

School Readiness Goals Alignment 2020-2021

1. School Readiness Goal/ Social Emotional: Children will engage in and maintain positive adult and peer relationships and enter successfully into ongoing social interactions.

| Head Start Early Learning Framework Birth to Five | GOLD® Assessment Objectives | Illinois Early Learning Standards |
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| <p>Domain: Social and Emotional Development</p> <p>Goal IT-ATL2,3,6 Goal IT-SE 1,SE2, SE 3, SE4,SE6,SE7,SE8,SE9</p> <p>Goal P-ATL 10 Goal P-SE 1,SE2, SE3, SE4,SE6, SE7</p> | <p>Social Emotional Objectives: <i>GOLD® Objective 2a: Forms relationships with adults</i> Infants and Toddlers:</p> <ul style="list-style-type: none"> • Will use trusted adult as a secure base from which to explore <p>Two's:</p> <ul style="list-style-type: none"> • Will manage separations without distress and engage with trusted adults. <p>Preschool:</p> <ul style="list-style-type: none"> • Will engage with trusted adults as a resource and to share mutual resources. <p><i>GOLD® Objective 2b: Responds to Emotional Cue</i> Infants and Toddlers:</p> <ul style="list-style-type: none"> • Reacts to others emotional expressions. <p>Twos:</p> <ul style="list-style-type: none"> • Demonstrates concern about the feelings of others. <p>Preschool:</p> <ul style="list-style-type: none"> • Identifies basic emotional reactions of others and their causes accurately. <p><i>GOLD® Objective 2c: Interacts with peers</i> Infants :</p> <ul style="list-style-type: none"> • Begins to look towards other children • Sits next to other children <p>Toddlers and Twos:</p> <ul style="list-style-type: none"> • Plays near other children and uses similar materials or actions <p>Preschool:</p> <ul style="list-style-type: none"> • Initiates, joins in, and sustains positive interactions with a small group of two to three children. | <p>Goals: 31 and 32 Standards: 31a,32a,32b,32c,32d</p> |

2. School Readiness Goal / Physical Development: Children will demonstrate control of large muscles for movement navigation and balance.

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| <p>Perceptual, Motor and Physical Development</p> <p>Goal IT-PMP 1,2,3,4</p> <p>Goal P-PMP 1,2</p> | <p>Physical Development Objectives:</p> <p><i>GOLD® Objective 4: Demonstrates traveling skills</i></p> <p>Infants and Toddlers:</p> <ul style="list-style-type: none"> • Moves to explore immediate environment • Experiments with different ways of moving <p>Twos:</p> <ul style="list-style-type: none"> • Begins to move purposefully from place to place with control. <p>Preschool:</p> <ul style="list-style-type: none"> • Coordinates complex movements in play and games. <p><i>GOLD® Objective 5: Demonstrates balancing skills</i></p> <p>Infants and Toddlers:</p> <ul style="list-style-type: none"> • Balances while exploring immediate environment • Experiments with different ways of balancing <p>Twos:</p> <ul style="list-style-type: none"> • Sustains balance during simple movement experiences <p>Preschool:</p> <ul style="list-style-type: none"> • Sustains balance during complex movement experiences <p><i>GOLD® Objective 6: Demonstrates gross-motor manipulation skills</i></p> <p>Infants and Toddlers:</p> <ul style="list-style-type: none"> • Reaches, grasps, and releases objects • Manipulates balls or similar objects with stiff body movements. <p>Twos:</p> <ul style="list-style-type: none"> • Beginning to manipulate balls or similar objects with flexible body movement. <p>Preschool:</p> <ul style="list-style-type: none"> • Manipulates balls or similar objects with a full range of motion. | <p>Goal 19: Standard : 19A</p> |

3. School Readiness Goal/ Math: Children will use math regularly and in everyday routines to count, compare, relate, identify patterns and problem solve.

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| <p>Central Domain : Cognitive</p> <p>Infant/Toddler Domain: Cognitive Goal IT-C 8</p> <p>Preschooler: Mathematics Development Goal P-Math 1,2,3,4,5,6,7,8,9,10 Goal P-SCI 3</p> | <p>Math Objectives <i>GOLD® Objective:20a – Counts</i> Infants:</p> <ul style="list-style-type: none"> • Not yet expected <p>Toddlers:</p> <ul style="list-style-type: none"> • Verbally counts(not always in the correct order) <p>Twos:</p> <ul style="list-style-type: none"> • Verbally counts to 10; counts up to five objects accurately; using one number name for each. <p>Preschoolers:</p> <ul style="list-style-type: none"> • Verbally counts to 20;counts 10-20 objects accurately; knows the last number states how many in all; tells what number(1-10) comes next in order by counting. <p><i>GOLD® Objective:20b – Quantifies</i> Infants:</p> <ul style="list-style-type: none"> • Not yet expected <p>Toddlers:</p> <ul style="list-style-type: none"> • Demonstrates understanding of the concepts of one, two, and more. <p>Twos:</p> <ul style="list-style-type: none"> • Beginning to recognizes and names the number of items in a small set instantly; combines and separates up to five objects and describes the parts. <p>Preschoolers:</p> <ul style="list-style-type: none"> • Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same; counts all or counts on to find how many. <p><i>GOLD® Objective: 20c-Connects numerals with their quantities</i> Infants and Toddlers</p> <ul style="list-style-type: none"> • Not yet expected | <p>Goal 26: Standard A</p> |

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| Cont. | <p>Twos</p> <ul style="list-style-type: none"> Recognizes and names a few numerals. <p>Preschoolers</p> <ul style="list-style-type: none"> Identifies numerals to 10 by name and connects each to counted objects. <p>GOLD® Objective:21a – Understands spatial relationships</p> <p>Infants</p> <ul style="list-style-type: none"> Not yet expected <p>Toddlers:</p> <ul style="list-style-type: none"> Follows simple directions related to position <p>Twos:</p> <ul style="list-style-type: none"> Follows simple directions related to proximity <p>Preschoolers:</p> <ul style="list-style-type: none"> Uses and responds appropriately to positional words indicating location, direction, and distance <p>GOLD® Objective:21b – Understands shapes</p> <p>Infants :</p> <ul style="list-style-type: none"> Not yet expected <p>Toddlers:</p> <ul style="list-style-type: none"> Matches two identical shapes <p>Twos:</p> <ul style="list-style-type: none"> Beginning to identify a few basic shapes <p>Preschoolers:</p> <ul style="list-style-type: none"> Identifies basic shapes Describes basic two and three dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation <p>GOLD® Objective:22 – Compares and measures</p> <p>Infants :</p> <ul style="list-style-type: none"> Not yet expected <p>Toddlers and Twos:</p> <ul style="list-style-type: none"> Makes simple comparisons between two objects <p>Preschoolers:</p> <ul style="list-style-type: none"> Compares and orders a small set of objects as appropriate | |

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| Cont. | <p>according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers.</p> <ul style="list-style-type: none"> • Uses multiples of the same unit to measure; users numbers to compare; knows the purpose of standard measuring tools <p><i>GOLD® Objective:23 – Demonstrates knowledge of patterns</i></p> <p>Infants :</p> <ul style="list-style-type: none"> • Not yet expected <p>Toddlers and Twos:</p> <ul style="list-style-type: none"> • Shows interest in simple patterns in everyday life <p>Preschoolers:</p> <ul style="list-style-type: none"> • Copies simple repeating patterns • Extends and creates simple repeating patterns. | |

4. School Readiness Goal /Approaches to Learning: Children will demonstrate persistence when working with materials, activities and information.

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| <p>Central Domain :Approaches to Learning</p> <p>Goal IT-ATL3,4,5,6,7,8,9</p> <p>Goal P-ATL 6,7,8,9,11,12</p> | <p><i>GOLD® Objective:11a – Attends and engages</i> Infants and Toddlers:</p> <ul style="list-style-type: none"> • Pays attention to sights and sounds <p>Twos:</p> <ul style="list-style-type: none"> • Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments. <p>Preschool:</p> <ul style="list-style-type: none"> • Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions. <p><i>GOLD® Objective:11b – Persists</i> Infants and Toddlers and Twos</p> <ul style="list-style-type: none"> • Repeats actions to obtain similar results • Practices an activity many times until successful <p>Preschool</p> <ul style="list-style-type: none"> • Plans and pursues a variety of appropriately challenging tasks <p><i>GOLD® Objective:11c – Solves problems</i> Infants and Toddlers:</p> <ul style="list-style-type: none"> • Reacts to a problem; seeks to achieve a specific goal. <p>Twos:</p> <ul style="list-style-type: none"> • Observes and imitates how other people solve problems; asks for a solution and uses it <p>Preschool</p> <ul style="list-style-type: none"> • Solves problems without having to try every possibility <p><i>GOLD® Objective:11d – Shows curiosity and motivation</i> Infants and Toddlers:</p> <ul style="list-style-type: none"> • Uses senses to explore the immediate environment <p>Twos:</p> <ul style="list-style-type: none"> • Explores and investigates ways to make something happen <p>Preschool:</p> <ul style="list-style-type: none"> • Shows eagerness to learn about a variety of topics and ideas. | <p>Goal 5: Standards A & B</p> |

5. School Readiness Goal / Language and Literacy: Children will build, use, and comprehend increasingly complex and varied vocabulary.

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| <p>Central Domain : Language and Literacy</p> <p>Infants and Toddler: Language and Communication Goal IT-ATL 8,9 IT- SE 11,12,13 IT—LC 1,2,3,4,5,6,7,8,9</p> <p>Preschool: Language and Communication Goal p-ATL 8 P-LC 1,2,3,4,5,6,7</p> | <p><i>GOLD® Objective : 8a Comprehends Language</i> Infants and Toddlers and Twos:</p> <ul style="list-style-type: none"> • Shows interest in the speech of others • Identifies Familiar people, animals, and objects when prompted <p>Preschool:</p> <ul style="list-style-type: none"> • Responds appropriately to specific vocabulary and simple statements, questions, and stories • Responds appropriately to complex statements, questions, vocabulary, and stories <p><i>GOLD® Objective : 8b Follows directions</i> Infants and Toddlers:</p> <ul style="list-style-type: none"> • Responds to simple verbal requests accompanied by gestures or tone of voice • Follows simple requests not accompanied by gestures <p>Twos:</p> <ul style="list-style-type: none"> • Follows directions of two or more steps that relate to familiar objects and experiences <p>Preschool:</p> <ul style="list-style-type: none"> • Follows detailed, instructional, multistep directions <p><i>GOLD® Objective : 9a uses an expanding expressive vocabulary</i> Infants and Toddlers:</p> <ul style="list-style-type: none"> • Vocalizes and gestures to communicate • Names familiar people, animals, and objects <p>Twos:</p> <ul style="list-style-type: none"> • Beginning to describe and tell the use of many familiar items <p>Preschool:</p> <ul style="list-style-type: none"> • Describes and tells the use of many familiar items • Beginning to incorporate new, less familiar or technical words in everyday conversations | <p>Goal 1a,b,c,d</p> |

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| Cont. | <p><i>GOLD® Objective: 9b speaks clearly</i></p> <p>Infants and Toddlers:</p> <ul style="list-style-type: none"> • Babbles strings of single consonant sounds and combines sounds • Uses some words and word-like sounds and is understood by most familiar people <p>Twos:</p> <ul style="list-style-type: none"> • Beginning to be understood by most people, may mispronounce new, long or unusual words <p>Preschool:</p> <ul style="list-style-type: none"> • Is understood by most people, may mispronounce new, long or unusual words • Beginning to pronounce multisyllabic or unusual words correctly <p><i>GOLD® Objective:9c uses conventional grammar</i></p> <p>Infants and Toddlers:</p> <ul style="list-style-type: none"> • Uses one or two word sentences or phrases <p>Twos:</p> <ul style="list-style-type: none"> • Uses three to four word sentences; may omit some words or use some words incorrectly <p>Preschool:</p> <ul style="list-style-type: none"> • Uses complete four to six word sentences <p><i>GOLD® Objective:9d tells about another time or place</i></p> <p>Infants</p> <ul style="list-style-type: none"> • Not yet expected <p>Toddlers:</p> <ul style="list-style-type: none"> • Makes simple statements about recent events and familiar people and objects that are not present <p>Twos:</p> <ul style="list-style-type: none"> • Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning ,middle and end <p>Preschool:</p> <ul style="list-style-type: none"> • Tells stories about other times and places that have a logical | |

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| Cont. | <p>order and that include major details</p> <ul style="list-style-type: none"> • Tells elaborate stories that refer to other times and places <p>GOLD® Objective: 10a engages in conversations</p> <p>Infants and Toddlers:</p> <ul style="list-style-type: none"> • Engages in simple back and forth exchanges with others • Initiates and attends to brief conversations <p>Twos:</p> <ul style="list-style-type: none"> • Beginning to engage in conversations of at least three exchanges <p>Preschool:</p> <ul style="list-style-type: none"> • Beginning to engage in complex, lengthy conversations with five or more exchanges <p>GOLD® Objective :10b uses social rules of language</p> <p>Infants and Toddlers:</p> <ul style="list-style-type: none"> • Responds to speech by looking toward the speaker; watches for signs of being understood when communicating • Uses appropriate eye contact, pauses and simple verbal prompts when communicating <p>Twos:</p> <ul style="list-style-type: none"> • Beginning to use acceptable language and social rules while communicating with other; may need reminders <p>Preschool:</p> <ul style="list-style-type: none"> • Uses acceptable language and social rules while communicating with others; may need reminders • Beginning to use acceptable language and social rules during communication with others | |