selects and maneuvers unfamiliar materials.
- The child is eager to assist adults complete a task.

A.2: Children through gestures, auditory request and repetition will develop diligence/perseverance in order to develop knowledge, self – assurance and exploratory skills.

Birth - 8 months: Examples

- The child imitates sounds
- The child motions, kicks, swats and repeats a sound for attention.
- The child hits on items (toys/water).
- The child cries until an adult reacts pleasingly.
- The child mouths items

8 - 18 months: Examples

- The child points and gestures to request something
- The child mimics sounds during play.
- The child requests a book repeatedly.
- The child cries until an adult reacts pleasingly.

18 - 24 months: Examples

- The child requests to sing songs and rhymes repeatedly.
- The child requests to read books repeated.
- The child self feeds.
- The child manipulates the same materials repeatedly.

2 – 3years: Example

- The child repeatedly completes the same puzzle.
- The child repeatedly requests a song, rhyme, toy or activity.
- The child self feeds.

A.3: The children will use their body and materials to construct movements, models or images to express their moods or reactions to an experience.

Birth - 8 months: Examples

- The child moves body to music.
- The child makes facial expressions.
- The child uses all senses.

8 - 18 months: Examples

- The child participates in dramatic plays with peers and adults.
- The child looks for a fallen toy.
- The child moves body to music (*Jumps or stumps feet*).
- The child participates in water and water color play.

18 - 24 months: Examples

- The child participates in dramatic play with peers and adults.
- The child moves body to music.
- The child uses toys in a variety of functions.
- The child scribbles.

2 - 3 years: Examples

- The child explores his or her environment and utilizes its items in a variety of ways.
- The child moves to music
- The child will pound, roll and pull play dough.
- The child scribbles are recognizable.

Domain: Physical Development Goals for Infants and Toddlers

Infant and Toddler School Readiness Goals:

P1. Children will control their body dexterity, manage their balance and exert their large/ small muscles to increase fine and gross motor physical development.

Birth - 8 months: Examples

- The child demonstrate awareness of people and thing in their environment while
- The child move his/ her body parts
- The child rolls over from back to front.

8 - 18 months: Examples

- The child sits up with support.
- The child points at items, people or animals that interest them.
- The child pincer grips small items (grip using thumb and forefinger).
- The child pulls up and walks along tables or other items.
- The child stacks items.

18 - 24 months: Examples

- The child develops self – sufficiency in safe environments.
- The child copies finger play movements.
- The child walks, runs and climbs.
- The child stacks 2 or more items.
- The child self feeds.
- The child scribbles.

2 – 3years: Example

- The child walks, run and climb steps.
- The child kicks a ball.
- The child jumps (clears feet from the ground).
- The child stacks objects and places them in shaped openings.
- The child self feeds with reasonable mess.
- The child scribbles recognizable symbols.

P2. Children will discover and implement nutritious choices and safe/healthy routines.

Birth - 8 months: Examples

- The child reaches for his/her bottle before or during feeding.
- The child samples a variety of purees (baby foods).
- The child displays facial expressions of enjoyment of physical massage or adult led activities.
- The child cries signifies desire for sleep or needs (hunger/diaper change).
- The child teethes

8 - 18 months: Examples

- The child drinks a variety of nutritious substances (milk, blended vegetables) from a cup for nutritious substances.
- The child reaches hand in desirable nutritious foods to self feed.
- The child cries signifies a desire for a need like hunger, diaper change or sleep.
- The child develops and accepts a schedule for eating & sleeping.
- The child begins to chew on entire pacifier and reduce use of pacifier.
- The child moves to sound.
- The child opens mouth for daily cleaning of gums and teeth.

18 - 24 months: Examples

- The child tries a variety of nutritious foods.
- The child helps self feed.
- The child takes off clothing.
- The child reduces pacifier use.
- The child brushes teeth with adult guidance.
- The child cries signify desire for sleep, hunger and diaper change.

2 – 3years: Example

- The child tries and feed self a variety of nutritious foods.
- The child makes nutritious food selections alone.
- The child dresses and undresses self.
- The child washes hands.
- The child brushes teeth.

Domain: Cognitive and General Knowledge Development Goals for Infants and Toddlers

Infant and Toddler School Readiness Goals:

CGK1. Children will build their knowledge of the world through exploration and investigation.

Birth - 8 months: Examples

- The child reaches for familiar adults and objects.
- The child mouths objects.
- The child bangs objects.
- The child examines their own hands, feet, toes and the face of caregivers and familiar individuals.

8 - 18 months: Examples

- The child grabs and mouth objects.
- The child uses toys appropriately and solicits adults to play
(Fill and empty and drops toy for adult to pick up repeatedly).
- The child explores his/her environment.

18 - 24 months: Examples

- The child seeks materials to work with.
- The child stacks and knocks down blocks and repeats completing simple puzzles.
- The child verbally describes their actions.
- The child explores his/her environment.

2 – 3years: Example

- The child explores objects and environments.
- The child asks questions.
- The child repeats an enjoyable task and verbally celebrates their accomplishment.

CGK2. Children will utilize creative expression, routines and known experiences to exhibit remembrance as they connect ideas/knowledge and learn how to make things occur.

Birth - 8 months: Examples

- The child imitates sounds and moves to music.
- The child lifts his/her bottle as they drink as the liquid decreases.
- The child mouths, bangs and drops items.
- The child cries or makes sounds as a way to communicate to familiar adults for help.
- The child reaches, to get a desired object during tummy play.

8 - 18 months: Examples

- The child moves to music.
- The child mouths, bangs and drops items.
- The child makes sounds when being read to and hits or chews on book.
- The child raises bottle or cup as liquid decreases.
- The child begins to say “no”.
- The child explores environment.

18 - 24 months: Examples

- The child moves to music.
- The child works with paints.
- The child sings or hums familiar songs.
- The child begins to say “no”.
- The child increases independence
- The child explores his/her environment.

2 – 3years: Example

- The child moves to music
- The child works with paints
- The child places items back to clean up.
- The child sings songs and request familiar song or show.
- The child asks questions.
- The child explores his or her environment.
- The child role plays and sorts items.

CGK3. Children will develop auditory, mathematic/reasoning skills through sensory awareness, curiosity and responsiveness.

Birth - 8 months: Examples

- The child imitates sounds and movements.
- The child reaches and grabs things.
- The child mouths, bangs and drops items.
- The child gazes and follows items with their eyes.

8 - 18 months: Examples

- The child Mouths, bangs and drops items.
- The child repeats enjoyable activities.
- The child associates words with objects, colors, positions and emotions.
- The child enjoys reading time.
- The child role plays with peers and adults.
- The child explores his /her environment.

18 - 24 months: Examples

- The child role plays with peers and adults.
- The child explores his/her environment.
- The child stacks and knocks blocks over repeatedly.
- The child knows sound of familiar animals.

2 – 3years: Example

- The child role plays and sort items.
- The child explores the environment.
- The child sings songs and request familiar song or show.
- The child asks questions.