

Kindergarten Readiness Plan 2021-2022

Early Head Start Kindergarten Readiness Goals

Head Start Domain	Key Developmental Indicators	Head Start Readiness Goal for Early Head Start Based On Infants =Level 0-1 Older Infants=Level 1-2 Toddlers (2,3) = Level 2	Assessment of Goals	100% of EHS Children will be able to meet the following goals according to HighScope COR levels 0-7 and Indiana Foundations
<p>Social & Emotional Development</p> <p>(Social Relations)</p>	<ul style="list-style-type: none"> ➤ Self Identity ➤ Sense of competence ➤ Emotions ➤ Empathy ➤ Community ➤ Building relationships ➤ Cooperative play ➤ Moral development ➤ Conflict resolution 	<ul style="list-style-type: none"> ➤ Children will engage with positive social interactions with peers and adults (stable connections with adults and peers) initiates conversation and activities ➤ Children will recognize and communicate emotions, attention and social needs 	<ul style="list-style-type: none"> ➤ Infant and Toddler COR items: ➤ D. Emotions ➤ E. Building Relationships with Adults ➤ F: Building Relationships with Other Children ➤ G: Community ➤ H: Conflict Resolution 	<p>For infants: Level 0-1</p> <ul style="list-style-type: none"> ➤ Child expresses an emotion with his/her face and/or body ➤ Child looks at, smiles at, vocalizes to, or makes faces at a primary caregiver ➤ Child watches another child ➤ Child alerts to what is going on around him or her ➤ Child continues with his/her action in a conflict situation <p>For older infants: Level 1-2</p> <ul style="list-style-type: none"> ➤ Child initiates physical contact with another person to express an emotion ➤ Child uses a familiar adult as a secure base from which to explore, returning periodically ➤ Child spontaneously brings an or shows affection to another child ➤ Child participates in a part of the daily routine when led or assisted by an adult ➤ Child reacts to conflict by withdrawing, crying, hitting, kicking or biting <p>For toddlers: Level 2</p> <ul style="list-style-type: none"> ➤ Child names emotions ➤ Child seeks out a familiar adult to communicate a simple need or desire, using at least one

				<ul style="list-style-type: none"> ➤ word ➤ Child plays and works alongside other children ➤ Child attempts, or his/her own, a simple task that is related to part of the daily routine ➤ Child attempts to deal with a conflict in a simple way.
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Approaches to Learning	<ul style="list-style-type: none"> ➤ Initiative ➤ Planning ➤ Engagement ➤ Problem Solving ➤ Use of Resource ➤ Reflection 	<ul style="list-style-type: none"> ➤ Children will be able to express choices and verbally identify problems ➤ Children will be able to engage in self help-tasks ➤ Children will distinguish what in their world is a part of themselves. 	<ul style="list-style-type: none"> ➤ Infant and Toddler COR items: A: Initiative and planning B: Problem solving with materials C. Reflection 	<p>For infants: Level 0-1</p> <ul style="list-style-type: none"> ➤ Child turns toward or away from an object or person ➤ Child moves his/her eyes, head or hand toward a desired object or person ➤ Child returns his/her attention to an object or event of interest <p>For older infants: Level 1-2</p> <ul style="list-style-type: none"> ➤ Child moves with persistence until reaching a desired object or person ➤ Child repeats an action, even when it isn't working, to solve a problem ➤ Child indicates he/she wants something to happen again <p>For toddlers: Level 2</p> <ul style="list-style-type: none"> ➤ Child indicates an intention with one or two words ➤ Child asks for help in solving a problem with materials ➤ Child returns to where something he/she wants or has played with is located
Language, Literacy & communication (Communication and	<ul style="list-style-type: none"> ➤ Comprehension ➤ Speaking ➤ Vocabulary ➤ Phonological awareness 	<ul style="list-style-type: none"> ➤ Children will engage in conversation by using recognizable words and phases ➤ Children will respond to the sounds and cadences of language through complex actions, thought and language as related to stories rhythms or song 	<ul style="list-style-type: none"> ➤ Infant and Toddler COR items: L. Speaking M. Listening and comprehension N. Phonological awareness O. Alphabetic knowledge 	<p>For infants: Level 0-2</p> <ul style="list-style-type: none"> ➤ Child makes verbal sounds such as cooing and babbling ➤ Child responds to a voice by turning his/her head, establishing eye contact or smiling

<p>Language)</p>	<ul style="list-style-type: none"> ➤ Alphabetic knowledge ➤ Reading ➤ Concepts about Print ➤ Book Knowledge ➤ Writing ➤ ELL/Language Acquisition 		<p>P. Reading Q. Book enjoyment and knowledge R. Writing II. Listening to and Understanding English JJ. Speaking English</p>	<ul style="list-style-type: none"> ➤ Child responds (turns, looks, kicks, startles, or quiets) to a sound in the environment ➤ Child attends to visual images ➤ Child gazes at a picture in a book ➤ Child touches, grabs or mouths a book ➤ Child grasps objects <p>For older infants: Level 0-1</p> <ul style="list-style-type: none"> ➤ Child says or signs a single word to refer to a person, animal, object or action ➤ Child responds nonverbally to simple statements or requests ➤ Child makes the sound of an animal, a vehicle or another familiar object ➤ Child plays with 3-dimensional materials that have the characteristics of letters ➤ Child points to familiar objects in pictures and photos ➤ Child turns pages of a book ➤ Child makes marks on a writing surface <p>For toddlers: Level 1-2</p> <ul style="list-style-type: none"> ➤ Child says a 2- or 3-word phrase to refer to a person, animal, object or action ➤ Child responds verbally to simple statements or questions ➤ Child repeats or joins in saying parts of simple rhymes ➤ Child says or sings a letter ➤ Child “reads” a picture by labeling what he or she sees. ➤ Child looks at a book front to back and turns the pages one at a time ➤ Child scribbles ➤ Child continues with his/her own actions when spoken to in English. ➤ Child, if he/she speaks, uses a language other than English
<p>Mathematics</p>	<ul style="list-style-type: none"> ➤ Number Words & symbols 	<ul style="list-style-type: none"> ➤ Children will discover objects through exploration and play and begin to understand number and sorting ➤ Children will learn to orient themselves with objects in 	<ul style="list-style-type: none"> ➤ Infant and Toddler COR items: S. Number and counting 	<p>For Infants: Level 2</p> <ul style="list-style-type: none"> ➤ Child looks at, touches or handles a single object

<p>(Exploration and Early Logic)</p>	<ul style="list-style-type: none"> ➤ Counting ➤ Part-Whole relationships ➤ Shapes ➤ Spatial Awareness ➤ Measuring ➤ Unit ➤ Patterns ➤ Data Analysis 	<p>space and time.</p>	<p>T. Geometry: Shapes and spatial awareness U. Measurement V. Patterns W. Data Analysis</p>	<ul style="list-style-type: none"> ➤ Child tracks a moving object ➤ Child explores (looks at, touches, handles) or more objects with measurable attributes ➤ Child looks at or handles one object and then another ➤ Child shows interest in (looks at, touches, handles) one object from a collection of objects <p>For older infants: Level 0-1</p> <ul style="list-style-type: none"> ➤ Child uses a word, sign or phrase to ask for “more” ➤ Child fits an object into an opening that is the correct size ➤ Child fills a container ➤ Child gathers 3 or more objects ➤ Child collects objects <p>For toddlers: Level 1-2</p> <ul style="list-style-type: none"> ➤ Child uses a number word or rote counts ➤ Child moves him/herself or objects in response to a simple position or direction word ➤ Child nests or stacks 4 or more objects by size ➤ Child lines up 3 or more objects one after another ➤ Child groups things into two or more collections
<p>Creative Arts</p> <p>(Creative Representation)</p>	<ul style="list-style-type: none"> ➤ Art ➤ Music ➤ Movement ➤ Pretend Play ➤ Appreciating the Arts 	<ul style="list-style-type: none"> ➤ Children will use all of their senses to enable them to build, pretend and create. 	<ul style="list-style-type: none"> ➤ Infant and Toddler COR items: X. Art Y. Music AA Pretend Play 	<p>For infants: Level 0-1</p> <ul style="list-style-type: none"> ➤ Child explores materials with different textures and colors ➤ Child calms or alerts to sounds, tones or music ➤ Child watches and listens to another person <p>For older infants: Level 1-2</p> <ul style="list-style-type: none"> ➤ Child explores art materials ➤ Child responds to other people singing by joining in with vocalizations or corresponding motions. ➤ Child imitates an action of an animal, an object or a person <p>For toddlers: Level 2</p> <ul style="list-style-type: none"> ➤ Child uses art materials to build, make discrete marks or

				<ul style="list-style-type: none"> ➤ to mold or flatten ➤ Child requests a song using a word or gesture ➤ Child uses one object to stand for another object
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Science & Technology Creative Reps. (Exploration Early Logic)	<ul style="list-style-type: none"> ➤ Observing ➤ Classifying ➤ Experimenting ➤ Predicting ➤ Drawing Conclusions ➤ Communicating Ideas ➤ Key & Physical World ➤ Tools & Technology 	<ul style="list-style-type: none"> ➤ Children will observe, explore and manipulate objects 	<ul style="list-style-type: none"> ➤ Infant and Toddler COR items: BB. Observing and classifying CC. Experimenting, predicting and drawing conclusions DD. Natural and physical world EE. Tools and technology 	<p>For Infants: Level 0-1</p> <ul style="list-style-type: none"> ➤ Child explores objects using different senses ➤ Child does a spontaneous action ➤ Child responds to a sensory experience in the natural world ➤ Child responds to (mouths, reaches for, turns toward, touches) an object <p>For older infants: Level 1-2</p> <ul style="list-style-type: none"> ➤ Child uses a sound or hand sign to name an object ➤ Child performs an action on an object ➤ Child picks up, examines or uses a natural object or material ➤ Child explores a tool in his or her play <p>For toddlers: Level 2</p> <ul style="list-style-type: none"> ➤ Child uses the same word to name more than one object ➤ Child uses trial and error to investigate a material itself and/or an idea ➤ Child names an object or event in the natural and physical world ➤ Child explores technology devices
Social Studies	<ul style="list-style-type: none"> ➤ Diversity ➤ Community 	<ul style="list-style-type: none"> ➤ Children will engage in exploring their environment through observation manipulation and asking questions 	<ul style="list-style-type: none"> ➤ Infant and Toddler COR items: FF: Knowledge of self and 	<p>For infants: Level 0-1</p> <ul style="list-style-type: none"> ➤ Child puts own fingers, thumb or foot in own mouth

<p>(Exploration and Early Logic)</p>	<p>Roles</p> <ul style="list-style-type: none"> ➤ Decision Making ➤ Geography ➤ History ➤ Ecology 		<p>others GG: Geography HH: History</p>	<ul style="list-style-type: none"> ➤ Child gazes at an object in a fixed location ➤ Child engages in a voluntary action <p>For older infants: Level 1-2</p> <ul style="list-style-type: none"> ➤ Child indicates or says an object is mine ➤ Child moves one object to gain access to another object ➤ Child indicates the end of an event <p>For toddlers: Level 2</p> <ul style="list-style-type: none"> ➤ Child spontaneously identifies him/herself in a mirror or photo ➤ Child shows where objects belong or where events happen in the immediate environment ➤ Child anticipates the next event in a familiar sequence
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Head Start Domain	Key Developmental Indicators	<p style="text-align: center;">Kindergarten Readiness Goal for Head Start</p> <p style="text-align: center;">Based on</p> <p style="text-align: center;">3-year old's = Level 3</p> <p style="text-align: center;">4 or 5 years old= Level 4</p>	<p style="text-align: center;">Assessment of Goals and Indiana Foundations</p> <p style="text-align: center;">Upon completion 85% of Head Start children will be able to:</p>
Physical Development & Health	<ul style="list-style-type: none"> ➤ Gross Motor ➤ Fine Motor ➤ Body Awareness ➤ Personal care ➤ Healthy Behavior 	<ul style="list-style-type: none"> ➤ Children will demonstrate increasing control of large muscles for movement, navigation, and balance. ➤ Children will demonstrate use of small muscles for purposes such as utensils, self-care, building writing, and manipulation. ➤ Children will identify and practice healthy and safe habits. 	<p>Level 3</p> <ul style="list-style-type: none"> ➤ COR items: I: Child walks up or down stairs with alternating feet, jump with both feet off the ground, or gallops J: Child uses his or her small muscles with moderate control. K: Child performs a personal care task with assistance. <p>Level 4</p> <ul style="list-style-type: none"> ➤ COR items: I: Child strikes a large moving object with his or her hand or foot. J: Child manipulates small objects with dexterity and precision. K: Child performs a personal care task independently.
Social & Emotional Development	<ul style="list-style-type: none"> ➤ Self Identity ➤ Sense of competence ➤ Emotions ➤ Empathy ➤ Community ➤ Building relationships ➤ Cooperative play ➤ Moral development ➤ Conflict resolution 	<ul style="list-style-type: none"> ➤ Children will engage in and maintain positive, prosocial, and cooperative relationships, and interactions with familiar adult. ➤ Children will engage and maintain positive peer relationships an interaction including cooperation and resolving conflict. ➤ Children will appropriately express and respond to a broad range of emotions, including concerns for others. ➤ Children will recognize self as a unique individual with own abilities, characteristics, emotions, and interest. ➤ Children will express confidence and positive feelings about self and demonstrate a sense of belonging to family, community and other groups. 	<p>Level 3</p> <ul style="list-style-type: none"> ➤ COR items D: Child explains the reason behind emotion E. Child asks an adult to play with home or her or share in an activity. F: Child makes a comment directly to another child G: Child transitions between parts of the daily routine. H: Child requests adult help in resolving a conflict with another

			<p>child.</p> <p>Level 4</p> <p>➤ COR items:</p> <p>D: Child tries at first to control how he or she expresses emotions but then resort to physical expression.</p> <p>E. Child engages in a conversation with an adult and takes two or more turns.</p> <p>F: Child shows a preference for one or more friends.</p> <p>G: Child reminds others of classroom routines and social expectations.</p>
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<p>Approaches to Learning</p>	<ul style="list-style-type: none"> ➤ Initiative ➤ Planning ➤ Engagement ➤ Problem Solving ➤ Use of Resource ➤ Reflection 	<ul style="list-style-type: none"> ➤ Children will manage emotions and follow classroom rules and routines with increasing independence ➤ Children will increasingly demonstrate self control including controlling impulse, maintaining attention, persisting with activities, and using flexible thinking. ➤ Children will demonstrate initiatives, independence, interest, and curiosity in interactions with other and exploration of objects and people in their environment. ➤ Children will show creativity and imagination in play, learning and interactions with others. 	<p style="text-align: center;">Level 3</p> <ul style="list-style-type: none"> ➤ COR items: <p>A: Child expresses a plan with a simple sentence and follows through.</p> <p>B: Child verbally identifies a problem with materials.</p> <p>C. Child says one think he or she did soon after the event.</p> <p style="text-align: center;">Level 4</p> <ul style="list-style-type: none"> ➤ COR items: <p>A: Child makes and follows through on two or more unrelated plans.</p> <p>B: Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials.</p> <p>C: Child recalls three or more things that he or she did and/or the details of something that happened.</p>

<p>Language, Literacy & communication</p>	<ul style="list-style-type: none"> ➤ Comprehension ➤ Speaking ➤ Vocabulary ➤ Phonological awareness ➤ Alphabetic knowledge ➤ Reading ➤ Concepts about Print ➤ Book Knowledge ➤ Writing ➤ ELL/Language Acquisition 	<ul style="list-style-type: none"> ➤ Children will attend to, understand, and respond to increasingly complex communication language from others. ➤ Children will increasingly match the amount and use of language required for different situations and follow social and conversational rules. ➤ Children who are dual language learners (DDL) will demonstrate increased competency in their home language while developing proficiency in English. ➤ Children will understand and use a wide variety of words for a variety of purpose and show understanding of word categories. ➤ Children will identify and segment the sound within words as separate from the word itself. ➤ Children will demonstrate they understand how print is used and how print works ➤ Children will demonstrate understanding of narrative structure and information from the content of a story. ➤ Children will write for a variety of purposes using increasingly sophisticated marks. 	<p>Level 3</p> <ul style="list-style-type: none"> ➤ COR items: L. Child talks about real people or objects that are not present. M. Child adds to a conversation by connecting the topic to his or her own experience. N. Child spontaneously says real or made-up rhyming words. O. Child identifies a letter P. Child identifies what a common symbol represents. Q. Child uses a phrase or sentence to talk about a person, animal, object, or event pictured in a book. R. Child writes discrete letter like forms. II. Child observes (watches and listens) as others converse in English. JJ: Child imitates and/or repeats sounds, words, and phrases in English: Speech may not always be clear. <p>Level 4</p> <p>COR items:</p> <ul style="list-style-type: none"> L. Child uses the pronouns he, she, her, his, and here correctly. M. Child retells (remembers) three or more details in a story or book. N. Child point out that two words do not rhyme. O. Child identifies 10 or more letters. P. Child reads two or
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			<p>more words</p> <p>Q. Child selects or requests a particular book.</p> <p>R. Child writes five or more recognizable letters or numerals.</p> <p>II Child uses cues in the environment to follow routines and directions.</p> <p>II: Child uses cues in the environment to follow routines and directions.</p> <p>JJ: Child names a familiar object or action in English on his or her own and/or uses common English phrase.</p>
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Mathematics	<ul style="list-style-type: none"> ➤ Number Words & symbols ➤ Counting ➤ Part-Whole relationships ➤ Shapes ➤ Spatial Awareness ➤ Measuring ➤ Unit ➤ Patterns ➤ Data Analysis 	<ul style="list-style-type: none"> ➤ Children will demonstrate understanding of number names and order of numerals, the order of size or measure, the number of items in a set, and use math concepts and language regularly during every day experience. ➤ Children will demonstrate understanding of mathematical operations including addition, subtraction, patterns, and measurement. ➤ Children will measure objects by their various attributes using standard and non-standard measurement and use differences in attributes to make comparisons. ➤ Children will identify, describe, compare, and compose shapes. 	<p align="center">Level 3</p> <ul style="list-style-type: none"> ➤ COR items: <p>S: Child consistently counts (with one-to-one correspondence) up to 10 objects.</p> <p>T: Child recognizes and name two dimensional shapes (circle, triangle, square, rectangle).</p> <p>U: Child uses a measurement term.</p> <p>V. Child recognizes, copies, or extends an existing simple pattern</p> <p>W. Child represents information (data) in concrete ways.</p> <p align="center">Level 4</p> <ul style="list-style-type: none"> ➤ COR items: <p>S: Child identifies four or more single-digit numerals.</p> <p>T: Child transforms (composes or decomposes) shapes and identifies the resulting</p>

			<p>shape(s).</p> <p>U: Child directly compares or orders things based on measurable attributes using the word <i>same</i> and words with <i>er</i> and <i>est</i> endings.</p> <p>V: Child creates a unique (not copied) simple patterns with at least three repeats.</p> <p>W: Child represents information (data) in abstract ways.</p>
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<p>Creative Arts</p>	<ul style="list-style-type: none"> ➤ Art ➤ Music ➤ Movement ➤ Pretend Play ➤ Appreciating the Arts 	<ul style="list-style-type: none"> ➤ Children explore & use a variety of materials & tools to draw & paint, mold & sculpt, build & assemble. They use the properties of art materials (shape, color, texture) to represent their ideas. Children's representations & designs develop from simple to complex & from accidental to intentional. ➤ Children explore & experience sound through singing, moving, listening, & playing instruments. They experiment with their voices & make up songs & chants. Children explore & respond to elements such as pitch (high, low), tempo (fast, slow), dynamics (loud, soft) & steady beat. ➤ Children explore moving their whole bodies or parts of their bodies, with or without music. They respond to the features & moods of music through movement. ➤ Children imitate actions, use one object to stand for another & take on roles themselves, based on their interests & experiences. They use figures to represent characters in their pretend scenarios (having a family of toy bears talk to each other). Their play develops in detail & complexity over time. ➤ Children express opinions & preferences about the arts. They identify the pieces (painting or musical selection) & styles they do or do not like & offer simple explanations about why. Children describe the effects they & other artists create & develop a vocabulary to talk about the arts. 	<p align="center">Level 3</p> <ul style="list-style-type: none"> ➤ COR items X: Child uses art materials, noticing an unintended result, and says what it looks like. Y: Child modifies his or her voice when singing parts of a song. Z: Child names and does movements. AA: Child pretends by using words and actions to take on the role of a character or animate a figure. <p align="center">Level 4</p> <ul style="list-style-type: none"> ➤ COR items: X: Child makes simple representations with a few details. Y: Child explores the sound of a simple rhythm instrument in three or

			<p>more ways.</p> <p>Z: Child maintains a steady beat for at least eight beats.</p> <p>AA: Child engages in repetitive pretend-play scenarios.</p>
<p>Science & Technology</p>	<ul style="list-style-type: none"> ➤ Observing ➤ Classifying ➤ Experimenting ➤ Predicting ➤ Drawing Conclusions ➤ Communicating Ideas ➤ Natural & Physical World ➤ Tools & Technology 	<ul style="list-style-type: none"> ➤ Children are curious & use all their senses to learn more about the natural & physical world. They gather information by observing what others do & discovering how tools & materials work. ➤ Children group similar things together. They identify relationships between things & the categories they belong to. Children look for new ways to fit new discoveries into familiar categories. ➤ Children experiment to test whether an idea is true or a solution will work. They may encounter problems with materials that they do not have an answer for. They experiment by manipulating materials, using trial & error, & then approaching the problem with possible solutions in mind. ➤ Children indicate through words/or actions what they expect an outcome to be. They think about what happened in similar situations & anticipate what might happen. Children make predictions based on experimentation. ➤ Children attempt to fit their observations & reasoning into their existing knowledge & understanding. They construct knowledge in their own way as they collect data to help them form theories about how the world works (it's night because the sun goes to bed). ➤ Children share their questions, observations, investigations, predictions & conclusions. They talk about, demonstrate & represent what they experience & think. They express their interest in & wonder about the world. ➤ Children become familiar with the characteristics & process in the natural & physical world (characteristics of plants & animals, ramps & rocks, processes of growth & death, process of freezing & melting). They explore change, transformation & cause & effect. They become aware of cycles that are meaningful to them. ➤ Children become familiar with the tools & technology in their everyday environment (staplers, pliers, and computer). They understand the functions of equipment & use it with safety & care. They use tools & technology to support their play. 	<p>Level 3</p> <ul style="list-style-type: none"> ➤ COR items <p>BB: Child sorts or matches things and may identify things as being the same or different.</p> <p>CC: Child describes a change in an object or situation.</p> <p>DD: Child initiates or talks about performing an action helpful to plants or animals.</p> <p>EE: Child uses tools to support his or her play.</p> <p>Level 4</p> <p>BB: Child sorts things based on one characteristic (attribute) and describes the reason.</p> <p>CC: Child makes a verbal prediction at random.</p> <p>DD: Child talks about where different types of wildlife live or are found (habitats).</p> <p>EE: Child explains in a</p>

			simple way how a tool works.
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Social Studies	<ul style="list-style-type: none"> ➤ Diversity ➤ Community Roles ➤ Decision Making ➤ Geography ➤ History ➤ Ecology 	<ul style="list-style-type: none"> ➤ Children see similarities & differences in personal attributes (including gender, culture, age, religion, family structure, ability levels, & appearance) as natural & positive. They are interested in how people are the same/different from themselves & their families. ➤ Children know about familiar roles in the community that they belong to (family, school, and neighborhood). They understand that people depend on one another. Children know that people need money to buy goods & services. ➤ Children understand that everyone has the right to share ideas & be heard. They participate as leaders & followers. With adult guidance, they join in class discussions, help make decisions & share ideas to resolve group problems. ➤ Children identify familiar landmarks (home, school, and park) & navigate simple routes between them. They match objects & events to their locations (scissors/art area, outside/playground time) & represent ➤ Physical features (buildings, roads, bridges) in their play. Children use simple maps to describe & locate ➤ Things in their environment (classroom areas, playground features). ➤ Children talk about what happened in the past (Yesterday when I was a baby....) & what will occur in the future (When I'm bigger, I will go to my sister's school). They describe a sequence of events (First I painted a picture and then I build a tower) ➤ Children share responsibility for taking care of their environment inside & outside the classroom (picking up litter, watering plants, sorting things into recycling bins). They understand that their actions affect the well being of the environment. 	<p style="text-align: center;">Level 3</p> <ul style="list-style-type: none"> ➤ COR Items <p>FF: Child plays or talks about family or community roles.</p> <p>GG: Child uses symbols to help retrieve or put away materials or to identify the actual location of interest areas.</p> <p>HH: Child uses words such as yesterday or tomorrow to refer generally to things in the past future.</p> <p style="text-align: center;">Level 4</p> <p>FF: Child identifies similarities or differences in people's personal characteristics.</p> <p>GG: Child reads a simple familiar map, such as a map of the classroom.</p> <p>HH: Child uses words such as yesterday and tomorrow correctly.</p>