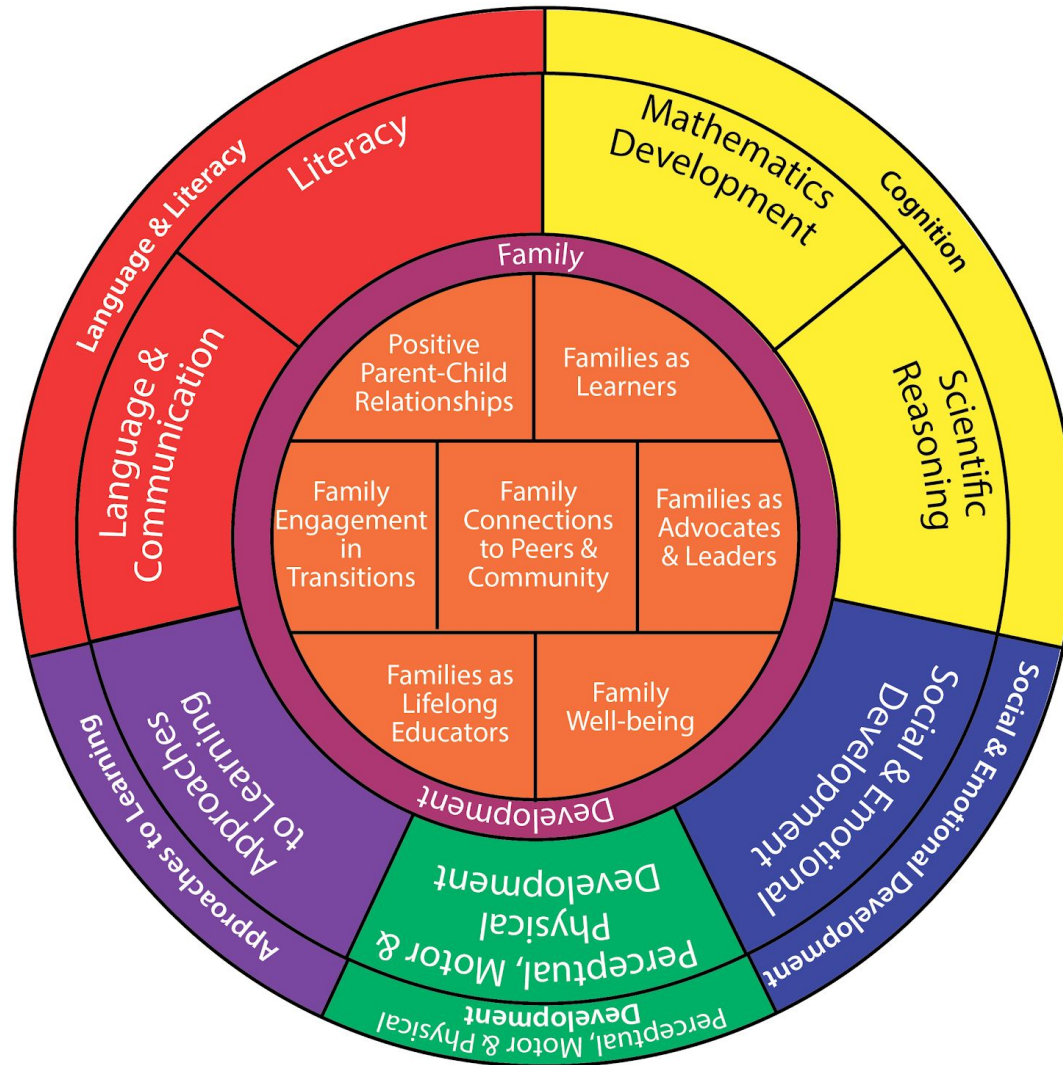


Mid-West New Mexico Community Action Program HEAD START



2019/2020
SCHOOL READINESS GOALS

School Readiness Domain	Goal Indicators (by 60 months)	Alignments
Approaches to Learning	<p>Goal 1 We pay attention for increasingly longer periods of time when working on a task or activity and demonstrate independence. We persist when a task or activity is new or challenging.</p> <p>By 60 Months:</p> <ul style="list-style-type: none"> ● Maintains focus on activities for extended periods of time, such as 15 minutes or more. ● Engages in purposeful play for extended periods of time. ● Attends to adult during large and small group activities with minimal support. ● Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child. ● Returns with focus to an activity or project after having been away from it. ● Engages in independent activities. ● Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity. 	<p>Teaching Strategies Gold</p> <p>11: Cognitive Self-Regulation a: Attends and engages b: Persists</p> <p>ELOF</p> <p>P-ATL 6: Child maintains focus and sustains attention with minimal adult support. P-ATL 7: Child persists in tasks. P-ATL 10: Child demonstrates initiative and independence.</p> <p>NM ELG</p> <p>27.1: Focuses and completes a variety of tasks, activities, projects, and experiences 27.2: Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions)</p>

Social and Emotional Development

Goal 2

When we work and play with other children in our environment, we are able to make friends, share, cooperate, and express our wants and needs appropriately.

By 60 Months:

- Engages in and maintains positive interactions with other children.
- Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.
- Takes turns in conversations and interactions with other children.
- Develops friendships with one or two preferred other children.
- Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.
- Demonstrates willingness to include others' ideas during interactions and play.
- Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.
- Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.
- Expresses feelings, needs, and opinions in conflict situations.
- Seeks adult help when needed to resolve conflicts.

Teaching Strategies Gold

2: Establishes and Sustains Positive Relationships

c: Interacts with Peers

d: Makes Friends

3: Participates Cooperatively and Constructively in Group Situations

a: Balances needs and rights of self and others

b: Solves social problems

ELOF

P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

P-SE 4. Child engages in cooperative play with other children.

P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

NM ELG

20.1: Plays and interacts with various children, sharing experiences and ideas with others.

20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.

Language	<p>Goal 3 We show our understanding of the social rules of conversation by listening, taking turns, and using the appropriate voice level and tone during conversations with adults and other children.</p> <p>By 60 Months:</p> <ul style="list-style-type: none">● Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.● Shows ongoing connection to a conversation, group discussion, or presentation.● Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.● With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	<p>Teaching Strategies Gold</p> <p>10: Uses Appropriate Conversational and Other Communication Skills</p> <ul style="list-style-type: none">a: Engages in conversationsb: Uses social rules of language <p>ELOF</p> <p>P-LC 1: Child attends to communication and language from others.</p> <p>P-LC 4: Child understands, follows, and uses appropriate social and conversational rules.</p> <p>NM ELG</p> <p>6.1: Converses effectively in his or her home language, English, or Sign language for a variety of purposes relating to real experiences and different audiences.</p>
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<p>Literacy</p>	<p>Goal 4 We recognize at least half of the letters in the alphabet, are able to produce the sounds for the letters that we recognize, and are able to identify our printed name.</p> <p>By 60 Months:</p> <ul style="list-style-type: none"> ● Names 18 upper- and 15 lower-case letters. ● Knows the sounds associated with several letters. ● Identifies printed name in several contexts 	<p>Teaching Strategies Gold</p> <p>16: Demonstrates Knowledge of the Alphabet</p> <p>a: Identifies and names letters</p> <p>b: Identifies letter sound correspondence</p> <p>ELOF</p> <p>P-LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters.</p> <p>NM ELG</p> <p>7.4: Progresses in understanding and using concepts of print.</p>
<p>Literacy</p>	<p>Goal 5</p>	<p>Teaching Strategies Gold</p>

We understand that print is meaningful and useful. We point to words when reading, can explain the parts of a book; for example the front, back, title, and author, and know that groups of letters make words.

By 60 Months:

- Understands that print is organized differently for different purposes, such as a note, list, or storybook.
- Understands that written words are made up of a group of individual letters.
- Begins to point to single-syllable words while reading simple, memorized texts.z Identifies book parts and features, such as the front, back, title, and author.

17: Demonstrates Knowledge of Print and it's Uses

a: Uses and appreciates books

b: Uses print concepts

ELOF

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).

NM ELG

7.3: Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).

7.4: Progresses in understanding and using concepts of print.

<p>Cognitive</p>	<p>Goal 6 We can count in order from 1-20. identify the numerals 1-10, and can show our understanding of one-to-one correspondence using manipulatives.</p> <p>By 60 months:</p> <ul style="list-style-type: none"> ● Counts verbally or signs to at least 20 by ones. ● Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number. ● When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. ● Counts and answers “How many?” questions for approximately 10 objects. Accurately counts as many as 5 objects in a scattered configuration. ● Understands that each successive number name refers to a quantity that is one larger. ● Understands that the last number said represents the number of objects in a set. ● Associates a number of objects with a written numeral 0–5. ● Recognizes and, with support, writes some numerals up to 10. 	<p>Teaching Strategies Gold</p> <p>20: Uses Number Concepts and Operations</p> <p>a: Counts</p> <p>b: Quantifies</p> <p>c: Connects numerals with their quantities</p> <p>ELOF</p> <p>P-MATH 1: Child knows number names and the count sequence.</p> <p>P-MATH 2: Child recognizes the number of objects in a small set.</p> <p>P-MATH 3: Child understands the relationship between numbers and quantities.</p> <p>P-MATH 5: Child associates a quantity with written numerals up to 5 and begins to write numbers.</p> <p>NM ELG</p> <p>9.2: Uses one-to-one correspondence in counting increasingly higher groups of objects.</p> <p>9.3: Recognizes some numerals</p>
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<p>Physical</p>	<p>Goal 7 We use our small muscles for activities like drawing and writing, painting and cutting, and pouring.</p> <p>By 60 Months:</p> <ul style="list-style-type: none"> ● Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. ● Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. ● Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning. 	<p>Teaching Strategies Gold</p> <p>7: Demonstrates Fine-Motor Strength and Coordination</p> <p>a: Uses fingers and hands</p> <p>b: Uses writing and drawing tools</p> <p>ELOF</p> <p>P-PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles.</p> <p>NM ELG</p> <p>2.1: Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.</p> <p>2.2: Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulatives and small objects, and when dressing and undressing.</p> <p>2.3: Holds writing tool in pincer grasp to draw, scribble write, and make letter-like shapes and/or letters.</p>
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