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## School Readiness Goals for ACHR Child Development Program - HS



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The following summary of ACHR's school readiness goals is posted in each classroom and appears in the parent handbook of operating policies and procedures:

**“Children will be mentally, physically, and cognitively ready for kindergarten and life \*.”**

To reach these overall goals we provide opportunities for children to

- a. develop trusting relationships
- b. learn through active involvement with people, materials, events, and ideas
- c. become independent, responsible, and confident – ready for school and ready for life
- d. learn to plan many of their own activities, carry them out, and talk with other children and their teachers about what they've done and what they've learned
- e. Gain knowledge and skills in important content areas including language (speaking and listening), literacy (reading and writing) and communication, social emotional development, creative representation (e.g. visual and dramatic arts), social studies, physical development, health and well-being (e.g. large and small muscles, coordination, healthy habits), music, and logical thinking (reasoning), science and technology (e.g. classification— describing, sorting, matching), mathematics (e.g. arranging things in a series or pattern), space (e.g. where things are in relationship to other things), and time.

\*These goals correspond, align with and incorporate National Head Start's domains of Approaches to Learning, Social & Emotional Development, Language/Communication & Literacy, Mathematics & Scientific Reasoning, Perceptual, Motor, & Physical Development in the *Head Start Early Learning Outcomes Framework*, the *Alabama Early Learning Standards*, & *Alabama Performance Standards for 4-year Olds*.



**ACHR's specific preschool goals and objectives for achieving school readiness appear below.**



## Preschool School Readiness Goals

ACHR Child Development Program's leadership understands that school readiness goals are statements that articulate knowledge and skills for preschool children entering kindergarten. These goals address social and emotional development, language and literacy, perceptual, motor, and physical development, approaches to learning, and cognitive development including mathematics and science. The goals are aligned with the Head Start Early Learning Outcomes Framework (ELOF) and HighScope Curriculum content and are measured through the High Scope COR Advantage (Child Observation Record), and in some cases through teacher logs or other data collection. These COR measures are indicated after each goal description on the left while ELOF alignments are indicated on the right.

### A. HS Social and Emotional Goals

#### **Goal A1: Children will engage in and maintain positive adult-child relationships and interactions.**

This includes communicating needs, wants and information both orally and with gestures; seeking help from an adult and using adult assistance to solve challenges and explore the environment; cooperating with adult requests; and demonstrating signs of valuing the adult's attention (e.g., sharing pride in accomplishments, mutual positive emotions, sharing information and affection).

**COR Item E4-5**

**ELOF: P-SE 1-2**

#### **Goal A2: Children will engage in and maintain positive peer relationships and interactions.**

This includes cooperating in the shared use of space, materials, activities, and adult attention; verbal and gestural communication of needs, wants, and information; emotionally positive interactions and exchanges; and pro-social forms of conflict management (e.g., seeking adult help, moving away from conflict, lack of aggression, with adult help offers solutions to a conflict/negotiates a resolution to a conflict). Child expresses care and concern towards others.

**COR Item F4-5**

**ELOF: P-SE 3-4**

#### **Goal A3: Children will display levels of attention, emotional regulation, and behavior in the classroom that are appropriate to the situation and the supports available.**

This includes persisting with challenging tasks (e.g., puzzles, listening to stories) when the activity is appropriate and an adult is present and provides support; showing a range of positive and negative emotions under circumstances in which those reactions are appropriate; and showing physical activity and behavior that fit with the activity and demonstrate awareness of limits and others' experiences (e.g., movement that is not intrusive). Children's levels and range of expression of attention, emotion, and behavior in the classroom also show connections and responsiveness to children's and adults' feedback and support and increasing ability to control impulses.

**COR Items B4-5, H4-5, D-5**

**ELOF: P-ATL 1,4,5,7,9 / P-SE 5-8**

#### **Goal A4: Children will learn and internalize (follow) classroom rules, routines, and directions.**

This includes responding to adult requests, directives, and feedback; use of materials and space consistent with rules and directions; and cooperation with group transitions and movement (e.g., changing activities, lining up) and developing an internal sense of right and wrong.

**COR Items G4-5**

**ELOF: P-ATL 2-3 / P-SE 2**

**Goal A5: All children will develop and display a sense of self, confidence in their abilities, and a strong identity that is rooted in their family and culture.**

This includes children's abilities to understand and describe themselves as an individual and within the context of their family and cultural environment. Children are able to express their ideas and feelings about themselves in increasingly complex ways. Children express confidence in their abilities while participating in activities or when talking about future events. Children may express their cultural knowledge and identify in a variety of ways.

**COR Items C4-5, FF4-5**

**ELOF: P-SE 9-11**

## **B. HS Language and Literacy Goals**

**Goal B1: Children will build, use, and comprehend increasingly complex and varied vocabulary.**

This includes understanding and using a wide variety of labels to describe people, objects, attributes, and actions; understanding and producing words that describe the relationship among objects or events (e.g., positional, comparison, and time concept words); steadily developing a large store of words that are understood and words that are produced; and developing a deeper knowledge of words (e.g., awareness of multiple meanings, using words with increasing specificity). Children who are DLLs may demonstrate these increasing abilities in their home language or in English.

**COR Item L4-5, M4-5, BB4-5, CC4, JJ5**

**ELOF: P-LC 5-7**

**Goal B2: Children will use and comprehend oral language for conversation and communication.**

This includes engaging in multiple turn conversations; describing and understanding connections among story and event parts (i.e., sequence, cause-effect relations, etc.); communicating needs, wants, and desires using words, phrases, and sentences; following increasingly complex and multi-step directions; and using increasingly complex and longer sentences using appropriate social and conversational rules. Children who are DLLs may demonstrate these increasing abilities in their home language or in English.

**COR Item E4-5, F4-5, L4-5, M4-5, FF4-5, II5 (ESL) JJ5 (ESL)**

**ELOF: P-LC 1-4**

**Goal B3: Children will identify and discriminate the sounds within words, as separate from the word itself.**

This includes identifying and manipulating (blend, segment, delete) smaller units of sound within a word (rhyme, syllable, individual sound). Children who are DLLs may demonstrate these increasing abilities in their home language or in English.

**COR Item N5, O4**

**ELOF: P-LIT1 / P-LIT 3**

**Goal B4: Children will use and understand print as a system of visible marks that represent the sounds within words and words themselves.**

This includes knowing and identifying letter names and sounds (connecting oral with printed versions); identifying book parts and print concepts; and writing letters and their own names as well as other emergent writing efforts. Children who are DLLs may demonstrate these increasing abilities in their home language or in English.

**COR Item O4, P5, Q5, R4-5 & Teacher Log**

**ELOF: P-LIT 2 / P-LIT 6**

**Goal B5: Children will engage with literature in developmentally appropriate ways.**

This includes indicating an interest in and selecting books to look through and listen to. It also includes listening to stories and developing active strategies for understanding the content (e.g., predicting, summarizing, and questioning); using information from books in conversations, artistic works, creative movement, or drama. Children who are DLLs may demonstrate these increasing abilities in their home language or in English.

COR Items P4, Q5, M4-5

ELOF: P-LIT 4-5

**Goal B6: Children who are dual language learners (DLLs) will demonstrate increased competency in their home language while developing proficiency in English.**

This includes the ability to understand and use increasingly more complex language in both their home language and English. As their vocabulary becomes more varied and complex, they are able to express a broader content of knowledge.

COR Items II5, JJ5 (ESL)

ELOF: P-LC 1-3

**C. HS Approaches to Learning Goals****Goal C1: Children will show an interest in varied topics and activities, an eagerness to learn, creativity, and independence in their interactions with activities and materials.**

This includes the child showing interest and curiosity about the world around them and seeking (planning) a range of activities, information, or materials that foster learning and skills (e.g., puzzles, centers, building materials, activities with science and social studies information) and engaging with those activities and materials to provide information and skill development opportunities; manipulating activities, materials, and information in conventional ways and in new and unusual ways (e.g., making novel uses of a set of building blocks, using dolls in new roles); Children use their experiences to draw conclusions about people, materials, events, and ideas. They make connections between what they already know and what they are doing and learning and working with activities, materials, and information on their own as well as in a group. Children will demonstrate an interest in learning about the world and in working in groups.

COR Items A5, B4-5 CC4, M4-5

ELOF: P-ATL 6- 12

**Goal C2: Children will demonstrate persistence and sustained attention when working with materials, activities, and information.**

This includes demonstrating focused effort and engagement at the start of an activity and throughout periods in which the activity, materials, or information are challenging; asking for help when appropriate and using the help to continue engagement in the activity, materials, or information; and demonstrating signs of pride and accomplishment during and after engaging with activities, materials, or information (e.g., children enthusiastically share [recall] with teachers something they have done or shows signs of how hard they have worked on something).

COR Item B4-5, C4-5

ELOF: P-ATL 7 / P-ATL 9

**Goal C3: Children will demonstrate growing cooperation and interest and engagement in group experiences.**

This includes children planning, initiating and completing learning activities with peers; joining in cooperative play with others and inviting others to play; modeling or teaching peers; helping, sharing and cooperating in group experiences.

COR Item A5 F4-5

ELOF: P-ATL 10 / P-SE 3-4

## **D. HS Cognition and General Knowledge Goals**

**Goal D1: Children will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve.**

This includes counting accurately up to 10 objects; showing 1:1 correspondence in counting; Associating a quantity with written numerals up to 5 and begins to write numbers; comparing objects and quantities in relation to size, weight, volume, and temperature and using relevant terms for relations (e.g., bigger, heavier, hotter, etc.); identifying cause and effect in actions; identifies, describes, compares and composes shapes and explores the positions of objects in space; identifying patterns and repeats in various forms (e.g., using blocks or naturally occurring patterns to describe shape, color, size, etc., regularities, measurement); and using number or quantity to solve problems (e.g.: If we take one away from this group of four beads, how many are left? or Do we need more or less water in this cup to make these two the same?).

**COR Item R4-5, S5, T4-5, U4, V4-5, W4-5**

**ELOF: P-MATH 1-10 / P-SCI 3**

**Goal D2: Children will use observation and manipulation, ask questions, make predictions, experiment, and develop hypotheses to gain a better understanding of information and activities in their surroundings.**

This includes describing what the child sees and hears (observable phenomena); asking questions of adults about activities and information of which the child is aware; guessing about what will happen next or why something may have happened; guessing or speculating about what might happen if circumstances or conditions were different; using tools and technology as part of investigations and for accomplishing a goal or solving a problem, and identifying possibilities for multiple solutions to questions, tasks, and problems.

**COR Items BB4-5, CC4, DD4-5, EE5, W4-5**

**ELOF: P-SCI 1-6 / P-ATL 12**

**Goal D3: Children will use gain general knowledge and concepts in areas of beginning geography (space), history (time), natural science, and social studies.**

This includes the child recognizing and interpreting features and locations in the environment; developing a sense of present, past and future; curiosity about the world around them such as learning about plants, animals, habitats, and weather; understanding that people have diverse characteristics, interests, and abilities and recognizing that people have different roles and functions in the community

**COR Items DD4-5, FF4-5, GG4-5, HH5**

**ELOF: P-SE 9 / P-SE 11 / P-MATH 9/ P-ATL 11**

**Goal D4: Children will use their skills in remembering information and in being aware of their own thinking.**

This includes remembering both short and longer-term information (e.g.: What happened this morning? What happened a month ago?) as well as memory skills for increasing recall of letters or numbers or facts; and children's awareness of their use of recall or knowledge of facts to plan and solve problems.

**COR Items A5, B4-5, C4-5**

**ELOF: P-ATL 8**

**Goal D5: Children will increase skills in using various media (e.g. art, music, movement, drama) to represent and express thoughts, feelings, experiences or knowledge.**

This includes developing increasingly complex skills in representing people, places, things, and ideas through drawing, painting and creating 3 dimensional objects; engaging in pretend play and acting out roles; singing, increased competency with steady beat and creative movement.

**COR Items X4-5, Y5, Z4-5, AA4-5**

**ELOF: P-ATL 13 Also relates to P-SCI & P-ATL Goals**

### **E. HS Physical Well-Being and Motor Development Goals**

**Goal E1: Children will demonstrate control of large muscles for movement, navigation, and balance.**

This includes walking, running, hopping, galloping, skipping, jumping, climbing, and balancing and throwing, catching, hitting, and kicking a ball.

**COR Item I4-5**

**ELOF: P-PMP 1-2**

**Goal E2: Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, and manipulation.**

This includes holding pencils and drawing tools, eating, brushing teeth, playing with toys, using blocks and toys, manipulating clay or other materials, dressing, and putting on clothing.

**COR Item J4-5**

**ELOF: P-PMP 3**

**Goal E3: Children will identify and practice healthy and safe habits.**

This includes eating healthy foods, demonstrating initiative and independence in personal care such as washing hands with soap, brushing teeth with toothpaste after a meal, appropriately dressing (e.g., wearing a coat when cold), appropriately and safely using objects (e.g., pencils or other tools); providing verbal reasons for why these practices are safe and important; and knowledge and practice related to nutrition and food that is healthy.

**COR Item K5, G4-5**

**ELOF: P-PMP 4-6 P / ATL 10**