

School Readiness Goals

Purpose

The purpose of this document is to share the School Readiness Goals that the Division of Early Childhood Education (DECE) developed in partnership with parents and key stakeholders and in alignment with the federal Head Start regulations. *Head Start programs must **adopt** these goals as they are aligned to the New York State Education's Pre-Kindergarten and Kindergarten standards.* This document provides guidance and resources to support in the implementation of School Readiness Goals.

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Implementation Guidance

School Readiness Commitment

The Department of Education (DOE) and the Division of Early Childhood Education (DECE) are committed to ensuring that all children “possess the skills, knowledge, and attitudes necessary for success in school and for later learning and life.”²

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

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

School Readiness Goals

The Office of Head Start's definition of school readiness is:

- "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 (3s and 4s).
- Programs must adopt the goals as developed by DECE and in addition, may choose to add additional goals to fit the needs of their community, families and children.
 - Programs will need to consult with parents of children enrolled in the program as they adapt these goals, 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.

How were DECE School Readiness Goals Developed?

DECE updated the previous citywide school readiness goals from 2013-2014. The goals are aligned with the [Head Start Early Learning Outcomes Framework \(ELOF\)](#), the [New York State Prekindergarten Learning Standards \(NYSPLS\)](#) as well as the authentic assessment systems approved by the New York City Department of Education and DECE contracted programs that meet the Head Start Program Performance Standards (HSPPS).

The School Readiness Goals development included the following:

- An analysis of the 2013-2014 school readiness goals to updated state standards and research on 21st century skills

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- 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 and approval with the Citywide Policy Council and Governing Board
- 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'³ 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 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 your program uses with data collected via low-inference notes and authentic student work.

Core Strategies to Support School Readiness⁴

- *Program Leadership:* Implementing School Readiness Goals requires more than looking at progress throughout the year, but is about continuous quality improvement and creating a culture that supports it. Leadership plays an integral role in setting the systems and structures for continuous quality improvement, starting with the following⁵:
 - Ensuring staff maintain a stance of curiosity in asking 'how' children and families are doing and 'why'.
 - Encouraging cycles of feedback.
 - Using data and analysis to inform programmatic decisions building upon what is working and modifying what isn't.
 - 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 individualize how they approach meeting the school readiness goals. Some strategies to do this include:
 - Many programs establish a School Readiness Team that reviews the school readiness goals data while taking into consideration the needs and goals of the families in the program.

³ Standards and the Instructional Cycle. 2018.

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

⁵ 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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- Invite families to join a School Readiness Team is one way to assure 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 the approach for meeting the goals.
 - 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 plans for individualizing and meeting school readiness goals.
 - Engage families in conversations about the importance of a home-school connection and explore activities for students 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"> ● Encourage creativity and curiosity. ● Play with children so they engage longer, with more focus and more complexity.
Social and Emotional Development	<ul style="list-style-type: none"> ● Recognize and respond to children's needs by modeling kindness, sharing, and working together. ● Engage in warm and sensitive interactions to promote self-regulation (the ability to manage one's emotions).
Language and Literacy	<ul style="list-style-type: none"> ● Talk, read, sing, and tell stories. ● Speak and read to children in their home language(s) ● Ask open-ended questions

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Cognition	<ul style="list-style-type: none">● Play peek-a-boo or hide and seek.● Join in problem-solving tasks, such as placing puzzle pieces or counting objects.● Ask a child to tell a story and provide props for imaginary play.
Perceptual, Motor, and Physical Development	<ul style="list-style-type: none">● Encourage movement—dancing, running, skipping, drawing, and painting.● Play outdoor games that involve movement and following directions.

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

- Ensure parents are aware of the School Readiness Goals and align them to the Family Goals for School Readiness
- Encourage parents to also engage in the activities done in the classroom, e.g. read aloud(s), helping to clean up after themselves, singing and playing, with their children at home.
- Promote bi-lingual, bi-cultural values that exist in the community in parent and child activities.
- Adopt at least one child development goal for the family worker and parent to focus and record progress on 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 parents 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 \(b\)\(2\)](#))
- 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 and the coordinated support staff (Instructional Coordinators/Social Workers/Policy Support Specialists) will support implementation of school readiness goals and strategies (SRGs) by collaborating with you in the following ways:

- Developing and refining a plan for implementing SRGs.
- Using authentic assessments data to inform instructional planning/individualization.
- Implementing effective family engagement practices.
- Ensuring a parent/caregiver partnership process that promotes an understanding of their child's progress, provides support, and encourages learning and leadership.

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- 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.

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*The DECE citywide school readiness goals below describe expectations for all children. Head Start programs must **adopt** these goals as they are aligned to the New York State Education's Pre-Kindergarten and Kindergarten standards.*

Infant, toddler, and preschool school readiness goals, aligned to the Head Start Early Learning Outcomes Framework (ELOF), 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.
	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).



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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.
	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 themselves as a unique individual having their 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.

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	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.
	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.

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	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 their 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 the 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).
	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.

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	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)	ELOF Alignment	GOLD alignment	Toddler SRG (18-36 months)	ELOF Alignment	GOLD alignment	Preschool SRG (3s and 4s)	ELOF Alignment	GOLD alignment
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.	Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	1a	Children continue to increasingly regulate their responses to needs, feelings, and events with the support of familiar adults.	Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. Goal IT-ATL 2. Child manages actions and behavior with 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.	Goal P-ATL 1. Child manages emotions with increasing independence. Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	1a
	Initiative and Curiosity	Children initiate interactions with adults and materials.	Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	11d	Children show emerging interest and curiosity in interactions, experiences, and explorations.	Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	11d	Children show interest in, and curiosity about the world around them, with increasing initiative and independence.	Goal P-ATL 10. Child demonstrates initiative and independence. Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	11d
	Cognitive Self-Regulation (Executive Functioning)	Children maintain attention and repeat actions during explorations (for brief periods of time).	Goal IT-ATL 3. Child maintains focus and sustains attention with support Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	11b	Children develop the ability to show persistence in actions and behavior.	Goal IT-ATL 3. Child maintains focus and sustains attention with support Goal IT-ATL 4. Child develops 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).	Goal P-ATL 5. Child demonstrates an increasing ability to control impulses. Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support. Goal P-ATL 7. Child persists in tasks. Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks. Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	11b
	Creativity	Children use a variety of ways to interact with other people and objects.	Goal IT-ATL 8. Child uses creativity to increase understanding and learning. Goal IT-ATL 9. Child shows imagination in play and interactions with others.	11e	Children show imagination and use creativity to explore objects (individually and with others).	Goal IT-ATL 8. Child uses creativity to increase understanding and learning. Goal IT-ATL 9. Child shows imagination in play and interactions with others.	11e	Children use imagination in play and express creativity in thinking and communicating (individually and with others).	Goal P-ATL 12. Child expresses creativity in thinking and communication. Goal P-ATL 13. Child uses imagination in play and interactions with others.	11e
Social and Emotional Development	Attachment: Relationships with Adults	Children develop an emotional connection and attachment to familiar adults.	Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	2a	Children begin to explore relationships with other adults through repeated experiences with familiar adults.	Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	2a	Children engage in cooperative behavior and maintain positive relationships and interactions with adults.	Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	2a
	Relationships with Other Children	Children show increasing interest in other children.	Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. Goal IT-SE 5. Child imitates and engages in play with other children.	2c	Children interact with and establish relationships with other children.	Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. Goal IT-SE 5. Child imitates and engages in play with other children.	2c, 2d	Children develop positive relationships with other children, by initiating, engaging in and applying problem solving through play.	Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. Goal P-SE 4. Child engages in cooperative play with other children. Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	2c, 2d
	Emotional Development	Children express feelings and seek familiar adults.	Goal IT-SE 6. Child learns to express a range of emotions. Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of 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.	Goal IT-SE 6. Child learns to express a range of emotions. Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. Goal IT-SE 8. Child expresses care and concern towards others. Goal IT-SE 9. Child manages emotions with the support of familiar adults.	1a, 2b	Children express and work toward managing a broad range of feelings with increasing independence.	Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. Goal P-SE 7. Child expresses care and concern toward others. Goal P-SE 8. Child manages emotions with increasing independence.*	1a, 2b
	Self-Identity and Belonging	Children show awareness about self and how to connect with others.	Goal IT-SE 10. Child shows awareness about self and how to connect with others. Goal IT-SE 11. Child understands some characteristics of self and others. Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	29	Children demonstrate an increased awareness of self and understand some characteristics of self and others.	Goal IT-SE 10. Child shows awareness about self and how to connect with others. Goal IT-SE 11. Child understands some characteristics of self and others. Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	29	Children recognize self as a unique individual having own abilities, characteristics, emotions, and interests.	Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	29
Attending, Understanding and Communication	Children attend to communication and respond with non-verbal or verbal language.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others. Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language. Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. Goal IT-LC 5. Child uses increasingly complex language in conversation with others. Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. Goal IT-LC 7. Child understands an increasing number of words used in communication with others. Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	10a	Children understand and participate in back-and-forth conversations.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others. Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language. Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. Goal IT-LC 5. Child uses increasingly complex language in conversation with others. Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. Goal IT-LC 7. Child understands an increasing number of words used in communication with others. Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	10a	Children use more complex language and begin to participate in longer conversations.	Goal P-LC 1. Child attends to communication and language from others. Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	10a	

Teaching Strategies GOLD and School Readiness Goal (SRG) Alignment

Domain	Progression Main Idea	Infant SRG (birth-18 months)	ELOF Alignment	GOLD alignment	Toddler SRG (18-36 months)	ELOF Alignment	GOLD alignment	Preschool SRG (3s and 4s)	ELOF Alignment	GOLD alignment
Language and Communication	Emergent Literacy: Phonological Awareness	Children listen and play with sounds.	Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	8a, 9a	Children listen to and play with language.	Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	15a, 15b	Children increase their understanding of spoken words, syllables, and sounds in child-centered, authentic play-based experiences.	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	15a,15b
	Emergent Literacy: Comprehension	Children briefly attend to and interact with texts and storytelling.	Goal IT-LC 10. Child handles books and relates them to their stories or information. Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. Goal IT-LC 12. Child comprehends meaning from pictures and stories.	17a	Children make meaning from pictures, texts, and storytelling.	Goal IT-LC 10. Child handles books and relates them to their stories or information. Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. Goal IT-LC 12. Child comprehends meaning from pictures and stories.	18a	Children ask and answer questions about texts/storytelling.	Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	18a
	Emergent Literacy: Writing	Children explore tools or materials that can make marks.	Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	7b	Children make marks and understand that pictures/texts have meaning.	Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	7b, 19b	Children write for a variety of purposes using increasingly sophisticated marks.	Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	7b, 19b
	Emergent Multilingual Learners	Additionally, for Dual Language learners, children will develop both their home language and English.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others.	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.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others.	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.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others.	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.
Cognition	Memory	Children understand that people and objects exist even when they can't see them.	Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	12a, 12b	Children use memories as a foundation for more complex actions and thoughts.	Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	12a, 12b	Not in ELOF	Not in ELOF	N/A
	Counting and Cardinality	Children explore number sense and quantity.	Goal IT-C 8. Child develops sense of number and quantity.	12 - 18 months 20 a, b	Children develop sense of number and quantity, (small numbers).	Goal IT-C 8. Child develops sense of number and quantity.	20 a, b	Children build on their understanding of number sense and quantity.	Goal P-MATH 1. Child knows number names and the count sequence. Goal P-MATH 2. Child recognizes the number of objects in a small set. Goal P-MATH 3. Child understands the relationship between numbers and quantities.	20 a, b
	Patterns			23	Children begin to understand same and different.	Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	23	Children explore patterns and understand the relationships between components of a pattern.	Goal P-MATH 7. Child understands simple patterns.	23
	Change/Spatial Sense	Children explore objects.	Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	21a	Children explore differences between familiar and unfamiliar objects, for example, joining, separating, and transforming.	Goal IT-C 4. Child recognizes the stability of people and objects in the environment. Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	21a	Children identify, describe, and compare objects based on specific attributes.	Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. Goal P-MATH 10. Child explores the positions of objects in space.	21a
	Measurement			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.	Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	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).	Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	22a
	Exploration, Discovery, and Scientific Reasoning	Children explore using own actions, movements, and trial and error.	Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	11c	Children explore components of the scientific method, (observe, seek information from others, make sample predictions) within the context of their world.	Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	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.	Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). Goal P-SCI 2. Child engages in scientific talk. Goal P-SCI 3. Child compares and categorizes observable phenomena. Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. Goal P-SCI 5. Child plans and conducts investigations and experiments. Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	11c, 24
	Social Studies	Children explore people and materials to understand self, others, and objects.	Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. Goal IT-C 12. Child uses objects or symbols to represent something else.	30	Children develop an increased awareness of self as an individual, self within context of family/culture, and self within context of important relationships.	Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. Goal IT-SE 10. Child shows awareness about self and how to connect with others. Goal IT-SE 11. Child understands some characteristics of self and others.	30	Children develop an increased awareness of self as an individual, self within context of family/culture, and self within context of community.	Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	29

Teaching Strategies GOLD and School Readiness Goal (SRG) Alignment

Domain	Progression Main Idea	Infant SRG (birth-18 months)	ELOF Alignment	GOLD alignment	Toddler SRG (18-36 months)	ELOF Alignment	GOLD alignment	Preschool SRG (3s and 4s)	ELOF Alignment	GOLD alignment
Perceptual, Motor, and Physical Development	Health, Safety, and Nutrition	Children explore safe and healthy habits with support from adults.	Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. Goal IT-PMP 10. Child uses safe behaviors with support from adults.	1c	Children explore safe and healthy habits with support from adults.	Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. Goal IT-PMP 10. Child uses safe behaviors with support from adults.	1c	Children engage in safe and healthy habits such as, personal hygiene, food exploration, and personal safety practices (with increasing independence).	Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	1c
	Perception	Children use their senses to explore their world.	Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	11d	Children use their senses to understand their world.	Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	11d	Children show increasing awareness of their body, space, and relationship to other objects.	Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	11d
	Gross Motor	Children increasingly utilize muscles and muscle groups (e.g. crawl, walk, and balance) to explore the environment and their own movement.	Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	4,5	Children increasingly utilize muscles and muscle groups to explore the environment and their own movement.	Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	4,5	Children increasingly utilize muscles and muscle groups to demonstrate control, strength, and coordination.	Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	4,5
	Fine Motor	Children explore hand-eye coordination such as, reaching, manipulating, and grasping objects.	Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	7a	Children use hand-eye coordination while exploring, reaching, manipulating, and grasping objects.	Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	7a	Children use hand-eye coordination by manipulating, and coordinating movements with increasing control.	Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	7a

COR Advantage and School Readiness Goal (SRG) Alignment

Domain	Progression Main Idea	Infant SRG (birth-18 months)	ELOF Alignment	COR alignment	Toddler SRG (18-36 months)	ELOF Alignment	COR alignment	Preschool SRG (3s and 4s)	ELOF Alignment	COR alignment
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.	Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	D	Children continue to increasingly regulate their responses to needs, feelings, and events with the support of familiar adults.	Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. Goal IT-ATL 2. Child manages actions and behavior with 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.	Goal P-ATL 1. Child manages emotions with increasing independence. Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	D
	Initiative and Curiosity	Children initiate interactions with adults and materials.	Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	A	Children show emerging interest and curiosity in interactions, experiences, and explorations.	Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	A	Children show interest in, and curiosity about the world around them, with increasing initiative and independence.	Goal P-ATL 10. Child demonstrates initiative and independence. Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	A
	Cognitive Self-Regulation (Executive Functioning)	Children maintain attention and repeat actions during explorations (for brief periods of time).	Goal IT-ATL 3. Child maintains focus and sustains attention with support Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	B	Children develop the ability to show persistence in actions and behavior.	Goal IT-ATL 3. Child maintains focus and sustains attention with support Goal IT-ATL 4. Child develops 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).	Goal P-ATL 5. Child demonstrates an increasing ability to control impulses. Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support. Goal P-ATL 7. Child persists in tasks. Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks. Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	B
	Creativity	Children use a variety of ways to interact with other people and objects.	Goal IT-ATL 8. Child uses creativity to increase understanding and learning. Goal IT-ATL 9. Child shows imagination in play and interactions with others.	AA	Children show imagination and use creativity to explore objects (individually and with others).	Goal IT-ATL 8. Child uses creativity to increase understanding and learning. Goal IT-ATL 9. Child shows imagination in play and interactions with others.	AA	Children use imagination in play and express creativity in thinking and communicating (individually and with others).	Goal P-ATL 12. Child expresses creativity in thinking and communication. Goal P-ATL 13. Child uses imagination in play and interactions with others.	AA
Social and Emotional Development	Attachment: Relationships with Adults	Children develop an emotional connection and attachment to familiar adults.	Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	E	Children begin to explore relationships with other adults through repeated experiences with familiar adults.	Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	E	Children engage in cooperative behavior and maintain positive relationships and interactions with adults.	Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	E
	Relationships with Other Children	Children show increasing interest in other children.	Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. Goal IT-SE 5. Child imitates and engages in play with other children.	F	Children interact with and establish relationships with other children.	Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. Goal IT-SE 5. Child imitates and engages in play with other children.	F	Children develop positive relationships with other children, by initiating, engaging in and applying problem solving through play.	Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. Goal P-SE 4. Child engages in cooperative play with other children. Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	F
	Emotional Development	Children express feelings and seek familiar adults.	Goal IT-SE 6. Child learns to express a range of emotions. Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	D	Children express and manage feelings with the support of adults, as well as name and recognize feelings in themselves and others.	Goal IT-SE 6. Child learns to express a range of emotions. Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. Goal IT-SE 8. Child expresses care and concern towards others. Goal IT-SE 9. Child manages emotions with the support of familiar adults.	D	Children express and work toward managing a broad range of feelings with increasing independence.	Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. Goal P-SE 7. Child expresses care and concern toward others. Goal P-SE 8. Child manages emotions with increasing independence.*	D
	Self-Identity and Belonging	Children show awareness about self and how to connect with others.	Goal IT-SE 10. Child shows awareness about self and how to connect with others. Goal IT-SE 11. Child understands some characteristics of self and others. Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	FF	Children demonstrate an increased awareness of self and understand some characteristics of self and others.	Goal IT-SE 10. Child shows awareness about self and how to connect with others. Goal IT-SE 11. Child understands some characteristics of self and others. Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	FF	Children recognize self as a unique individual having own abilities, characteristics, emotions, and interests.	Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	FF
Language and Communication	Attending, Understanding and Communication	Children attend to communication and respond with non-verbal or verbal language.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others. Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language. Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. Goal IT-LC 5. Child uses increasingly complex language in conversation with others. Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. Goal IT-LC 7. Child understands an increasing number of words used in communication with others. Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	L	Children understand and participate in back-and-forth conversations.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others. Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language. Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. Goal IT-LC 5. Child uses increasingly complex language in conversation with others. Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. Goal IT-LC 7. Child understands an increasing number of words used in communication with others. Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	L	Children use more complex language and begin to participate in longer conversations.	Goal P-LC 1. Child attends to communication and language from others. Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	L
	Emergent Literacy: Phonological Awareness	Children listen and play with sounds.	Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	N	Children listen to and play with language.	Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	N	Children increase their understanding of spoken words, syllables, and sounds in child-centered, authentic play-based experiences.	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	N
	Emergent Literacy: Comprehension	Children briefly attend to and interact with texts and storytelling.	Goal IT-LC 10. Child handles books and relates them to their stories or information. Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. Goal IT-LC 12. Child comprehends meaning from pictures and stories.	Q & M	Children make meaning from pictures, texts, and storytelling.	Goal IT-LC 10. Child handles books and relates them to their stories or information. Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. Goal IT-LC 12. Child comprehends meaning from pictures and stories.	Q & M	Children ask and answer questions about texts/storytelling.	Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	Q & M

COR Advantage and School Readiness Goal (SRG) Alignment

Domain	Progression Main Idea	Infant SRG (birth-18 months)	ELOF Alignment	COR alignment	Toddler SRG (18-36 months)	ELOF Alignment	COR alignment	Preschool SRG (3s and 4s)	ELOF Alignment	COR alignment
Emergent Literacy: Writing		Children explore tools or materials that can make marks.	Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	R	Children make marks and understand that pictures/texts have meaning.	Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	R	Children write for a variety of purposes using increasingly sophisticated marks.	Goal P-LUT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	R
		Additionally, for Dual Language learners, children will develop both their home language and English.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others.	II, JJ	Additionally, for Dual Language learners, children will develop both their home language and English.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others.	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.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others.	II, JJ, L
Memory		Children understand that people and objects exist even when they can't see them.	Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	C	Children use memories as a foundation for more complex actions and thoughts.	Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	C	Not in ELOF	Not in ELOF	N/A
Counting and Cardinality		Children explore number sense and quantity.	Goal IT-C 8. Child develops sense of number and quantity.	S	Children develop sense of number and quantity, (small numbers).	Goal IT-C 8. Child develops sense of number and quantity.	S	Children build on their understanding of number sense and quantity.	Goal P-MATH 1. Child knows number names and the count sequence. Goal P-MATH 2. Child recognizes the number of objects in a small set. Goal P-MATH 3. Child understands the relationship between numbers and quantities.	S
Patterns				V	Children begin to understand same and different.	Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	V	Children explore patterns and understand the relationships between components of a pattern.	Goal P-MATH 7. Child understands simple patterns.	V
Cognition	Change/Spatial Sense	Children explore objects.	Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	T	Children explore differences between familiar and unfamiliar objects, for example, joining, separating, and transforming.	Goal IT-C 4. Child recognizes the stability of people and objects in the environment. Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	T	Children identify, describe, and compare objects based on specific attributes.	Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. Goal P-MATH 10. Child explores the positions of objects in space.	T
			Children begin to understand that attributes (e.g. taller, shorter, bigger, smaller, closer, further) help us learn about the world around us.	U	Children begin to understand that attributes (e.g. taller, shorter, bigger, smaller, closer, further) help us learn about the world around us.	Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	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).	Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	U
			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	Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). Goal P-SCI 2. Child engages in scientific talk. Goal P-SCI 3. Child compares and categorizes observable phenomena. Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. Goal P-SCI 5. Child plans and conducts investigations and experiments. Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	CC
Social Studies		Children explore people and materials to understand self, others, and objects.	Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. Goal IT-C 12. Child uses objects or symbols to represent something else.	FF	Children develop an increased awareness of self as an individual, self within context of family/culture, and self within context of important relationships.	Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. Goal IT-SE 10. Child shows awareness about self and how to connect with others. Goal IT-SE 11. Child understands some characteristics of self and others.	FF	Children develop an increased awareness of self as an individual, self within context of family/culture, and self within context of community.	Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	FF
Health, Safety, and Nutrition		Children explore safe and healthy habits with support from adults.	Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. Goal IT-PMP 10. Child uses safe behaviors with support from adults.	K	Children explore safe and healthy habits with support from adults.	Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. Goal IT-PMP 10. Child uses safe behaviors with support from adults.	K	Children engage in safe and healthy habits such as, personal hygiene, food exploration, and personal safety practices (with increasing independence).	Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	K
Perceptual, Motor, and Physical Development	Perception	Children use their senses to explore their world.	Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	DD, I	Children use their senses to understand their world.	Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	DD, I	Children show increasing awareness of their body, space, and relationship to other objects.	Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	I
		Children increasingly utilize muscles and muscle groups (e.g. crawl, walk, and balance) to explore the environment and their own movement.	Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	I	Children increasingly utilize muscles and muscle groups to explore the environment and their own movement.	Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	I	Children increasingly utilize muscles and muscle groups to demonstrate control, strength, and coordination.	Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	I

COR Advantage and School Readiness Goal (SRG) Alignment

Domain	Progression Main Idea	Infant SRG (birth-18 months)	ELOF Alignment	COR alignment	Toddler SRG (18-36 months)	ELOF Alignment	COR alignment	Preschool SRG (3s and 4s)	ELOF Alignment	COR alignment
	Fine Motor	Children explore hand-eye coordination such as, reaching, manipulating, and grasping objects.	Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	J	Children use hand-eye coordination while exploring, reaching, manipulating, and grasping objects.	Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	J	Children use hand-eye coordination by manipulating, and coordinating movements with increasing control.	Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	J

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

Domain	Progression Main Idea	Infant SRG (birth-18 months)	ELOF alignment	Ounce alignment	Toddler SRG (18-36 months)	ELOF Alignment	Ounce alignment	Preschool SRG (3s and 4s)	ELOF Alignment	Work Sampling System alignment
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.	Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	4 - 18 months - I.1	Children continue to increasingly regulate their responses to needs, feelings, and events with the support of familiar adults.	Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. Goal IT-ATL 2. Child manages actions and behavior with 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.	Goal P-ATL 1. Child manages emotions with increasing independence. Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	3s and 4s - I.A.2
	Initiative and Curiosity	Children initiate interactions with adults and materials.	Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	4 - 18 months - V.1	Children show emerging interest and curiosity in interactions, experiences, and explorations.	Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	18 - 36 months V.1	Children show interest in, and curiosity about the world around them, with increasing initiative and independence.	Goal P-ATL 10. Child demonstrates initiative and independence. Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	3s and 4s - I.C.1
	Cognitive Self-Regulation (Executive Functioning)	Children maintain attention and repeat actions during explorations (for brief periods of time).	Goal IT-ATL 3. Child maintains focus and sustains attention with support Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	4 - 18 months - V.2	Children develop the ability to show persistence in actions and behavior.	Goal IT-ATL 3. Child maintains focus and sustains attention with support Goal IT-ATL 4. Child develops 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).	Goal P-ATL 5. Child demonstrates an increasing ability to control impulses. Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support. Goal P-ATL 7. Child persists in tasks. Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks. Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	3s and 4s - I.C.2
	Creativity	Children use a variety of ways to interact with other people and objects.	Goal IT-ATL 8. Child uses creativity to increase understanding and learning. Goal IT-ATL 9. Child shows imagination in play and interactions with others.	4 - 18 months - V.1	Children show imagination and use creativity to explore objects (individually and with others).	Goal IT-ATL 8. Child uses creativity to increase understanding and learning. Goal IT-ATL 9. Child shows imagination in play and interactions with others.	18 - 36 months - V.3	Children use imagination in play and express creativity in thinking and communicating (individually and with others).	Goal P-ATL 12. Child expresses creativity in thinking and communication. Goal P-ATL 13. Child uses imagination in play and interactions with others.	3s and 4s - I.C.3
Social and Emotional Development	Attachment: Relationships with Adults	Children develop an emotional connection and attachment to familiar adults.	Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	4 - 18 months - I.1	Children begin to explore relationships with other adults through repeated experiences with familiar adults.	Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	18 - 36 months I.1	Children engage in cooperative behavior and maintain positive relationships and interactions with adults.	Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	3s and 4s - I. D.2
	Relationships with Other Children	Children show increasing interest in other children.	Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. Goal IT-SE 5. Child imitates and engages in play with other children.	4 - 18 months - III.1	Children interact with and establish relationships with other children.	Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. Goal IT-SE 5. Child imitates and engages in play 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.	Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. Goal P-SE 4. Child engages in cooperative play with other children. Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	3s and 4s - I.D.1
	Emotional Development	Children express feelings and seek familiar adults.	Goal IT-SE 6. Child learns to express a range of emotions. Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of 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.	Goal IT-SE 6. Child learns to express a range of emotions. Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. Goal IT-SE 8. Child expresses care and concern towards others. Goal IT-SE 9. Child manages emotions with the support of familiar adults.	18 - 36 months - II.2	Children express and work toward managing a broad range of feelings with increasing independence.	Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. Goal P-SE 7. Child expresses care and concern toward others. Goal P-SE 8. Child manages emotions with increasing independence.*	3s and 4s - I.D.4
	Self-Identity and Belonging	Children show awareness about self and how to connect with others.	Goal IT-SE 10. Child shows awareness about self and how to connect with others. Goal IT-SE 11. Child understands some characteristics of self and others. Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	4 - 18 months - II.1	Children demonstrate an increased awareness of self and understand some characteristics of self and others.	Goal IT-SE 10. Child shows awareness about self and how to connect with others. Goal IT-SE 11. Child understands some characteristics of self and others. Goal IT-SE 13. Child develops a sense of belonging through relationships with others.	18 - 36 months - II.1	Children recognize self as a unique individual having own abilities, characteristics, emotions, and interests.	Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	3s and 4s - I. A.1

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

Domain	Progression Main Idea	Infant SRG (birth-18 months)	ELOF alignment	Ounce alignment	Toddler SRG (18-36 months)	ELOF Alignment	Ounce alignment	Preschool SRG (3s and 4s)	ELOF Alignment	Work Sampling System alignment
Language and Communication	Attending, Understanding and Communication	Children attend to communication and respond with non-verbal or verbal language.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others. Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language. Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. Goal IT-LC 5. Child uses increasingly complex language in conversation with others. Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. Goal IT-LC 7. Child understands an increasing number of words used in communication with others. Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	4 - 18 months - IV.1, 2	Children understand and participate in back-and-forth conversations.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others. Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language. Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. Goal IT-LC 5. Child uses increasingly complex language in conversation with others. Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. Goal IT-LC 7. Child understands an increasing number of words used in communication with others. Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	18 months - IV.2 24 - 36 months - IV.3	Children use more complex language and begin to participate in longer conversations.	Goal P-LC 1. Child attends to communication and language from others. Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	3s and 4s - II. B.2
	Emergent Literacy: Phonological Awareness	Children listen and play with sounds.	Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	4 - 18 months - IV.2	Children listen to and play with language.	Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	18 - 36 months - IV.2	Children increase their understanding of spoken words, syllables, and sounds in child-centered, authentic play-based experiences.	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	3s and 4s - II.C.2
	Emergent Literacy: Comprehension	Children briefly attend to and interact with texts and storytelling.	Goal IT-LC 10. Child handles books and relates them to their stories or information. Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. Goal IT-LC 12. Child comprehends meaning from pictures and stories.	4 - 18 months - IV.1	Children make meaning from pictures, texts, and storytelling.	Goal IT-LC 10. Child handles books and relates them to their stories or information. Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. Goal IT-LC 12. Child comprehends meaning from pictures and stories.	18 - 36 months - IV.1	Children ask and answer questions about texts/storytelling.	Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	3s and 4s - II. C.4
	Emergent Literacy: Writing	Children explore tools or materials that can make marks.	Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	4 - 18 months - V.3	Children make marks and understand that pictures/texts have meaning.	Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.	18 - 36 months VI.2	Children write for a variety of purposes using increasingly sophisticated marks.	Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	3s and 4s - II. D.2
Emergent Multilingual Learners	Additionally, for Dual Language learners, children will develop both their home language and English.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others.	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	Additionally, for Dual Language learners, children will develop both their home language and English.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others.	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	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.	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. Goal IT-LC 2. Child learns from communication and language experiences with others.	3s and 4s - II.C.1 ELL Domain	
Cognition	Memory	Children understand that people and objects exist even when they can't see them.	Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	4 - 18 months - V.2	Children use memories as a foundation for more complex actions and thoughts.	Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	18 - 24 months - V.2 30 - 36 months - V.3	Not in ELOF	Not in ELOF	N/A
	Counting and Cardinality	Children explore number sense and quantity.	Goal IT-C 8. Child develops sense of number and quantity.	4 - 18 months - V.1	Children develop sense of number and quantity, (small numbers).	Goal IT-C 8. Child develops sense of number and quantity.	18 - 36 months - V.1	Children build on their understanding of number sense and quantity.	Goal P-MATH 1. Child knows number names and the count sequence. Goal P-MATH 2. Child recognizes the number of objects in a small set. Goal P-MATH 3. Child understands the relationship between numbers and quantities.	3s and 4s - III. B.2
	Patterns			4 - 18 months - V.1	Children begin to understand same and different.	Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	18 - 36 months - V.3	Children explore patterns and understand the relationships between components of a pattern.	Goal P-MATH 7. Child understands simple patterns.	3s and 4s - III.A.4
	Change/Spatial Sense	Children explore objects.	Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	4 - 18 months - V.1	Children explore differences between familiar and unfamiliar objects, for example, joining, separating, and transforming.	Goal IT-C 4. Child recognizes the stability of people and objects in the environment. Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	18 - 36 months - V.3	Children identify, describe, and compare objects based on specific attributes.	Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. Goal P-MATH 10. Child explores the positions of objects in space.	3s and 4s - III. F. 2

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

Domain	Progression Main Idea	Infant SRG (birth-18 months)	ELOF alignment	Ounce alignment	Toddler SRG (18-36 months)	ELOF Alignment	Ounce alignment	Preschool SRG (3s and 4s)	ELOF Alignment	Work Sampling System alignment
Cognitive	Measurement		physical environments.	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.	Goal IT-C.9. Child uses spatial awareness to understand objects and their movement in space.	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).	Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	3s and 4s - III. D.2
	Exploration, Discovery, and Scientific Reasoning	Children explore using own actions, movements, and trial and error.	Goal IT-C.1. Child actively explores people and objects to understand self, others, and objects. Goal IT-C.2. Child uses understanding of causal relationships to act on social and physical environments.	4 months - II.2 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.	Goal IT-C.1. Child actively explores people and objects to understand self, others, and objects. Goal IT-C.2. Child uses understanding of causal relationships to act on social and physical environments.	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.	Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). Goal P-SCI 2. Child engages in scientific talk. Goal P-SCI 3. Child compares and categorizes observable phenomena. Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. Goal P-SCI 5. Child plans and conducts investigations and experiments. Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	3s and 4s - IV. A.1 and A.2
	Social Studies	Children explore people and materials to understand self, others, and objects.	Goal IT-C.1. Child actively explores people and objects to understand self, others, and objects. Goal IT-C.2. Child uses understanding of causal relationships to act on social and physical environments. Goal IT-C.12. Child uses objects or symbols to represent something else.	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.	Goal IT-C.13. Child uses pretend play to increase understanding of culture, environment, and experiences. Goal IT-SE 10. Child shows awareness about self and how to connect with others. Goal IT-SE 11. Child understands some characteristics of self and others.	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.	Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	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.	Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. Goal IT-PMP 10. Child uses safe behaviors with support from adults.	4 - 18 months - VI.3	Children explore safe and healthy habits with support from adults.	Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. Goal IT-PMP 10. Child uses safe behaviors with support from adults.	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).	Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	3s and 4s - VII.C.1, 2
	Perception	Children use their senses to explore their world.	Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	4 -18 months - V.1	Children use their senses to understand their world.	Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	18 - 36 months - V.1	Children show increasing awareness of their body, space, and relationship to other objects.	Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	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.	Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	4 - 18 months VI.1	Children increasingly utilize muscles and muscle groups to explore the environment and their own movement.	Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	18 - 36 months - VI.1	Children increasingly utilize muscles and muscle groups to demonstrate control, strength, and coordination.	Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	3s and 4s - VII.A.1, 2
	Fine Motor	Children explore hand-eye coordination such as, reaching, manipulating, and grasping objects.	Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	4 months - VI. 3 8 - 18 months - VI.2	Children use hand-eye coordination while exploring, reaching, manipulating, and grasping objects.	Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	18 - 36 months - VI.2	Children use hand-eye coordination by manipulating, and coordinating movements with increasing control.	Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	3s and 4s - VII.B.2