

Friends of Children of Mississippi Inc. Alignment of School Readiness Goals 2017-18

Head Start/Early Head Start School Readiness Goals	Head Start Early Learning Outcomes Framework	Mississippi State Early Learning Standards	Summary of Expectations of Local Schools
<p>Language and Literacy:</p> <p>LANGUAGE: Children will use and comprehend an increasingly complex and varied vocabulary. <i>Dual language learners</i> may demonstrate these increasing abilities in their home language or in English at a 70% progress rate. (HS)</p> <p><i>Children with disabilities</i> may receive individualized instruction, accommodations and intentional guidance to demonstrate increasing abilities in forming friendships and relationships.</p> <p>LITERACY: Children will understand that print is connected to oral and written communication at a 70% progress rate. (HS)</p> <p>LANGUAGE: Children will understand and begin to use oral language for conversation and communication. (English or other language/s) at a 70% progress rate. (EHS).</p> <p><i>Dual language learners’</i> understanding of print may be dependent on prior exposure, their abilities, temperaments and type of support received.</p> <p>LITERACY: Children will engage with stories and book at a 70% progress rate. (EHS)</p>	<p>Domain: Language and Communication</p> <p>Sub-Domain: Vocabulary</p> <p>Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (HS)</p> <p>Sub-Domain: Attending and Understanding</p> <p>P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p> <p>P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p> <p>Sub-Domain: Attending and Understanding</p> <p>Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. (EHS)</p> <p>Domain: Literacy</p> <p>Sub-Domain: Print and Alphabet Knowledge</p> <p>Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (HS)</p> <p>Sub-Domain: Comprehension and Text Structure</p> <p>P-LIT 4. Child demonstrates an understanding of narrative structure through story-telling/retelling.</p> <p>P-LIT 5. Child asks and answers questions about books that’s read aloud.</p> <p>Sub-Domain: Emergent Literacy</p> <p>Goal IT-LC 10. Child handles books and relates them to their stories or information. (EHS)</p>	<p>LANGUAGE: VOCABULARY ACQUISITION</p> <p>4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content. Apply new meaning for familiar words accurately.</p> <p>LITERATURE:</p> <p>2. With prompting and support, retell familiar stories (from books, and presentations, songs, plays using diverse media (conversation, drama, props through the classroom, creative movement, art and creative writing.</p> <p>3. With prompting and support, identify some characters, settings and/or major events in a story.</p> <p>4. Exhibit curiosity and interest in learning words in print.</p> <p>a. Develop new vocabulary from stories. b. Identify environmental print.</p> <p>FOUNDATIONAL SKILLS:</p> <p>1. With prompting and support, demonstrate understanding of conventions of print.</p> <p>a. Recognize an association between spoken and written words. e. Recognize words as a unit of print and understand that letters are grouped to form words.</p>	<p>Children should be able to recognize their name, same sounds and blend words.</p> <p>Recognize and name all upper and lower case letters of the alphabet.</p> <p>Listening skills – being able to receive instruction and use it.</p>
<p>Cognition:</p> <p>SCIENCE: Children will use observation, active exploration, ask questions, predict, and formulate guesses/assumptions to gain a better understanding of their surroundings at a 70% progress rate. (HS)</p> <p>MATH: Children will use observation, pretend play and asking questions to gain a better understanding of numbers and quantities.</p>	<p align="center">COGNITION</p> <p>Domain: Scientific Reasoning</p> <p>Sub-Domain: Reasoning and Problem-Solving</p> <p>Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. (HS)</p> <p>Sub-Domain: Counting and Cardinality</p> <p>Goal P-MATH 4. Child compares numbers.</p> <p align="center">COGNITION</p> <p>Sub-Domain: Exploration and Discovery</p>	<p>SCIENTIFIC METHOD AND INQUIRY:</p> <p>1. Make observations, make predictions, and ask questions about natural occurrences or events.</p> <p>SPEAKING AND LISTENING:</p> <p>3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.</p> <p>LANGUAGE:</p> <p>1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking. c. Understand and use question words (e.g., who, what, where, when, why, how). (interrogatives)</p>	<p>Children should have the ability to demonstrate memory, reasoning, judgment, concept development and the discrimination of letters and numbers.</p> <p>Children will be able to take the initiative in problem solving.</p>

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<p>COGNITION: Infants and toddlers will use all of their senses to explore, investigate and manipulate their environment to gain knowledge of how things work, occur and happen in their physical environment at a 75% progress rate. (EHS)</p>	<p>Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. (EHS)</p>	<p>MATH: COUNT AND TELL THE NUMBER OF OBJECTS</p> <p>3. With guidance and support, understand the relationship between numerals and questions.</p> <p>a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-k materials</p> <p>MATH: COMPARE NUMBERS</p> <p>5. Use comparative language (e.g. more than, less than, equal to, or same) to compare objects, using developmentally appropriate pre-k materials.</p> <p>ATL: PERSISTENCE AND ATTENTIVENESS</p> <p>2. Ask questions to seek new information.</p> <p>4. Identify a problem or ask a question.</p>	
<p>Approaches to Learning:</p> <p>COGNITIVE SELF-REGULATION: Children will demonstrate persistence and flexibility by developing an increased ability to find more than one solution to a question or problem at a 70% progress rate.(HS)</p> <p><i>Children with disabilities will be provided individualized instruction to promote sustained attention and regulation of feelings.</i></p> <p><i>Dual language learners may develop increased flexibility in thinking, working memory, and sustained attention as they learn multiple languages.</i></p> <p>CREATIVITY: Infants and toddlers will demonstrate interest, curiosity, and eagerness in exploring the world around them. at a 70% progress rate (EHS)</p>	<p>Domain: Approaches to Learning</p> <p><u>Sub-Domain: Cognitive Self-Regulation (Executive Functioning)</u></p> <p>Goal P-ATL 7. Child persists in tasks. (HS)</p> <p>Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior. (HS)</p> <p><u>Sub-Domain: Creativity</u></p> <p>Goal P-ATL 12. Child expresses creativity in thinking and communication. (HS)</p> <p>Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events. (EHS)</p>	<p>CURIOSITY AND INITIATIVE:</p> <p>4. Approach tasks and activities with increased flexibility, imagination, and inventiveness.</p> <p>PERSISTENCE AND ATTENTIVENESS:</p> <p>1. Follow through to complete a task or activity.</p> <p>2. Demonstrate the ability to remain engaged in an activity or experience.</p> <p>EMOTIONAL DEVELOPMENT:</p> <p>3. Show flexibility, inventiveness, and interest in solving problems.</p> <p>a. Make alternative choices (e.g., move to another area when a center is full).</p> <p>b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).</p>	<p>Children will be able to maintain interest and focus on simple tasks for five to ten minutes.</p> <p>Children will learn to take conversational turns, through recognizing when their turn has ended; and then listening and waiting until it is their turn again.</p>

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<p>Perceptual, Motor and Physical Development</p> <p>HEALTH AND SAFETY: Children will identify and practice healthy and safe habits at an <i>75%</i> progress rate. (HS)</p> <p><i>Children with disabilities may be provided more individualized instruction and experiences to include goals from the IEP.</i></p> <p><i>Cultural and individual differences as well as life experiences may be considered in designing activities for dual language learners to promote perceptual, motor and physical development.</i></p> <p>HEALTH AND SAFETY: Infants and Toddlers will learn and begin to demonstrate healthy and safe habits at an 80% progress rate. (EHS)</p> <p>Infants will use senses to explore and understand objects and people in their environment at a 70% progress rate. (EHS)</p>	<p>Domain: Perceptual, Motor and Physical Development</p> <p>Sub-Domain: Health, Safety and Nutrition</p> <p>Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. (HS)</p> <p>Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. (HS)</p> <p>Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. (HS)</p> <p>Sub-Domain: Health, Safety and Nutrition</p> <p>Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (EHS)</p> <p>Goal IT-PMP 10. Child uses safe behaviors with support from adults. (EHS)</p> <p>Sub-Domain: Perception</p> <p>Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.</p>	<p>SELF-CARE, HEALTH AND SAFETY SKILLS:</p> <ol style="list-style-type: none"> 1. With prompting and support, identify safety rules. 2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations. 3. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self). 4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball). 	<p>Children have the skills necessary to maintain personal health such as washing hands and wiping nose as needed.</p> <p>Children should be able to comfortably handle small objects such as counting rods, beads, or beans and easily manipulate buttons, snaps and zippers on clothing.</p> <p>Children will be able to walk up and down stairs smoothly by placing only one foot on each step.</p>
<p>Social and Emotional Development:</p> <p>RELATIONSHIPS AND EMOTIONAL FUNCTIONING: Children will develop positive relationships with peers and adults that will display levels of appropriate emotional regulation at a 75% progress rate.(HS)</p> <p><i>Children with disabilities may receive individualized instruction, accommodations and intentional guidance to demonstrate increasing abilities in forming friendships and relationships.</i></p> <p><i>Dual language learners may demonstrate these increasing abilities in their home language or in English at a 50% progress rate.</i></p>	<p>Domain: Social and Emotional Development</p> <p>Sub-Domain: Relationships with Adults</p> <p>Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. (HS)</p> <p>Sub-Domain: Relationships with Other Children</p> <p>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (HS)</p> <p>Sub-Domain: Emotional Functioning</p> <p>P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others.</p> <p>P-SE 7. Child expresses care and concern towards others</p> <p>Goal P-SE 8. Child manages emotions with increasing</p>	<p>SOCIAL DEVELOPMENT:</p> <ol style="list-style-type: none"> 1. Interact appropriately with familiar adults. <ol style="list-style-type: none"> b. Engage with a variety of familiar adults for a specific purpose. 2. Interact appropriately with other children. <ol style="list-style-type: none"> a. Engage in positive interactions and communications with friends (e.g., greet peers, use names of classmates, share materials). 5. Join ongoing activities in acceptable ways. <ol style="list-style-type: none"> a. Express to others a desire to play. 6. Manage emotions. 	<p>Children should be able to communicate feelings and build relationships with peers and adults.</p> <p>Children will be expected to interact comfortably and independently with peers in play and work situations without adult assistance.</p>

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<p>EMOTIONAL FUNCTIONING: Infants and Toddlers will demonstrate control over some of their feelings and behaviors (self-regulation) at a 75% progress rate. (EHS)</p>	<p>Goal IT-SE 9. Child manages emotions with the support of familiar adults. (EHS)</p> <p>Domain: Approaches to Learning/Sub-Domain: Emotional and Behavioral Self-Regulation</p> <p>Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence. (HS)</p> <p>Sub-Domain: Emotional and Behavioral Self-Regulation</p> <p>Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. (EHS)</p>	<p>a. With prompting and support, progress from being upset to being calm.</p> <p>b. With prompting and support, recognize emotions.</p> <p>c. With prompting and support, express feelings through appropriate gestures, actions, and language.</p> <p>d. With prompting and support, express frustration and anger without harming self, others, or property.</p> <p>7. Social Development</p> <p>2. Interact appropriately with other children</p> <p>a. Engage in positive interactions and communications with friends (e.g. greet peers, uses name of classmates, share materials).</p>	