

# School Readiness Goals

## Purpose

The purpose of this document is to share with Head Start programs the School Readiness Goals that the NYC Department of Education's Division of Early Childhood Education (DECE) developed in partnership with families and key stakeholders and in alignment with the federal Head Start regulations. Head Start programs may choose to adopt these goals or adapt them to meet the needs of children and families in their communities. That choice must be made in collaboration with families. This document provides guidance and resources for Head Start programs to support in the implementation of School Readiness Goals.

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<sup>1</sup> <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-approach-school-readiness-overview>

# School Readiness Goals

## Implementation Guidance

### School Readiness Commitment

The New York City Department of Education's Division of Early Childhood Education (DECE) is committed to ensuring that all children "possess the skills, knowledge, and attitudes necessary for success in school and for later learning and life."<sup>2</sup>

In the 2019-2020 school year, we will continue to adopt the Office of Head Start's definition of school readiness:

- "School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children."
- School Readiness Goals have been developed for infants, toddlers, and preschoolers.

### What are School Readiness Goals (SRGs)?

Head Start Program Performance Standard [achieving program goals, 45 CFR § 1302.102\(a\)\(3\)](#) requires all agencies to establish School Readiness Goals. They are defined as the expectations of children's status and progress to improve readiness for kindergarten in the following domains as shared in [Terms, 45 CFR § 1305.2](#).

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual, Motor, and Physical Development

School Readiness Goals are broad statements that articulate the knowledge and skills that all children are working towards in Head Start.

Each agency must use the five domains, represented in the [Head Start Early Learning Outcomes Framework \(ELOF\)](#), as the basis for School Readiness Goals (SRGs).

### Division of Early Childhood Education (DECE) School Readiness Goals

- DECE has worked with a variety of stakeholders to develop School Readiness Goals for infants (birth to 18 months), toddlers (18 to 36 months), and preschool children (3s and 4s).
- Programs can adopt the goals as developed by DECE or adapt them to fit the needs of their community, families, and children.
  - Programs will need to consult with the families of children enrolled in the program as they adopt these goals or an adaptation of them, as per the Head Start Program Performance Standards.
- By observing and interacting with children and families, each program will meet children where they are and plan activities that address their individual development, as documented in their Authentic Assessment system.

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<sup>2</sup> <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-approach-school-readiness-overview>

# School Readiness Goals

## How were DECE School Readiness Goals Developed?

DECE recently updated the previous citywide School Readiness Goals from 2013-2014. The goals are aligned with the Head Start Early Learning Outcomes Framework (ELOF), the Prekindergarten Foundation for the Common Core (PKFCC), as well as the Authentic Assessment systems used in New York City that meet the Head Start Program Performance Standards (HSPPS).

The process for developing the School Readiness Goals included:

- An analysis of the 2013-2014 School Readiness Goals in comparison to updated state standards and research on 21<sup>st</sup> century skills
- A cross-walk of School Readiness Goals and DECE approved Authentic Assessment systems
  - Teaching Strategies GOLD
  - COR Advantage
  - Ounce/Work Sampling System
- Feedback from our NYU partners
- Co-development with our Screening and Assessment Specialists in partnership with CUNY Professional Development Institute
- Discussion with Head Start Directors
- Meeting with the Citywide Policy Council
- Consultation with national Head Start Expert Consultant Advisory Group

## Relationship of School Readiness Goals, Standards, and Authentic Assessment

While School Readiness Goals are broad statements that articulate knowledge and skills for all children, standards are the 'where are we going'<sup>3</sup> or destination of the instructional cycle. School Readiness Goals and standards go hand in hand, and school readiness goals do not replace standards outlined in the ELOF or the Prekindergarten Foundation for the Common Core (PKFCC)/New York State Prekindergarten Learning Standards (NYSPLS). Authentic Assessment is the 'where are we now' and 'where should we go next' of the instructional cycle. Growth or progress towards School Readiness Goals will be evident in the Authentic Assessment system that your program uses with data collected via low-inference notes and authentic student work.

## Core Strategies to Support School Readiness<sup>4</sup>

- *Program Leadership*: Implementing School Readiness Goals requires more than looking at progress throughout the year. Implementing School Readiness Goals is also about continuous quality improvement and creating a culture that supports such continuous improvement. Leadership plays an integral role in setting the systems and structures for continuous quality improvement, starting with the following<sup>5</sup>:
  - Ensuring staff maintain a stance of curiosity in asking 'how' children and families are doing and 'why'.

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<sup>3</sup> Standards and the Instructional Cycle. 2018.

<sup>4</sup> <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-approach-school-readiness-overview>

<sup>5</sup> School Readiness for All Children: Using Data to Support Child Outcomes. National Center on Quality Teaching and Learning, University of Washington. October, 2011.

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- Encouraging cycles of feedback.
- Using data and analysis to inform programmatic decisions building upon what is working and modifying what is not.
- Setting up *time* for data analysis, reflection, and planning to support program staff.
- **Partnering with Families:** As per the Head Start Program Performance Standards, programs will need to consult with families of enrolled children as they adopt and modify school readiness goals. Some strategies to do this include:
  - Many programs establish a School Readiness Team that reviews and adapts the School Readiness Goals using data (e.g. attendance and home languages), while taking into consideration the needs and goals of the families in the program.
  - Invite families to join a School Readiness Team is one way to ensure that their perspectives and input are taken into account. Programs should draft and implement a plan that includes assessing children's progress at least twice a year and examining data for patterns of progress, as well as modifying the plan accordingly.
  - Engage families in conversations about their expectations for their child and their expectations of the program. These conversations might take place during home visits, parent-teacher conferences, or during monthly parent meetings that are part of the family engagement process.
  - Explain School Readiness Goals in a way families will understand and connect with. Ensure programming, training, and resources are available to families to strengthen their feelings of competency, their understanding of what children need to be successful in school, and how the program's School Readiness Goals establish a foundation for future success in school and beyond.
  - Allow families time to review the School Readiness Goals and offer input into which ones will be adopted by the program, which may not be as applicable, and which may be applicable to the program if revised based on child, family, and community needs.
  - Explain how to interpret reports from the different assessment systems used by the program so that families can use the data as context when helping to establish School Readiness Goals.
  - Engage families in conversations about the importance of a home-school connection and explore activities for children that can be adopted at home.
  - Provide families with at-home activities that are aligned to the School Readiness Goals and follow-up with families about their experiences with these activities.
- **Promoting School Readiness at Home:** Program leadership, family service staff, and teaching teams can invite families to explore all areas of school readiness with their children at home.

| Domain of Learning and Development | Ideas for Promoting School Readiness at Home  |
|------------------------------------|---|
| Approaches to Learning             | <ul style="list-style-type: none"> <li>● Encourage creativity and curiosity.</li> <li>● Play with children so they engage longer, with more focus and more complexity.</li> </ul> |

# School Readiness Goals

|   |  |
|---|--|
| Social and Emotional Development            | <ul style="list-style-type: none"> <li>• Recognize and respond to children’s needs by modeling kindness, sharing, and working together.</li> <li>• Engage in warm and sensitive interactions to promote self-regulation (the ability to manage one’s emotions).</li> </ul> |
| Language and Literacy                       | <ul style="list-style-type: none"> <li>• Talk, read, sing, and tell stories.</li> <li>• Speak and read to children in their home language(s)</li> <li>• Ask open-ended questions</li> </ul>  |
| Cognition                                   | <ul style="list-style-type: none"> <li>• Play peek-a-boo or hide and seek.</li> <li>• Join in problem-solving tasks, such as placing puzzle pieces or counting objects.</li> <li>• Ask a child to tell a story and provide props for imaginary play.</li> </ul>            |
| Perceptual, Motor, and Physical Development | <ul style="list-style-type: none"> <li>• Encourage movement—dancing, running, skipping, drawing, and painting.</li> <li>• Play outdoor games that involve movement and following directions.</li> </ul>  |

*Family Service Staff:* In preparing children to be successful in school, Head Start programs should implement the following core strategies:

- Ensure families are aware of the School Readiness Goals selected by the program and align them to the Family Goals for School Readiness.
- Encourage families to do activities done in the classroom, e.g. read aloud(s), helping children to clean up after themselves, singing and playing, with their children at home.
- Promote bilingual, bicultural values that exists in the community in family and child activities.
- Adopt at least one child development goal for the child’s family and family worker to focus on with the child and record progress towards in the family partnership process.

*Teaching Teams:* In preparing children to be successful in school, Head Start programs should implement the following core strategies:

- Implement a research-based curriculum that addresses all domains of learning and the ELOF.
- Create and implement a plan of action for achieving School Readiness Goals and *all* standards in the ELOF.
- Aggregate and analyze child-level assessment data and progress at least three times per year (except for programs operating less than 90 days, which must do so at least twice within the operating program period) and use that data in combination with other program data to determine progress toward meeting its goals, to inform families and the community of results, and to direct continuous improvement related to curriculum, instruction, professional development, program design, and other program decisions. ([45 CFR 1304.11 \(b\)\(2\)](#))



# School Readiness Goals

- Provide coaching to staff.
- Establish Individualized Wellness Plans that promote healthy development for every child.

*Division of Early Childhood Education On-Site Support Staff:* DECE’s coordinated support staff (Instructional Coordinators, Social Workers, and Policy Support Specialists) will support the implementation of School Readiness Goals (SRGs) and strategies by collaborating with you in the following ways:

- Developing, refining, and implementing SRGs.
- Using Authentic Assessments data to inform instructional planning/individualization.
- Implementing effective family engagement practices.
- Ensuring a family partnership process that promotes an understanding of their child's progress, provides support, and encourages learning and leadership.
- Providing ongoing communication with local schools and other agencies receiving Head Start or Early Head Start children, such as local preschool programs, to exchange information about children and programs and to align services for early learning, health, and family engagement.
- Creating a learning community among staff to promote innovation, continuous improvement, and integrated services across education, family services, and health.

## School Readiness Goals

*The DECE School Readiness Goals below describe expectations for all young children citywide. In 2019-2020, Head Start programs may **adopt** these goals as they are, **focus** on a selected number of goals, or **modify** the goals to reflect community need and/or program-specific learning needs:*

*Note: Infant, Toddler, and Preschool School Readiness Goals build on one another along the developmental continuum.*

| Domain                 | Progression Main Idea                    | Infant SRG (birth-18 months)   | Toddler SRG (18-36 months)   | Preschool SRG (3s and 4s)   |
|------------------------|--|--|--|---|
| Approaches to Learning | Emotional and Behavioral Self-Regulation | Children respond to and seek familiar adults for help regulating their responses to needs, feelings, and events. | Children continue to increasingly regulate their responses to needs, feelings, and events with the support of familiar adults. | Children continue to increasingly regulate their responses to needs, feelings, and events and become more self-reliant in doing so. |

# School Readiness Goals

| Domain                           | Progression Main Idea                             | Infant SRG (birth-18 months)  | Toddler SRG (18-36 months)   | Preschool SRG (3s and 4s)  |
|----------------------------------|---|---|--|--|
|                                  | Initiative and Curiosity                          | Children initiate interactions with adults and materials.                                       | Children show emerging interest and curiosity in interactions, experiences, and explorations.                | Children show interest in, and curiosity about the world around them, with increasing initiative and independence.                 |
|                                  | Cognitive Self-Regulation (Executive Functioning) | Children maintain attention and repeat actions during explorations (for brief periods of time). | Children develop the ability to show persistence in actions and behavior.                                    | Children engage and persist in problem solving in a variety of contexts (individually and with others).                            |
|                                  | Creativity  | Children use a variety of ways to interact with other people and objects.                       | Children show imagination and use creativity to explore objects (individually and with others).              | Children use imagination in play and express creativity in thinking and communicating (individually and with others).              |
| Social and Emotional Development | Attachment: Relationships with Adults             | Children develop an emotional connection and attachment to familiar adults.                     | Children begin to explore relationships with other adults through repeated experiences with familiar adults. | Children engage in cooperative behavior and maintain positive relationships and interactions with adults.                          |
|                                  | Relationships with Other Children                 | Children show increasing interest in other children.  | Children interact with and establish relationships with other children.                                      | Children develop positive relationships with other children, by initiating, engaging in and applying problem solving through play. |

# School Readiness Goals

| Domain                     | Progression Main Idea                      | Infant SRG (birth-18 months)   | Toddler SRG (18-36 months)  | Preschool SRG (3s and 4s)   |
|----------------------------|--|--|---|---|
|                            | Emotional Development                      | Children express feelings and seek familiar adults.                              | Children express and manage feelings with the support of adults, as well as name and recognize feelings in themselves and others. | Children express and work toward managing a broad range of feelings with increasing independence.                                 |
|                            | Self-Identity and Belonging                | Children show awareness about self and how to connect with others.               | Children demonstrate an increased awareness of self and understand some characteristics of self and others.                       | Children recognize self as a unique individual having own abilities, characteristics, emotions, and interests.                    |
| Language and Communication | Attending, Understanding and Communication | Children attend to communication and respond with non-verbal or verbal language. | Children understand and participate in back-and-forth conversations.  | Children use more complex language and begin to participate in longer conversations.  |
|                            | Emergent Literacy: Phonological Awareness  | Children listen and play with sounds.  | Children listen to and play with language.  | Children increase their understanding of spoken words, syllables, and sounds in child-centered, authentic play-based experiences. |
|                            | Emergent Literacy: Comprehension           | Children briefly attend to and interact with texts and storytelling.             | Children make meaning from pictures, texts, and storytelling.   | Children ask and answer questions about texts/storytelling.   |
|                            | Emergent Literacy: Writing                 | Children explore tools or materials that can make marks.                         | Children make marks and understand that pictures/texts have meaning.  | Children write for a variety of purposes using increasingly sophisticated marks.  |



# School Readiness Goals

| Domain    | Progression Main Idea          | Infant SRG (birth-18 months)  | Toddler SRG (18-36 months)  | Preschool SRG (3s and 4s)   |
|-----------|--------------------------------|---|---|---|
|           | Emergent Multilingual Learners | Additionally, for Dual Language learners, children will develop both their home language and English. | Additionally, for Dual Language learners, children will develop both their home language and English.                     | Additionally, for Dual Language learners, children will continue to develop their home language and English in various settings and for a variety of purposes, in addition to expressing broader content knowledge in both languages. |
| Cognition | Memory                         | Children understand that people and objects exist even when they can't see them.                      | Children use memories as a foundation for more complex actions and thoughts.  | Not in ELOF   |
|           | Counting and Cardinality       | Children explore number sense and quantity.   | Children develop a sense of number and quantity, (small numbers).   | Children build on their understanding of number sense and quantity.   |
|           | Patterns                       | Children explore objects.   | Children begin to understand same and different.  | Children explore patterns and understand the relationships between components of a pattern.   |
|           | Change/Spatial Sense           |   | Children explore differences between familiar and unfamiliar objects, for example, joining, separating, and transforming. | Children identify, describe, and compare objects based on specific attributes.  |

# School Readiness Goals

| Domain                                      | Progression Main Idea                            | Infant SRG (birth-18 months)   | Toddler SRG (18-36 months)   | Preschool SRG (3s and 4s)  |
|---|--|--|--|--|
|   | Measurement                                      |  | Children begin to understand that attributes (e.g. taller, shorter, bigger, smaller, closer, further) help us learn about the world around us.                   | Children measure objects and make comparisons using standard (e.g. unifix cubes, rulers) and non-standard tools (e.g. available objects in the environment).                             |
|   | Exploration, Discovery, and Scientific Reasoning | Children explore using own actions, movements, and trial and error.            | Children explore components of the scientific method (observe, seek information from others, make sample predictions) within the context of their world.         | Children engage in the scientific method (observe, ask questions, plan, conduct investigations, analyze and interpret data as well as solve problems) within the context of their world. |
|   | Social Studies                                   | Children explore people and materials to understand self, others, and objects. | Children develop an increased awareness of self as an individual, self within context of family/culture, and self within the context of important relationships. | Children develop an increased awareness of self as an individual, self within context of family/culture, and self within the context of community.                                       |
| Perceptual, Motor, and Physical Development | Health, Safety, and Nutrition                    | Children explore safe and healthy habits with support from adults.             | Children explore safe and healthy habits with support from adults.   | Children engage in safe and healthy habits such as, personal hygiene, food exploration, and personal safety practices (with increasing independence).                                    |

# School Readiness Goals

| Domain | Progression Main Idea | Infant SRG (birth-18 months)   | Toddler SRG (18-36 months)   | Preschool SRG (3s and 4s)   |
|--------|-----------------------|--|--|---|
|        | Perception            | Children use their senses to explore their world.  | Children use their senses to understand their world.   | Children show increasing awareness of their body, space, and relationship to other objects.                 |
|        | Gross Motor           | Children increasingly utilize muscles and muscle groups (e.g. crawl, walk, and balance) to explore the environment and their own movement. | Children increasingly utilize muscles and muscle groups to explore the environment and their own movement. | Children increasingly utilize muscles and muscle groups to demonstrate control, strength, and coordination. |
|        | Fine Motor            | Children explore hand-eye coordination such as, reaching, manipulating, and grasping objects.  | Children use hand-eye coordination while exploring, reaching, manipulating, and grasping objects.          | Children use hand-eye coordination by manipulating, and coordinating movements with increasing control.     |

## School Readiness Goals and Authentic Assessment Alignment

Each citywide School Readiness Goal has been mapped and aligned to one of the three Authentic Assessment systems:

- Teaching Strategies GOLD
- COR Advantage
- Ounce/Work Sampling

# Teaching Strategies GOLD and School Readiness Goal (SRG) Alignment

| Domain                                  | Progression Main Idea                                    | Infant SRG (birth-18 months)   | GOLD  | Toddler SRG (18-36 months)  | GOLD  | Preschool SRG (3s and 4s)   | GOLD  |
|---|--|--|---|---|---|---|---|
| <b>Approaches to Learning</b>           | <b>Emotional and Behavioral Self-Regulation</b>          | Children respond to and seek familiar adults for help regulating their responses to needs, feelings, and events. | 1a  | Children continue to increasingly regulate their responses to needs, feelings, and events with the support of familiar adults.  | 1a  | Children continue to increasingly regulate their responses to needs, feelings, and events and become more self-reliant in doing so.   | 1a  |
|   | <b>Initiative and Curiosity</b>                          | Children initiate interactions with adults and materials.  | 11d   | Children show emerging interest and curiosity in interactions, experiences, and explorations.   | 11d   | Children show interest in, and curiosity about the world around them, with increasing initiative and independence.  | 11d   |
|   | <b>Cognitive Self-Regulation (Executive Functioning)</b> | Children maintain attention and repeat actions during explorations (for brief periods of time).                  | 11b   | Children develop the ability to show persistence in actions and behavior.   | 11b   | Children engage and persist in problem solving in a variety of contexts (individually and with others).   | 11b   |
|   | <b>Creativity</b>  | Children use a variety of ways to interact with other people and objects.  | 11e   | Children show imagination and use creativity to explore objects (individually and with others).   | 11e   | Children use imagination in play and express creativity in thinking and communicating (individually and with others).   | 11e   |
| <b>Social and Emotional Development</b> | <b>Attachment: Relationships with Adults</b>             | Children develop an emotional connection and attachment to familiar adults.                                      | 2a  | Children begin to explore relationships with other adults through repeated experiences with familiar adults.  | 2a  | Children engage in cooperative behavior and maintain positive relationships and interactions with adults.   | 2a  |
|   | <b>Relationships with Other Children</b>                 | Children show increasing interest in other children.   | 2c  | Children interact with and establish relationships with other children.   | 2c, 2d  | Children develop positive relationships with other children, by initiating, engaging in and applying problem solving through play.  | 2c, 2d  |
|   | <b>Emotional Development</b>                             | Children express feelings and seek familiar adults.  | 1a, 2b  | Children express and manage feelings with the support of adults, as well as name and recognize feelings in themselves and others. Children demonstrate an increased awareness of self and understand some characteristics of self and others. | 1a, 2b  | Children express and work toward managing a broad range of feelings with increasing independence.   | 1a, 2b  |
|   | <b>Self-Identity and Belonging</b>                       | Children show awareness about self and how to connect with others.   | 29  |   | 29  | Children recognize self as a unique individual having own abilities, characteristics, emotions, and interests.  | 29  |
| <b>Language and Communication</b>       | <b>Attending, Understanding and Communication</b>        | Children attend to communication and respond with non-verbal or verbal language.                                 | 10a   | Children understand and participate in back-and-forth conversations.  | 10a   | Children use more complex language and begin to participate in longer conversations.  | 10a   |
|   | <b>Emergent Literacy: Phonological Awareness</b>         | Children listen and play with sounds.  | 8a, 9a  | Children listen to and play with language.  | 15a, 15b  | Children increase their understanding of spoken words, syllables, and sounds in child-centered, authentic play-based experiences.   | 15a,15b   |
|   | <b>Emergent Literacy: Comprehension</b>                  | Children briefly attend to and interact with texts and storytelling.   | 17a   | Children make meaning from pictures, texts, and storytelling.   | 18a   | Children ask and answer questions about texts/storytelling.   | 18a   |
|   | <b>Emergent Literacy: Writing</b>                        | Children explore tools or materials that can make marks.   | 7b  | Children make marks and understand that pictures/texts have meaning.  | 7b, 19b   | Children write for a variety of purposes using increasingly sophisticated marks.  | 7b, 19b   |
|   | <b>Emergent Multilingual Learners</b>                    | Additionally, for Dual Language learners, children will develop both their home language and English.            | Dual Language teaching teams should assess children's skills in all domains through authentic assessment in either English or the target language in order to accurately portray children's progress. | Additionally, for Dual Language learners, children will develop both their home language and English.   | Dual Language teaching teams should assess children's skills in all domains through authentic assessment in either English or the target language in order to accurately portray children's progress. | Additionally, for Dual Language learners, children will continue to develop their home language and English in various settings and for a variety of purposes, in addition to expressing broader content knowledge in both languages. | Dual Language teaching teams should assess children's skills in all domains through authentic assessment in either English or the target language in order to accurately portray children's progress. |

## Teaching Strategies GOLD and School Readiness Goal (SRG) Alignment

| Domain   | Progression Main Idea  | Infant SRG (birth-18 months)   | GOLD   | Toddler SRG (18-36 months)   | GOLD  | Preschool SRG (3s and 4s)  | GOLD   |
|--|--|--|--|--|---|--|--|
| <b>Cognition</b>                                   | <b>Memory</b>  | Children understand that people and objects exist even when they can't see them.   | 12a, 12b   | Children use memories as a foundation for more complex actions and thoughts.   | 12a, 12b  | Not in ELOF  | N/A  |
|  | <b>Counting and Cardinality</b>  | Children explore number sense and quantity.  | (not for 0-12 months)<br>12 - 18 months 20 a, b  | Children develop sense of number and quantity, (small numbers).  | 20 a, b   | Children build on their understanding of number sense and quantity.  | 20 a, b  |
|  | <b>Patterns</b>  | Children explore objects.  | 23   | Children begin to understand same and different.   | 23  | Children explore patterns and understand the relationships between components of a pattern.  | 23   |
|  | <b>Change/Spatial Sense</b>  |  | 21a  | Children explore differences between familiar and unfamiliar objects, for example, joining, seperating, and transforming.                      | 21a   | Children identify, describe, and compare objects based on specific attributes.   | 21a  |
|  | <b>Measurement</b>   |  | (not for 0-12 months)<br>12 - 18 months 22a  | Children begin to understand that attributes (e.g. taller, shorter, bigger, smaller, closer, further) help us learn about the world around us. | 22a   | Children measure objects and make comparisons using standard (e.g. unifix cubes, rulers) and non-standard tools (e.g. available objects in the environment). | 22a  |
|  | <b>Exploration, Discovery, and Scientific Reasoning</b>                        |  | Children explore using own actions, movements, and trial and error.  | 11c  | Children explore components of the scientific method, (observe, seek information from others, make sample predictions) within the context of their world. | 11c  | Children engage in the scientific method (observe, ask questions, plan, conduct investigations, analyze and interpret data as well as solve problems) within the context of their world. |
| <b>Social Studies</b>                              | Children explore people and materials to understand self, others, and objects. | 30   | Children develop an increased awareness of self as an individual, self within context of family/culture, and self within context of important relationships. | 30   | Children develop an increased awareness of self as an individual, self within context of family/culture, and self within context of community.            | 29   |  |
| <b>Perceptual, Motor, and Physical Development</b> | <b>Health, Safety, and Nutrition</b>   | Children explore safe and healthy habits with support from adults.   | 1c   | Children explore safe and healthy habits with support from adults.   | 1c  | Children engage in safe and healthy habits such as, personal hygiene, food exploration, and personal safety practices (with increasing independence).        | 1c   |
|  | <b>Perception</b>  | Children use their senses to explore their world.  | 11d  | Children use their senses to understand their world.   | 11d   | Children show increasing awareness of their body, space, and relationship to other objects.  | 11d  |
|  | <b>Gross Motor</b>   | Children increasingly utilize muscles and muscle groups (e.g. crawl, walk, and balance) to explore the environment and their own movement. | 4,5  | Children increasingly utilize muscles and muscle groups to explore the environment and their own movement.                                     | 4,5   | Children increasingly utilize muscles and muscle groups to demonstrate control, strength, and coordination.  | 4,5  |
|  | <b>Fine Motor</b>  | Children explore hand-eye coordination such as, reaching, manipulating, and grasping objects.  | 7a   | Children use hand-eye coordination while exploring, reaching, manipulating, and grasping objects.  | 7a  | Children use hand-eye coordination by manipulating, and coordinating movements with increasing control.  | 7a   |

## COR Advantage and School Readiness Goal (SRG) Alignment

| Domain                                  | Progression Main Idea                                    | Infant SRG (birth-18 months)   | COR    | Toddler SRG (18-36 months)  | COR    | Preschool SRG (3s and 4s)   | COR       |
|---|--|--|--------|---|--------|---|-----------|
| <b>Approaches to Learning</b>           | <b>Emotional and Behavioral Self-Regulation</b>          | Children respond to and seek familiar adults for help regulating their responses to needs, feelings, and events. | D      | Children continue to increasingly regulate their responses to needs, feelings, and events with the support of familiar adults.  | D      | Children continue to increasingly regulate their responses to needs, feelings, and events and become more self-reliant in doing so.   | D         |
|   | <b>Initiative and Curiosity</b>                          | Children initiate interactions with adults and materials.  | A      | Children show emerging interest and curiosity in interactions, experiences, and explorations.   | A      | Children show interest in, and curiosity about the world around them, with increasing initiative and independence.  | A         |
|   | <b>Cognitive Self-Regulation (Executive Functioning)</b> | Children maintain attention and repeat actions during explorations (for brief periods of time).                  | B      | Children develop the ability to show persistence in actions and behavior.   | B      | Children engage and persist in problem solving in a variety of contexts (individually and with others).   | B         |
|   | <b>Creativity</b>  | Children use a variety of ways to interact with other people and objects.  | AA     | Children show imagination and use creativity to explore objects (individually and with others).   | AA     | Children use imagination in play and express creativity in thinking and communicating (individually and with others).   | AA        |
| <b>Social and Emotional Development</b> | <b>Attachment: Relationships with Adults</b>             | Children develop an emotional connection and attachment to familiar adults.                                      | E      | Children begin to explore relationships with other adults through repeated experiences with familiar adults.  | E      | Children engage in cooperative behavior and maintain positive relationships and interactions with adults.   | E         |
|   | <b>Relationships with Other Children</b>                 | Children show increasing interest in other children.   | F      | Children interact with and establish relationships with other children.   | F      | Children develop positive relationships with other children, by initiating, engaging in and applying problem solving through play.  | F         |
|   | <b>Emotional Development</b>                             | Children express feelings and seek familiar adults.  | D      | Children express and manage feelings with the support of adults, as well as name and recognize feelings in themselves and others. Children demonstrate an increased awareness of self and understand some characteristics of self and others. | D      | Children express and work toward managing a broad range of feelings with increasing independence.   | D         |
|   | <b>Self-Identity and Belonging</b>                       | Children show awareness about self and how to connect with others.   | FF     |   | FF     | Children recognize self as a unique individual having own abilities, characteristics, emotions, and interests.  | FF        |
| <b>Language and Communication</b>       | <b>Attending, Understanding and Communication</b>        | Children attend to communication and respond with non-verbal or verbal language.                                 | L      | Children understand and participate in back-and-forth conversations.  | L      | Children use more complex language and begin to participate in longer conversations.  | L         |
|   | <b>Emergent Literacy: Phonological Awareness</b>         | Children listen and play with sounds.  | N      | Children listen to and play with language.  | N      | Children increase their understanding of spoken words, syllables, and sounds in child-centered, authentic play-based experiences.   | N         |
|   | <b>Emergent Literacy: Comprehension</b>                  | Children briefly attend to and interact with texts and storytelling.   | Q & M  | Children make meaning from pictures, texts, and storytelling.   | Q & M  | Children ask and answer questions about texts/storytelling.   | Q & M     |
|   | <b>Emergent Literacy: Writing</b>                        | Children explore tools or materials that can make marks.   | R      | Children make marks and understand that pictures/texts have meaning.  | R      | Children write for a variety of purposes using increasingly sophisticated marks.  | R         |
|   | <b>Emergent Multilingual Learners</b>                    | Additionally, for Dual Language learners, children will develop both their home language and English.            | II, JJ | Additionally, for Dual Language learners, children will develop both their home language and English.   | II, JJ | Additionally, for Dual Language learners, children will continue to develop their home language and English in various settings and for a variety of purposes, in addition to expressing broader content knowledge in both languages. | II, JJ, L |

## COR Advantage and School Readiness Goal (SRG) Alignment

| Domain   | Progression Main Idea                                   | Infant SRG (birth-18 months)   | COR   | Toddler SRG (18-36 months)   | COR   | Preschool SRG (3s and 4s)  | COR |
|--|---|--|-------|--|-------|--|-----|
| <b>Cognition</b>                                   | <b>Memory</b>   | Children understand that people and objects exist even when they can't see them.   | C     | Children use memories as a foundation for more complex actions and thoughts.   | C     | Not in ELOF  | N/A |
|  | <b>Counting and Cardinality</b>                         | Children explore number sense and quantity.  | S     | Children develop sense of number and quantity, (small numbers).  | S     | Children build on their understanding of number sense and quantity.  | S   |
|  | <b>Patterns</b>   | Children explore objects.  | V     | Children begin to understand same and different.   | V     | Children explore patterns and understand the relationships between components of a pattern.  | V   |
|  | <b>Change/Spatial Sense</b>                             |  | T     | Children explore differences between familiar and unfamiliar objects, for example, joining, seperating, and transforming.                                    | T     | Children identify, describe, and compare objects based on specific attributes.   | T   |
|  | <b>Measurement</b>                                      |  | U     | Children begin to understand that attributes (e.g. taller, shorter, bigger, smaller, closer, further) help us learn about the world around us.               | U     | Children measure objects and make comparisons using standard (e.g. unifix cubes, rulers) and non-standard tools (e.g. available objects in the environment).                             | U   |
|  | <b>Exploration, Discovery, and Scientific Reasoning</b> | Children explore using own actions, movements, and trial and error.  | CC    | Children explore components of the scientific method, (observe, seek information from others, make sample predictions) within the context of their world.    | CC    | Children engage in the scientific method (observe, ask questions, plan, conduct investigations, analyze and interpret data as well as solve problems) within the context of their world. | CC  |
|  | <b>Social Studies</b>                                   | Children explore people and materials to understand self, others, and objects.   | FF    | Children develop an increased awareness of self as an individual, self within context of family/culture, and self within context of important relationships. | FF    | Children develop an increased awareness of self as an individual, self within context of family/culture, and self within context of community.   | FF  |
| <b>Perceptual, Motor, and Physical Development</b> | <b>Health, Safety, and Nutrition</b>                    | Children explore safe and healthy habits with support from adults.   | K     | Children explore safe and healthy habits with support from adults.   | K     | Children engage in safe and healthy habits such as, personal hygiene, food exploration, and personal safety practices (with increasing independence).                                    | K   |
|  | <b>Perception</b>                                       | Children use their senses to explore their world.  | DD, I | Children use their senses to understand their world.   | DD, I | Children show increasing awareness of their body, space, and relationship to other objects.  | I   |
|  | <b>Gross Motor</b>                                      | Children increasingly utilize muscles and muscle groups (e.g. crawl, walk, and balance) to explore the environment and their own movement. | I     | Children increasingly utilize muscles and muscle groups to explore the environment and their own movement.   | I     | Children increasingly utilize muscles and muscle groups to demonstrate control, strength, and coordination.  | I   |
|  | <b>Fine Motor</b>                                       | Children explore hand-eye coordination such as, reaching, manipulating, and grasping objects.  | J     | Children use hand-eye coordination while exploring, reaching, manipulating, and grasping objects.  | J     | Children use hand-eye coordination by manipulating, and coordinating movements with increasing control.  | J   |

# Ounce/Work Sampling System and School Readiness Goal (SRG) Alignment

| Domain                                  | Progression Main Idea                                    | Infant SRG (birth-18 months)   | Ounce   | Toddler SRG (18-36 months)  | Ounce   | Preschool SRG (3s and 4s)   | Work Sampling System          |
|---|--|--|---|---|---|---|-------------------------------|
| <b>Approaches to Learning</b>           | <b>Emotional and Behavioral Self-Regulation</b>          | Children respond to and seek familiar adults for help regulating their responses to needs, feelings, and events. | 4 - 18 months - I.1   | Children continue to increasingly regulate their responses to needs, feelings, and events with the support of familiar adults.  | 18 - 36 months - I.1  | Children continue to increasingly regulate their responses to needs, feelings, and events and become more self-reliant in doing so.   | 3s and 4s - I.A.2             |
|   | <b>Initiative and Curiosity</b>                          | Children initiate interactions with adults and materials.  | 4 - 18 months - V.1   | Children show emerging interest and curiosity in interactions, experiences, and explorations.   | 18 - 36 months V.1  | Children show interest in, and curiosity about the world around them, with increasing initiative and independence.  | 3s and 4s - I.C.1             |
|   | <b>Cognitive Self-Regulation (Executive Functioning)</b> | Children maintain attention and repeat actions during explorations (for brief periods of time).                  | 4 - 18 months - V.2   | Children develop the ability to show persistence in actions and behavior.   | 18 - 36 months - V.2  | Children engage and persist in problem solving in a variety of contexts (individually and with others).   | 3s and 4s - I.C.2             |
|   | <b>Creativity</b>  | Children use a variety of ways to interact with other people and objects.  | 4 - 18 months - V.1   | Children show imagination and use creativity to explore objects (individually and with others).   | 18 - 36 months - V.3  | Children use imagination in play and express creativity in thinking and communicating (individually and with others).   | 3s and 4s - I.C.3             |
| <b>Social and Emotional Development</b> | <b>Attachment: Relationships with Adults</b>             | Children develop an emotional connection and attachment to familiar adults.                                      | 4 - 18 months - I.1   | Children begin to explore relationships with other adults through repeated experiences with familiar adults.  | 18 - 36 months I.1  | Children engage in cooperative behavior and maintain positive relationships and interactions with adults.   | 3s and 4s - I. D.2            |
|   | <b>Relationships with Other Children</b>                 | Children show increasing interest in other children.   | 4 - 18 months - III.1   | Children interact with and establish relationships with other children.   | 18 - 36 months - III.1  | Children develop positive relationships with other children, by initiating, engaging in and applying problem solving through play.  | 3s and 4s - I.D.1             |
|   | <b>Emotional Development</b>                             | Children express feelings and seek familiar adults.  | 4 - 18 months - II.2  | Children express and manage feelings with the support of adults, as well as name and recognize feelings in themselves and others. Children demonstrate an increased awareness of self and understand some characteristics of self and others. | 18 - 36 months - II.2   | Children express and work toward managing a broad range of feelings with increasing independence.   | 3s and 4s - I.D.4             |
|   | <b>Self-Identity and Belonging</b>                       | Children show awareness about self and how to connect with others.   | 4 - 18 months - II.1  | Children demonstrate an increased awareness of self and understand some characteristics of self and others.   | 18 - 36 months - II.1   | Children recognize self as a unique individual having own abilities, characteristics, emotions, and interests.  | 3s and 4s - I. A.1            |
| <b>Language and Communication</b>       | <b>Attending, Understanding and Communication</b>        | Children attend to communication and respond with non-verbal or verbal language.                                 | 4 - 18 months - IV.1, 2   | Children understand and participate in back-and-forth conversations.  | 18 months - IV.2<br>24 - 36 months - IV.3   | Children use more complex language and begin to participate in longer conversations.  | 3s and 4s - II. B.2           |
|   | <b>Emergent Literacy: Phonological Awareness</b>         | Children listen and play with sounds.  | 4 - 18 months - IV.2  | Children listen to and play with language.  | 18 - 36 months - IV.2   | Children increase their understanding of spoken words, syllables, and sounds in child-centered, authentic play-based experiences.   | 3s and 4s - II.C.2            |
|   | <b>Emergent Literacy: Comprehension</b>                  | Children briefly attend to and interact with texts and storytelling.   | 4 - 18 months - IV.1  | Children make meaning from pictures, texts, and storytelling.   | 18 - 36 months - IV.1   | Children ask and answer questions about texts/storytelling.   | 3s and 4s - II. C.4           |
|   | <b>Emergent Literacy: Writing</b>                        | Children explore tools or materials that can make marks.   | 4 - 18 months - V.3   | Children make marks and understand that pictures/texts have meaning.  | 18 - 36 months VI.2   | Children write for a variety of purposes using increasingly sophisticated marks.  | 3s and 4s - II. D.2           |
|   | <b>Emergent Multilingual Learners</b>                    | Additionally, for Dual Language learners, children will develop both their home language and English.            | Dual Language teaching teams should assess children's skills in all domains through authentic assessment in either English or the target language in order to accurately portray children's progress. | Additionally, for Dual Language learners, children will develop both their home language and English.   | Additionally, for Dual Language learners, children will develop both their home language and English. | Additionally, for Dual Language learners, children will continue to develop their home language and English in various settings and for a variety of purposes, in addition to expressing broader content knowledge in both languages. | 3s and 4s - II.C.1 ELL Domain |



# Ounce/Work Sampling System and School Readiness Goal (SRG) Alignment

| Domain                                      | Progression Main Idea                            | Infant SRG (birth-18 months)   | Ounce                                    | Toddler SRG (18-36 months)   | Ounce                                       | Preschool SRG (3s and 4s)  | Work Sampling System        |
|---|--|--|--|--|---|--|-----------------------------|
| Cognition                                   | Memory   | Children understand that people and objects exist even when they can't see them.   | 4 - 18 months - V.2                      | Children use memories as a foundation for more complex actions and thoughts.   | 18 - 24 months - V.2<br>30 -36 months - V.3 | Not in ELOF  | N/A                         |
|   | Counting and Cardinality                         | Children explore number sense and quantity.  | 4 - 18 months - V.1                      | Children develop sense of number and quantity, (small numbers).  | 18 - 36 months - V.1                        | Children build on their understanding of number sense and quantity.  | 3s and 4s - III. B.2        |
|   | Patterns   |  | 4 - 18 months - V.1                      | Children begin to understand same and different.   | 18 - 36 months - V.3                        | Children explore patterns and understand the relationships between components of a pattern.  | 3s and 4s - III.A.4         |
|   | Change/Spatial Sense                             | Children explore objects.  | 4 - 18 months - V.1                      | Children explore differences between familiar and unfamiliar objects, for example, joining, seperating, and transforming.                                    | 18 - 36 months - V.3                        | Children identify, describe, and compare objects based on specific attributes.   | 3s and 4s - III. F. 2       |
|   | Measurement                                      |  | 4 - 18 months - V.1                      | Children begin to understand that attributes (e.g. taller, shorter, bigger, smaller, closer, further) help us learn about the world around us.               | 18 - 36 months - V.3                        | Children measure objects and make comparisons using standard (e.g. unifix cubes, rulers) and non-standard tools (e.g. available objects in the environment).                             | 3s and 4s - III. D.2        |
|   | Exploration, Discovery, and Scientific Reasoning | Children explore using own actions, movements, and trial and error.  | 4 months - II.2<br>8- 18 months - II.3   | Children explore components of the scientific method, (observe, seek information from others, make sample predictions) within the context of their world.    | 18 - 36 months - V.3                        | Children engage in the scientific method (observe, ask questions, plan, conduct investigations, analyze and interpret data as well as solve problems) within the context of their world. | 3s and 4s - IV. A.1 and A.2 |
|   | Social Studies                                   | Children explore people and materials to understand self, others, and objects.   | 4 - 18 months - V.1                      | Children develop an increased awareness of self as an individual, self within context of family/culture, and self within context of important relationships. | 18 - 36 months - V.1                        | Children develop an increased awareness of self as an individual, self within context of family/culture, and self within context of community.   | 3s and 4s - V.B.1           |
| Perceptual, Motor, and Physical Development | Health, Safety, and Nutrition                    | Children explore safe and healthy habits with support from adults.   | 4 - 18 months - VI.3                     | Children explore safe and healthy habits with support from adults.   | 18 - 36 months - VI.3                       | Children engage in safe and healthy habits such as, personal hygiene, food exploration, and personal safety practices (with increasing independence).                                    | 3s and 4s - VII.C.1, 2      |
|   | Perception                                       | Children use their senses to explore their world.  | 4 -18 months - V.1                       | Children use their senses to understand their world.   | 18 - 36 months - V.1                        | Children show increasing awareness of their body, space, and relationship to other objects.  | 3s and 4s - VII.A.1         |
|   | Gross Motor                                      | Children increasingly utilize muscles and muscle groups (e.g. crawl, walk, and balance) to explore the environment and their own movement. | 4 - 18 months VI.1                       | Children increasingly utilize muscles and muscle groups to explore the environment and their own movement.   | 18 - 36 months - VI.1                       | Children increasingly utilize muscles and muscle groups to demonstrate control, strength, and coordination.  | 3s and 4s - VII.A.1, 2      |
|   | Fine Motor                                       | Children explore hand-eye coordination such as, reaching, manipulating, and grasping objects.  | 4 months - VI. 3<br>8 - 18 months - VI.2 | Children use hand-eye coordination while exploring, reaching, manipulating, and grasping objects.  | 18 - 36 months - VI.2                       | Children use hand-eye coordination by manipulating, and coordinating movements with increasing control.  | 3s and 4s - VII.B.2         |