

**Pocono Services for Families and Children
Monroe County Head Start**

School Readiness Goals

The following School Readiness Goals include the essential areas of development and learning that are necessary for success in Kindergarten. The goals were developed from the Head Start Child Development and Early Learning Framework; the Pennsylvania Learning Standards for Early Childhood; and in collaboration with local school districts who participated in aligning the preschool and kindergarten Pa Early Learning Standards through a local School Readiness Task Force. It is upon these goals that the program's screenings, assessments, curriculum, and individualized child planning processes were chosen and/or developed.

All of the goals ensure that children who are dual language learners can demonstrate their skills, abilities, and knowledge in any language, including their home language.

Goal 1: Approaches to Learning: (ways in which children become engaged in social interactions and learning experiences; and the ability to think through problems and apply strategies for solving them)

- Initiative and Curiosity: show an interest in varied topics and activities, desire to learn, creativeness, and independence in learning
- Persistence and Attentiveness: have the ability to begin and finish activities with persistence and attention
- Cooperation: show an interest and engagement in group experiences
- Reasoning and Problem Solving: have the ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem
- Symbolic Representation: use symbols or objects to represent something else

Goal 2: Creative thinking and Expression (participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama)

- Music: demonstrate the use of voice and instruments to create sounds
- Creative Movement and Dance: use the body to move to music and express oneself
- Art: use a range of media and materials to create drawings, pictures, or other objects
- Drama: portray events, characters, or stories through acting and using props and language

Goal 3: Mathematical Thinking and Expression (the conceptual understanding of numbers, their relationships, combinations, and operations; shapes and their structure; reasoning; measurement; classification; and patterns)

- Number Concepts and Quantities: understand that numbers represent quantities and have ordinal properties (number words represent a rank order, particular to size, or position in a list)
- Number Relationships and Operations: use numbers to describe relationships and solve problems

- Geometry and Spatial Sense: have an understanding of shapes, their properties, and how objects are related to one another.
- Patterns: recognize patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern
- Measurement and Comparison: understand attributes and relative properties of objects as related to size, capacity, and area

Goal 4: Scientific Thinking and Technology (the emerging ability to gather information about the natural and physical world and organize that information into knowledge and theories; understanding of the uses of technology and how it impacts daily life)

- Scientific Skills and Methods: have skills in observing and collecting information and use it to ask questions, predict, explain, and draw conclusions
- Conceptual Knowledge of the Natural and Physical World: acquire concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships
- Reasoning and Problem Solving: recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem
- Technology: demonstrates an understanding of how technology impacts daily life, use of simple tools, and the appropriate technology to complete a task

Goal 5: Social Studies Thinking (understanding people and how they relate to others and the world around them; and interactions between people and their environment)

- Self, Family, and Community: understand one's relationship to the family and community, roles in the family and community, and respect for diversity
- People and Environment: understand the relationship between people and the environment in which they live
- History and events: understand that events happened in the past and how these events relate to one's self, family, and community

Goal 6: Health, Wellness, and Physical Development (refers to physical well-being, use of the body, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices)

- Physical Health Status: maintain health and age appropriate physical well being
- Health Knowledge and Practice: understand healthy and safe habits and practice healthy habits
- Gross Motor Skills: have control of large muscles for movement, navigation, and balance
- Fine Motor Skills: have control of small muscles for such purposes as using utensils, self-care, building, and exploring.

Goal 7: Language and Literacy Development (emerging abilities in receptive and expressive language; understanding and using one or more languages; early literacy foundations for reading, writing, speaking and listening)

- Receptive Language: comprehend or understand language
- Expressive Language: use language
- Book Appreciation and Knowledge: show interest in books and their characteristics, and understand and get meaning from stories and information from books and other texts

- Phonological Awareness: aware that language can be broken into words, syllables, and smaller pieces of sound
- Alphabet Knowledge and Skills: recognize names and sounds associated with letters
- Print Concepts and Conventions: know concepts about print and early decoding (identifying letter-sound relationships)
- Early Writing: is familiar with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters

Goal 8: Social and Emotional Development (skills necessary to foster secure attachment with adults, maintain healthy relationships with peers and adults, regulate one's behavior and emotions, and develop a healthy concept of self identity)

- Social Relationships: maintain healthy relationships and interactions with adults and peers
- Self Concept and Self Efficacy: has perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals
- Self Regulation: ability to recognize and regulate own emotions, attention, impulses, and behavior
- Emotional and Behavioral Health: has a healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors

A successful school experience is much more than the academic content that teachers provide; it is also dependent on the connections between school, community and families that support the child to learn in a way that supports his or her own learning style, needs and home experience.

Goal 9: Partnerships for Learning (connections between schools, community, and family that support children's learning and success in school)

- Shared Understanding: family and school relationships include values and attitudes towards learning, incorporating family preferences and interests into the life of the classroom, and family's acceptance of school values, attitudes and philosophies
- Family Engagement: family support and involvement in the life of the program motivates children to learn
- Supporting Children's Learning: family and staff together identify children's strengths, interests, and goals for learning and at home learning connections to the classroom experience
- Community Supports: identified community services and collaborative communication between agencies and parents supports parent's decisions about their child
- Transition: children's seamless learning experiences happen through the coordination of information exchange from one setting to another