



# RCMA School Readiness Goals

## Birth through Five Years

Quick reference for teachers and parents



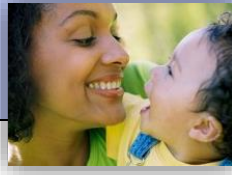
**Parents and Teachers agreed together on our School Readiness Goals for the program year 2018-2019.**

We aim to reach these goals by supporting each child's home language development and the development of English. For each of the 5 Central Domains in the HSELOF, we have written a goal statement and listed key objectives for each of the domains and behavior indicators that staff will use in identifying the mastery of the indicated objective. The RCMA School Readiness goals are aligned with HSELOF, HighScope COR Advantage and the Florida State standards.

### Approaches to Learning Goal

**Infants/Toddlers and Preschoolers** → Children will try one or several ideas until the expected outcome is reached

HSELOF Alignment		Children Behavior Indicator (Assessment)	
Infant/Toddlers	Preschoolers	Infant/Toddlers	Preschoolers
Cognitive Self-Regulation (Executive Functioning)	Cognitive Self-Regulation (Executive Functioning)	COR Advantage Item B. Problem Solving with Materials	COR Advantage Item B. Problem Solving with Materials
Goal IT – ATL 4. Child develops the ability to show persistence in actions and behavior  Goal IT – ATL 5. Child demonstrates the ability to be flexible in actions and behavior	Goal P – ATL 7. Child persists in tasks  Goal P – ATL 9. Child demonstrates flexibility in thinking and behavior	<ul style="list-style-type: none"> <li>Child repeats an action, even when it isn't working, to solve a problem</li> <li>Child asks for help in solving a problem with materials</li> </ul> We will continue to aggregate data and monitor closely child progress in these items.	<ul style="list-style-type: none"> <li>Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials</li> </ul> We will continue to aggregate data and monitor closely child progress in these items.



### Social and Emotional Development Goal

**Infants/Toddlers** → Children will be able to recognize their own feelings, name a couple of feeling words as well as name the feelings of other (as developmentally appropriate)

**Preschoolers** → Children will be able to recognize and name their own feelings as well as observe and name the feelings of others

HSELOF Alignment		Children Behavior Indicator (Assessment)	
Infant/Toddlers	Preschoolers	Infant/Toddlers	Preschoolers
Emotional Functioning	Emotional Functioning	COR Advantage Item D. Emotions	COR Advantage Item D. Emotions
Goal IT – SE 6. Child learns to express range of emotions  Goal IT – SE 7. Child recognizes and interprets emotions of others with the support of familiar adults  Goal P – SE 8. Child expresses care and concern toward others  Goal P – SE 9. Child manages emotions with the support of familiar adults	Goal P – SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others  Goal P – SE 7. Child expresses care and concern toward others  Goal P – SE 8. Child manages emotions with increasing independence	<ul style="list-style-type: none"> <li>Child expresses an emotion with his or her face and/or body</li> <li>Child initiates physical contact with another person to express an emotion</li> <li>Child names emotions</li> </ul> We will continue to aggregate data and monitor closely child progress in these items.	<ul style="list-style-type: none"> <li>Child names emotions</li> <li>Child explains the reason behind an emotion</li> <li>Child exercises self-control by using appropriate words and/or actions</li> </ul> We will continue to aggregate data and monitor closely child progress in these items.



### Language and Literacy Development Goal

**Infant/Toddlers** → Children will react to sounds and/or motions to an environmental sound, they will also enjoy stories, rhymes and songs

**Preschoolers** → Children will use alliteration, rhyming and segmentation. Children will identify letters of the alphabet and produce correct sounds associated with letters

HSELOF Alignment		Children Behavior Indicator (Assessment)	
Infant/Toddlers	Preschoolers	Infant/Toddlers	Preschoolers
Emergent Literacy	Phonological Awareness Print & Alphabet Knowledge	COR Advantage Item N. – Phonological Awareness	COR Advantage Item N. – Phonological Awareness COR Advantage Item O. – Alphabetic Knowledge
Goal IT – LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs	Goal P – LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound  Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters	<ul style="list-style-type: none"> <li>Child responds to a sound in the environment</li> <li>Child makes the sound of an animal, a vehicle, or another familiar object</li> <li>Child repeats or joins in saying parts of simple rhymes</li> </ul> We will continue to aggregate data and monitor closely child progress in these items.	<ul style="list-style-type: none"> <li>Child spontaneously says real or made up rhyming words</li> <li>Child points out that two words do not rhyme</li> <li>Child points out that two words start with the same sound</li> <li>Child identifies a letter</li> <li>Child identifies 10 or more letters</li> <li>Child uses invented spelling to sound out new words without adult prompting</li> </ul> We will continue to aggregate data and monitor closely child progress in these items.

**Cognition and General Knowledge Goal**

**Infants/Toddlers** →Children will experience the number of things such as more, less or the same

**Preschoolers** →Children will learn to count by counting things, one-to-one correspondence up to 10 objects as well as identify four or more single-digit numerals

HSELOF Alignment		Children Behavior Indicator (Assessment)	
Infant/Toddlers	Preschoolers	Infant/Toddlers	Preschoolers
Emergent Mathematical Thinking	Mathematics Development	COR Advantage Cognition(Math): Item S. Numbers and Counting	COR Advantage Cognition(Math): Item S. Numbers and Counting
Goal IT – C 8. Child develops a sense of number and quantity	Goal P – MATH 1. Child knows number names and the count sequence  Goal P – MATH 2. Child recognizes the number of objects in small set  Goal P – MATH 3. Child understands the relationship between numbers and quantities	<ul style="list-style-type: none"> <li>Child looks at, touches, or handles a single object</li> <li>Child uses a word, sign, or phrase to ask for “more”</li> <li>Child uses a number word or rote count</li> </ul> We will continue to aggregate data and monitor closely child progress in these items.	<ul style="list-style-type: none"> <li>Child consistently counts (with one-to-one) correspondence up to 10 objects</li> <li>Child identifies four or more single-digit numerals</li> </ul> We will continue to aggregate data and monitor closely child progress in these items.

**Perceptual, Motor, and Physical Development Goal**

**Infants/Toddlers** →Children will at first rely on others to meet their physical needs, and then will gradually begin to feed themselves, dress, wash hands, brush teeth, and use toilet

**Preschoolers** →Children will perform personal tasks independently (feed/dress themselves, use toilet, wash hands, etc.), make healthy choices and explain the reasoning behind health and safety choices

HSELOF Alignment		Children Behavior Indicator (Assessment)	
Infant/Toddlers	Preschoolers	Infant/Toddlers	Preschoolers
Health, Safety and Nutrition	Health, Safety and Nutrition	COR Advantage Physical Development and Health: Item K. Personal Care and Healthy Behavior	COR Advantage Physical Development and Health: Item K. Personal Care and Healthy Behavior
Goal IT – PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines  Goal IT – PMP 10. Child uses safe behaviors with support from adults  Goal IT– PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices	Goal P – PMP 4. Child demonstrates personal hygiene and self-care skills  Goal P – PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits  Goal P – PMP 6. Child demonstrates knowledge of personal safety practices and routines	<ul style="list-style-type: none"> <li>Child expresses basic physical needs</li> <li>Child feeds him or herself finger foods</li> </ul> We will continue to aggregate data and monitor closely child progress in these items.	<ul style="list-style-type: none"> <li>Child performs a personal care task with assistance</li> <li>Child performs a personal care task independently</li> <li>Child makes a healthy choice and explains why it is good for him or her</li> </ul> We will continue to aggregate data and monitor closely child progress in these items.



	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HSELOF)**

