

Idaho Early Learning eGuidelines Crosswalk to Head Start Child Development and Early Learning Framework

This Crosswalk is designed to link the Idaho Early Learning eGuidelines with the Head Start Child Development and Early Learning Framework. It shows how the Domains, Goals, and Examples complement each other, and it provides a supplementary resource for Head Start staff.

The Idaho Early Learning eGuidelines (ELeGs) were developed to provide a shared resource for adults working with young children in Idaho. They were carefully designed with a base in research and best-practice, and were aligned with some major assessment tools, curriculums, and K-12 Standards. The Guidelines cover development from birth through five, and the Domains of Approaches to Learning and Cognitive Development and in Social and Emotional Development cover development from birth through eight. Hopefully this Crosswalk will assist Head Start staff when working with local schools to transition HS children to kindergarten, or to develop an Individualized Education Program (IEP) for a child served by both programs with the Idaho Early Learning eGuidelines serving as the common document.

The Head Start Child Development and Early Learning Framework is based in the Head Start legislation as well as in child development. It is designed to guide Head Start programs and staff to best serve children and families in the healthy development of the whole child. It addresses all aspects of school readiness and life skills for young children. The Head Start Framework only addresses children who are three and four years old (the 36-60 months age range in the ELeGs) so other age groups are not presented here.

The Head Start Child Outcomes Framework is used by Head Start programs to track the progress and accomplishments of children in 11 general Domains (the broad areas of child development and early learning) aligned with Head Start Program Performance Standards. There are 37 Domain Elements, which provide specific component information under the Domains, and over 100 examples of specific skills, abilities, knowledge, and behaviors. Head Start programs analyze data on several key Domain Elements for three- to five-year old children. Information on individual examples in each Domain is collected from a variety of sources to ensure a true assessment of each child's knowledge and understanding, increasing proficiency, or independence in exercising a skill or ability.

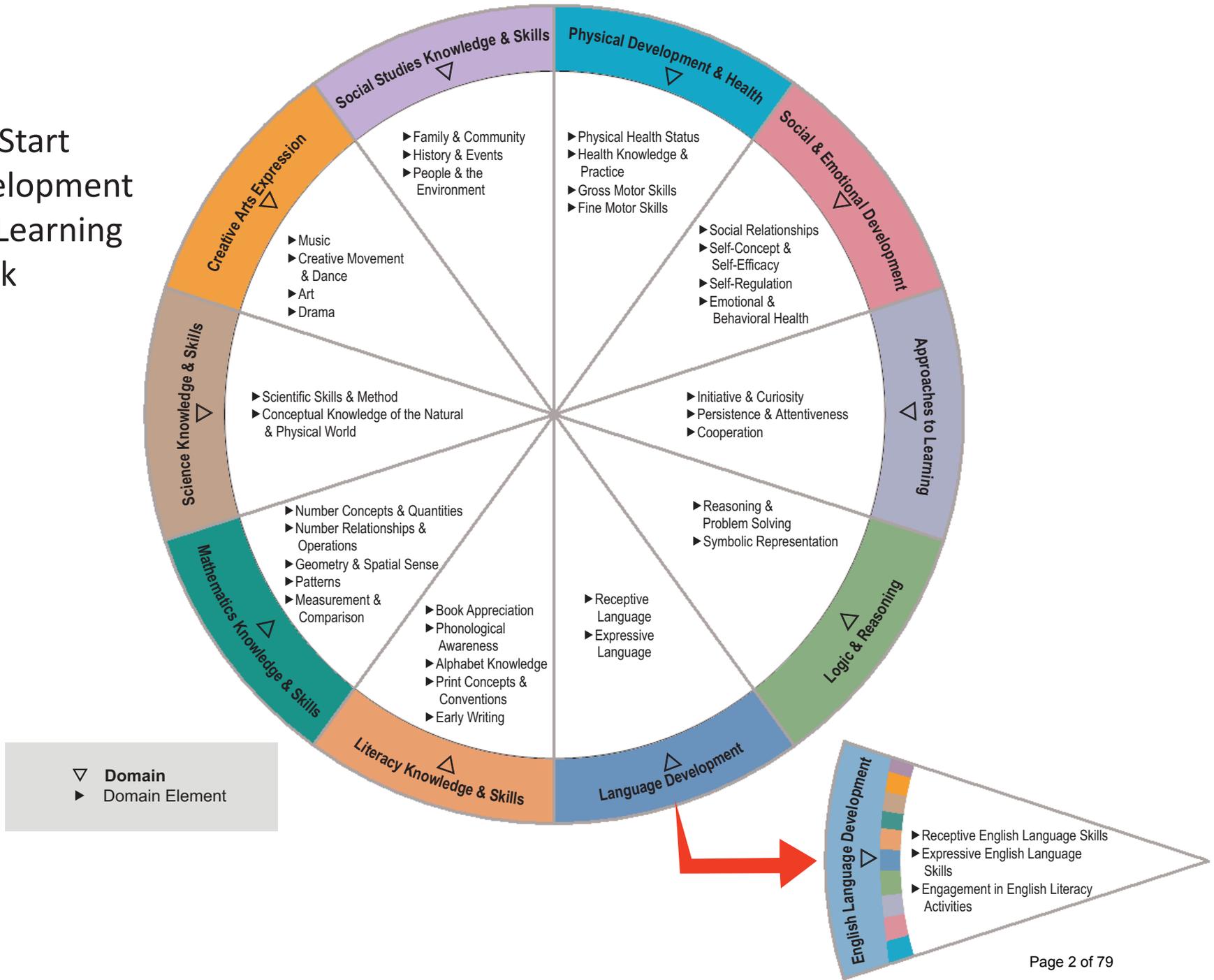
While the Idaho Early Learning eGuidelines are organized into 5 domains, they include the same developmental areas as the 11 Head Start domains. The Idaho eGuidelines give more detailed information about early development than the Head Start Outcomes, including information for children birth to 36 months. They also contain caregivers/teachers strategies. The eGuidelines are an electronic document designed to be updated and expanded as new research and resources become available.

This Crosswalk is designed as a PDF file to make it easier for you to print a copy for use in your classroom. It is posted online with the Idaho Early Learning eGuidelines. You can click on the Domains and Goals within the Early Learning eGuidelines to find strategies for caregivers, and information about a wider range of ages than provided in this document.

The Head Start Outcomes to Idaho ELeG Crosswalk is a joint project of the Idaho State Head Start Technical Assistance Network (A. Dalgetty and J. Board) through ICF International, in Partnership with Zero to Three and the Idaho Head Start Collaboration Office.

Idaho Early Learning eGuideline Domain & Domain Elements Crossed to Office of Head Start Framework

The Head Start Child Development and Early Learning Framework



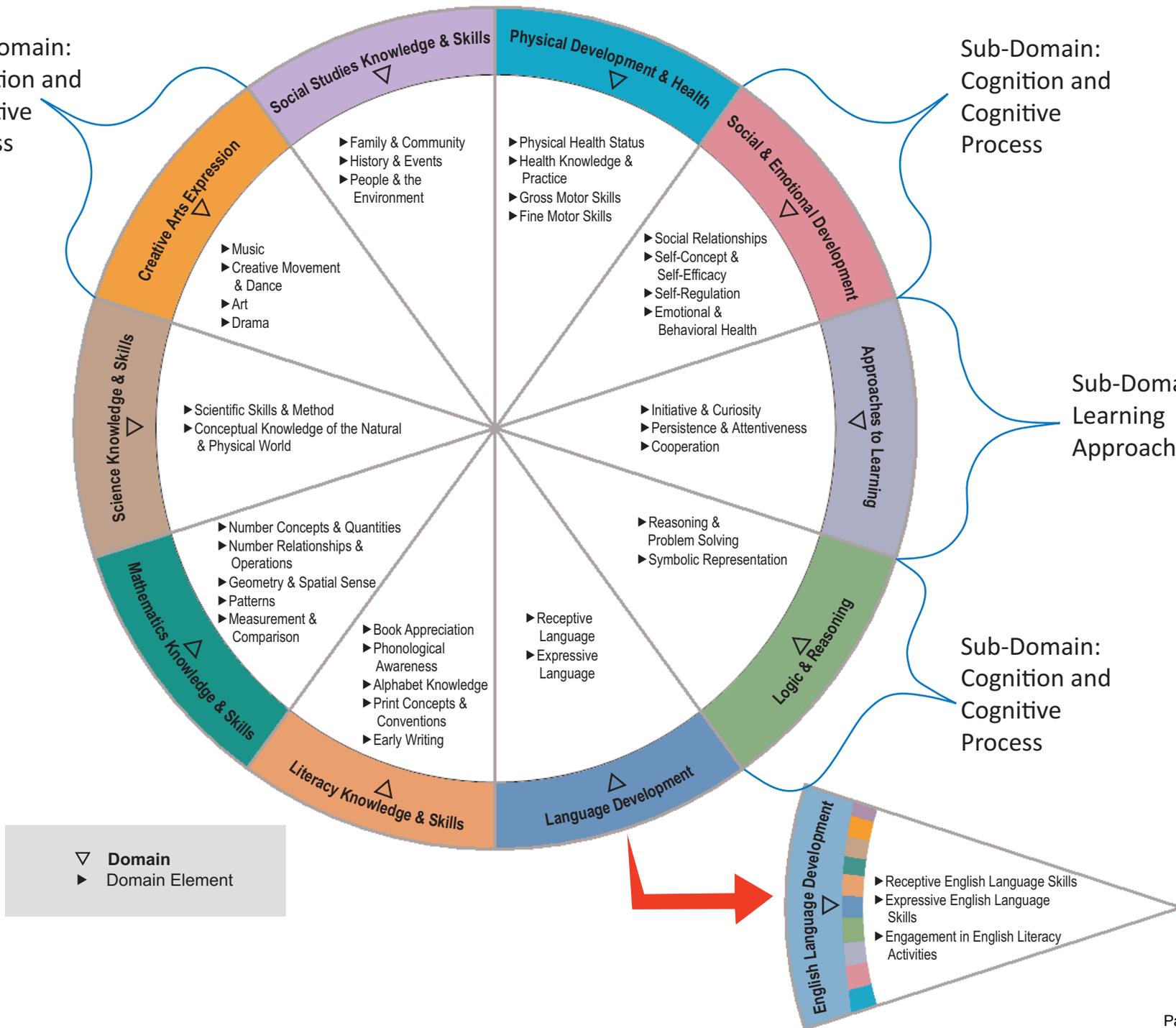
Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain:
Cognition and
Cognitive
Process

Sub-Domain:
Cognition and
Cognitive
Process

Sub-Domain:
Learning
Approaches

Sub-Domain:
Cognition and
Cognitive
Process



Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

Curiosity, Motivation, Exploration, and Experimentation

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|---|---|
| <p>Goal 1. Children show curiosity and interest in learning and experimenting.</p> <p>36-60 months</p> | <p>Become inquisitive; seeking information to build understanding, and gaining descriptive vocabulary to seek understanding.</p> | <p>Domain APPROACHES TO LEARNING</p> <p>Domain Element <i>Initiative and Curiosity</i></p> <p>Description An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p> <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Reasoning and Problem Solving</i></p> <p>Description The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> | <ul style="list-style-type: none"> • Investigates and experiments with materials; matching, sorting, and grouping. • Shows interest in how and why others do things. • Uses “wh” questions to get additional information about how their world works (why, who, what, where, and when). • Develops personal interests (trains, animals, dinosaurs). • Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results. • Uses past knowledge to build new knowledge. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. • Asks questions and seeks new information. • Seeks multiple solutions to a question, task, or problem. • Recognizes cause and effect relationships. • Classifies, compares, and contrasts objects, events, and experiences. • Uses past knowledge to build new knowledge. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

Creativity and Inventiveness

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|--|--|
| <p>Goal 2. Children are able to generate new ideas, approaches, and activities in daily routines.</p> <p>36-60 months</p> | <p>Expand personal expression through inventive language and play.</p> | <p>Domain APPROACHES TO LEARNING</p> <p>Domain Element <i>Initiative and Curiosity</i></p> <p>Description An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p> <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Symbolic Representation</i></p> <p>Description The use of symbols or objects to represent something else.</p> <p>Domain CREATIVE ARTS</p> <p>Domain Element <i>Art</i></p> <p>Description The use of a range of media and materials to create drawings, pictures, or other objects.</p> | <ul style="list-style-type: none"> • Invents new activities or games. • Uses imagination to create a variety of ideas. • Creates and negotiates acceptable rules for group activities. • Makes up words, songs, or stories. • Expresses ideas through art, construction, movement, or music. • Engages in open-ended exploration of raw materials (messy play). • Uses materials in a new or novel way. • Chooses new and different materials to represent thoughts. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. • Asks questions and seeks new information. • Represents people, places, or things through drawings, movement, and three-dimensional objects. • Engages in pretend play and acts out roles. • Recognizes the difference between pretend or fantasy situations. • Uses different materials and techniques to make art creations. • Creates artistic works that reflect thoughts, feelings, experiences, or knowledge. • Discusses one's own artistic creations and those of others. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

Confidence and Initiative

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|---|--|
| <p>Goal 3. Children are confident to initiate and complete activities using a variety of approaches.</p> <p>36-60 months</p> | <p>Display initiative and confidence interacting in a variety of social and physical settings.</p> | <p>Domain APPROACHES TO LEARNING</p> <p>Domain Element <i>Cooperation</i></p> <p>Description An interest and engagement in group experiences.</p> <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Social Relationships</i></p> <p>Description The healthy relationships and interactions with adults and peers.</p> | <ul style="list-style-type: none"> • Asks a peer to join in play. • Joins a play activity already in progress, with assistance. • Selects new activities during play time (selects characters for dress up, tries a new scooter). • Offers to help with chores (sweeping sand from the floor, helping to clean up juice spills). • Finds and uses materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience). • Makes decisions about activities and materials to work with from the selection offered. • Plans time for completing activities. • Shows completed projects to others, and explains what they did. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Plans, initiates, and completes learning activities with peers. • Joins in cooperative play with others, and invites others to play. • Models or teaches peers. • Helps, shares, and cooperates in a group. • Communicates with familiar adults and accepts or requests guidance. • Develops friendships with peers. • Establishes relationships with adults. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. • Resolves conflict with peers alone and/or with adult intervention as appropriate. • Recognizes and labels others' emotions. • Expresses empathy and sympathy to peers. • Recognizes how actions affect others and accepts consequences of one's actions. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

Persistence and Attentiveness (Mastery, Motivation, Concentration)

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|---|--|
| <p>Goal 4. Children sustain attention to tasks even when faced with challenges and frustration.</p> <p>36-60 months</p> | <p>Use trial and error skills and attention for more complex tasks.</p> | <p>Domain APPROACHES TO LEARNING</p> <p>Domain Element <i>Persistence and Attentiveness</i></p> <p>Description The ability to begin and finish activities with persistence and attention.</p> <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Reasoning and Problem Solving</i></p> <p>Description The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> | <ul style="list-style-type: none"> • Sustains focus on tasks of interest to them, when few distractions exist. • Remains engaged in an activity for at least 5 to 10 minutes, much of the time. • Completes favorite tasks repeatedly. • Manages tasks with sequences of three to four steps. • Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a tower). • Uses at least two different strategies to solve a problem. • Uses self-talk to guide action when solving a problem. • Participates in basic routines of daily living (meal time, circle time, or nap routines). • Finds hidden objects by searching in more than one place. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Maintains interest in a project or activity until completed. • Sets goals, and develops and follows through on plans. • Resists distractions, maintains attention, and continues the task at hand through frustration or challenges. • Seeks multiple solutions to a question, task, or problem. • Recognizes cause and effect relationships. • Classifies, compares, and contrasts objects, events, and experiences. • Uses past knowledge to build new knowledge. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

Persistence and Attentiveness (Mastery, Motivation, Concentration/Attention, Control)

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|--|---|
| <p>Goal 5. Children demonstrate an expanding ability to develop and carry out plans.</p> <p>36-60 months</p> | <p>Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.</p> | <p>Domain APPROACHES TO LEARNING</p> <p>Domain Element <i>Persistence and Attentiveness</i></p> <p>Description The ability to begin and finish activities with persistence and attention.</p> | <ul style="list-style-type: none"> • Waits briefly for desired object or turn, and knows they will have a turn. • Develops analogical thinking; schemas for what has worked and what to try. • Increases intentional, goal-directed activities. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Maintains interest in a project or activity until completed. • Sets goals, and develops and follows through on plans. • Resists distractions, maintains attention, and continues the task at hand through frustration or challenges. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

Reflection and Interpretation

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|--|---|
| <p>Goal 6. Children show ability to change or adapt thought processes, applying previously learned concepts and skills to new situations.</p> <p>36-60 months</p> | <p>Take more risks by extending previous learning to the exploration of new settings, people, and objects.</p> | <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Reasoning and Problem Solving</i></p> <p>Description The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p> | <ul style="list-style-type: none"> • Plays beside others and uses common materials. • Begins to plan play themes corporately with others. • Plays with shared meaning and evolving scripts. • Shows interest by asking about new things and people around them. • Seeks out and engages in new experiences and with toys that are unfamiliar. • Tells others about events that happened in the past. • Represents things in the environment with available materials, moving from simple to complex representations. • Thinks out loud and talks themselves through a situation. • Works out problems mentally or remembers past experiences, as well as using trial and error. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Seeks multiple solutions to a question, task, or problem. • Recognizes cause and effect relationships • Classifies, compares, and contrasts objects, events, and experiences. • Uses past knowledge to build new knowledge. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

Reflection and Interpretation

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|--|
| <p>Goal 7. Mediated by individual temperament, children learn to understand and appreciate individual style in approaching and interacting with the world.</p> <p>36-60 months</p> | <p>Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance.</p> | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Self-Concept and Self-Efficacy</i></p> <p>Description The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> | <ul style="list-style-type: none"> • Chooses personal strategies to control emotional responses. • Seeks shared experiences. • Begins to allow peers to impact how they see themselves. • Explains and problem solves issues of emotion (labels emotions of self and others). • Can observe and respond to a friend or family member's ideas, likes, or dislikes. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Identifies personal characteristics, preferences, thoughts, and feelings. • Demonstrates age-appropriate independence in a range of activities, routines, and tasks. • Shows confidence in a range of abilities, and in the capacity to accomplish tasks and take on new tasks. • Demonstrates age-appropriate independence in decision-making regarding activities and materials. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

Reasoning and Logic

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|---|---|
| <p>Goal 8. Children demonstrate awareness of cause and effect relationships.</p> <p>36-60 months</p> | <p>Are aware of and interested in simple causal relationships. Uses magical thinking.</p> | <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Reasoning and Problem Solving</i></p> <p>Description The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p> | <ul style="list-style-type: none"> Identifies objects that influence or affect other objects (food coloring makes the water blue). Asks “why” questions to show effort at understanding causation (if I do this, <u>why</u> does that happen?). Explains the effects that simple actions may have on objects (it will be dark when you turn off the light). Recognizes which element of an object causes the effect in simple relationships (the beads inside the box make the noise). Begins to use “What?”, “Who?”, “When?”, and “Where?” questions. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> Seeks multiple solutions to a question, task, or problem. Recognizes cause and effect relationships. Classifies, compares, and contrasts objects, events, and experiences. Uses past knowledge to build new knowledge. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

Concept Formation/Memory

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|--|
| <p>Goal 9. Children use prior relationships, experiences, and knowledge to expand understanding.</p> <p>36-60 months</p> | <p>Connect current behavior and past experience to new situations, relationships, and problem solving.</p> | <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Reasoning and Problem Solving</i></p> <p>Description The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p> | <ul style="list-style-type: none"> • Explains events that happened in the past. • Represents things in environment with available materials, moving from simple to complex representations (recreates picture of a house, builds roads with blocks, or makes a tree with modeling clay). • Thinks out loud and talks themselves through a situation. • Works out problems using information from prior experience rather than through trial and error. • Tells a story or recounts an event from photographs of self and others (e.g. "We made a big tent with boxes and blankets."). • Points to objects that are out of place. • Asks or tells when a parent goes away to work and will they come home. • Completes a sequence of three to six pictures, or pieces of a sequence puzzle. • Sings and chants along with repetitive lines in songs, poems, and stories. • Uses words for "yesterday", "today", and "tomorrow" even though the timing may be incorrect. • Tells others about their acquaintances and experiences without considering the other person's lack of knowledge about the topic or person. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Seeks multiple solutions to a question, task, or problem. • Recognizes cause and effect relationships. • Classifies, compares, and contrasts objects, events, and experiences. • Uses past knowledge to build new knowledge. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

Imitation

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|--|
| <p>Goal 10. Children show emerging ability to imitate behaviors that they have observed.</p> <p>36-60 months</p> | <p>Use imitation as a foundation for symbolic play and sequencing.</p> | <p>Domain CREATIVE ARTS</p> <p>Domain Element <i>Music</i></p> <p>Description The use of voice and instruments to create sounds.</p> | <ul style="list-style-type: none"> • Imitates sequences of action (songs with gestures, movement games). • Uses phrases or plays out plots from favorite books or movies. • Sings and gestures to songs with both actions and words (<i>Wheels on the Bus</i>, folk songs with gestures). <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Participates in music activities, such as listening, singing, or performing. • Experiments with musical instruments. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

Reasoning and Logic/Problem-Solving

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|--|
| <p>Goal 11. Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.</p> <p>36-60 months</p> | <p>Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.</p> | <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Reasoning and Problem Solving</i></p> <p>Description The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p> | <ul style="list-style-type: none"> • Explores various ways to solve a problem, and selects one option. • Seeks assistance from another child or adult to solve problems. • Modifies actions based on new information and experiences (change block structure when the tower continues to fall). • Uses magical thinking to influence solutions to problems (child thinks inanimate objects have intentions). • Uses emerging perspective-taking to think of multiple situations for problem solving. • Solves an increasing number of problems within everyday activities. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Seeks multiple solutions to a question, task, or problem. • Recognizes cause and effect relationships. • Classifies, compares, and contrasts objects, events, and experiences. • Uses past knowledge to build new knowledge. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

Reasoning and Logic/Problem Solving

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|--|
| <p>Goal 12. Children expand abilities for conjecture, hypothesizing, and guessing.</p> <p>36-60 months</p> | <p>Testing ideas about how things work in a variety of social and physical settings.</p> | <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Reasoning and Problem Solving</i></p> <p>Description The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p> | <ul style="list-style-type: none"> • Asks questions to get more information about why something happens. • Explains the effects that simple actions have and their outcomes. • Recognizes which object or element of an object causes the effect in simple relationships. • Answers “what next” questions. • Uses self-talk when solving a difficult problem. • Acquires the ability to hold more than one attribute in mind. • Becomes aware that other people can have different ideas or thoughts from their own. • Can categorize objects into groups. • Begins to make, recognize, and extend patterns. • Changes from magical thinking to understanding causation and planned actions. • Uses “Why?” most often to ask questions as they hypothesize. • Begins to “Who?”, “What?”, “Where?”, and “When?” to gain information to form a hypothesis. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Seeks multiple solutions to a question, task, or problem. • Recognizes cause and effect relationships. • Classifies, compares, and contrasts objects, events, and experiences. • Uses past knowledge to build new knowledge. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

Reasoning and Logic/Critical and Analytical Thinking

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|---|---|
| <p>Goal 13. Children compare, contrast, and evaluate experiences, tasks, and events building on prior knowledge.</p> <p>36-60 months</p> | <p>Are eager to explore a wider variety of people, objects, and situations, and can use past experience and observations in novel ways in unfamiliar situations.</p> | <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Reasoning and Problem Solving</i></p> <p>Description The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p> | <ul style="list-style-type: none"> • Applies new information or vocabulary to an activity. • Uses information gained through one modality and applies it to a new context via another modality (tries to build a tower of blocks like the one seen in a book, draws pictures after a field trip). • Generates a strategy based on one learning event and extends it to a new learning opportunity (learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon). • Shows an understanding of “same” and “different”. • Recognizes and labels aspects of an event. • Sorts objects based on attributes (shape, size, and color). • Compares experiences, with or without prompting. • Explains simple benefits and/or drawbacks of choosing one course of action, with/without prompting. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Seeks multiple solutions to a question, task, or problem. • Recognizes cause and effect relationships. • Classifies, compares, and contrasts objects, events, and experiences. • Uses past knowledge to build new knowledge. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

Representational Thought and Play

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---------------------------------------|---|--|
| <p>Goal 14. Children participate in exploratory play.</p> <p>36-60 months</p> | <p>Explore materials and actions.</p> | <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Reasoning and Problem Solving</i></p> <p>Description The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p> | <ul style="list-style-type: none"> • Uses sorting, classifying, and seriation and patterning. • Climbs, swings, jumps, dances, and hops to test skills. • Aims, throws, catches, and kicks balls to explore projectile management. • Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses. • Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity. • Uses art materials to make functional objects. • Constructs with building bricks and manipulatives toys to explore spatial relationships. • Uses senses to explore physical movement (sand and water, sweet and sour, loud and soft, identify smells). <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Seeks multiple solutions to a question, task, or problem. • Recognizes cause and effect relationships. • Classifies, compares, and contrasts objects, events, and experiences. • Uses past knowledge to build new knowledge. |

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Cognition and Cognitive Processes

Representational Thought and Play

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|--|
| <p>Goal 15. Children participate in pretend or symbolic play.</p> <p>36-60 months</p> | <p>Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of fantasy and reality.</p> | <p>Domain CREATIVE ARTS</p> <p>Domain Element <i>Drama</i></p> <p>Description The portrayal of events, characters, or stories through acting and using props or language.</p> <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Symbolic Representation</i></p> <p>Description The use of symbols or objects to represent something else.</p> | <ul style="list-style-type: none"> • Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor's office). • Takes on pretend roles and situations. Uses appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds). • Engages in complex make-believe play (theme-orientated play that involves multiple characters and settings). • Makes connections between characters in books, stories, or movies and people in real life. • Questions if characters in books, family, and traditional oral stories are real or not. • Believes objects, events, and characters can be "magic" or have "powers". • Understands that conflict can arise from misunderstanding each other. • Can return to favorite play themes with friends. • Uses dramatic play to recreate a real situation with self-involvement. • Plays out social and emotional issues (power, loss, fears). • Uses block and dramatic play areas for imaginative settings and extended play. • Extends and consolidates understanding through play. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Represents people, places, or things through drawings, movement, and three-dimensional objects. • Engages in pretend play and acts out roles. • Recognizes the difference between pretend or fantasy situations and reality. • Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. • Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about oneself or a character. |

Domain 1: Approaches to Learning and Cognitive Development

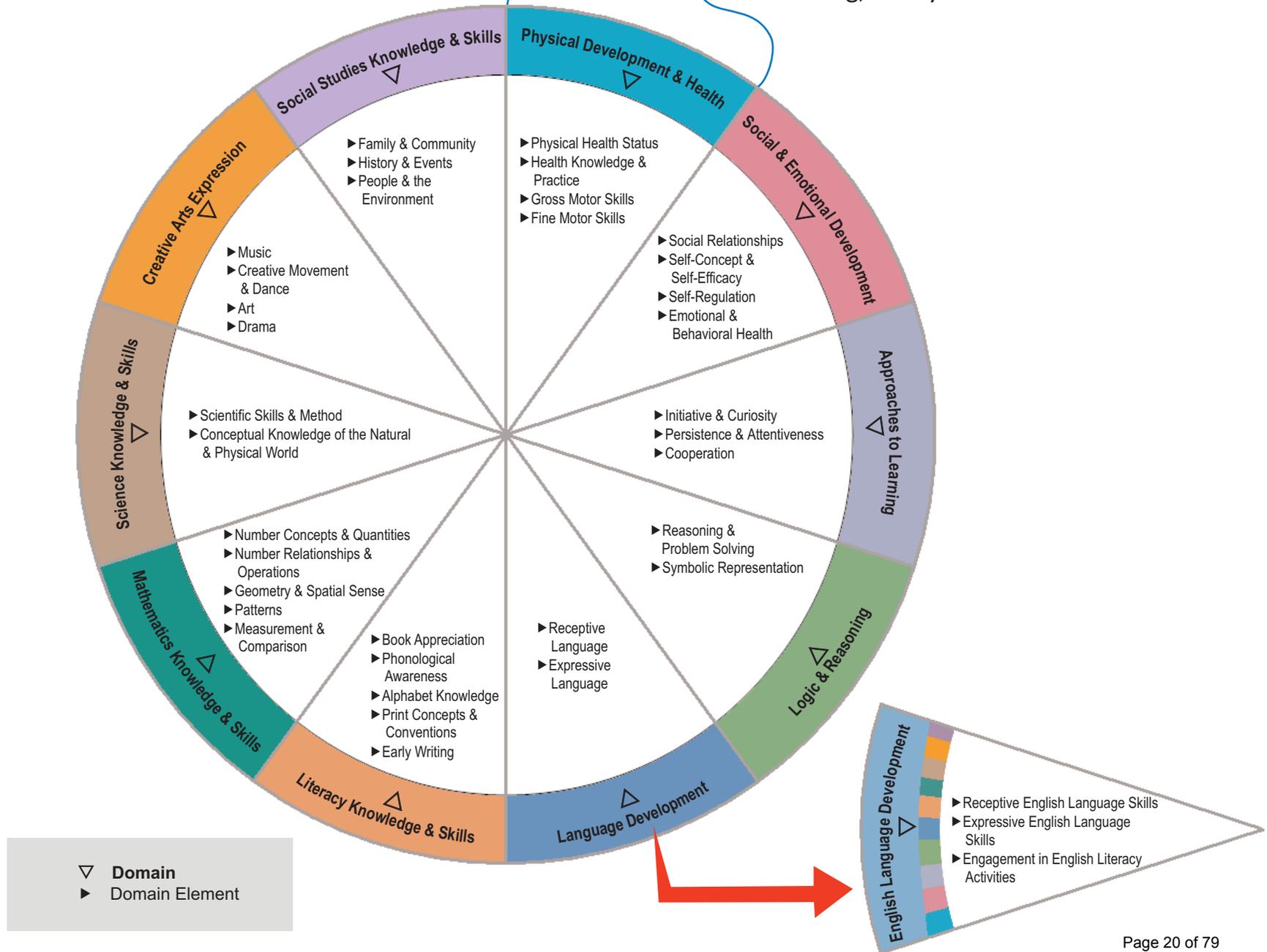
Sub-Domain: Cognition and Cognitive Processes

Representational Thought and Play

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|--|---|
| <p>Goal 16. Children represent experiences and thought through symbolic representation such as movement, drawing, singing, vocalizing, and play.</p> <p>36-60 months</p> | <p>Uses symbolic expression in arts, communication, and quantity.</p> | <p>Domain CREATIVE ARTS</p> <p>Domain Element <i>Drama</i></p> <p>Description The portrayal of events, characters, or stories through acting and using props or language.</p> <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Symbolic Representation</i></p> <p>Description The use of symbols or objects to represent something else.</p> | <ul style="list-style-type: none"> Provides a complex description of a person or object that is not present (child describes the dog is black, soft, and runs around; child gestures to show how big). Uses symbols or pictures as a representation of oral language. Uses objects to represent real items in make-believe play. Recognizes objects, places, and ideas by symbols (recognizes which is the men's room and which is the women's room by looking at the stick figure symbols). Uses creative means to express emotions when vocabulary is inadequate. May use shapes and letters to "write messages". <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> Represents people, places, or things through drawings, movement, and three-dimensional objects. Engages in pretend play and acts out roles. Recognizes the difference between pretend or fantasy situations and reality. Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about oneself or a character. |

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Motor Development, Health and Personal Care, Nutrition and Feeding, Safety



Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Motor Development

Gross Motor Skills: Balance, Movement, and Coordination

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|---|--|
| <p>Goal 17. Children demonstrate strength and coordination of large motor muscles.</p> <p>36-60 months</p> | <p>Coordinate whole body to move in complex ways with strength, agility, and balance.</p> | <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Gross Motor Skills</i></p> <p>Description The control of large muscles for movement, navigation, and balance.</p> | <ul style="list-style-type: none"> • Walks and runs following circular paths (around obstacles and corners). • Runs, pivots to change direction, and stops as appropriate. • Crawls through a play tunnel or under tables. • Climbs on play equipment. • Throws large beanbags or balls with some accuracy. • Catches large balls with two hands. • Kicks balls forward. • Balances on one foot; hops forward on one foot. • Jumps on two feet and jumps over small objects with balance and control. • Jumps from a height. • Jumps for distance. • Gallops. • Pedals consistently when riding a tricycle. • Starts and stops a tricycle intentionally. • Walks up and down stairs using alternating feet. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping. • Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle. • Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in a coordination with other objects. |

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Motor Development

Fine Motor Skills: Prehension, Reaching, and Manipulation

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|---|---|
| <p>Goal 18. Children demonstrate strength and coordination of small motor muscles.</p> <p>36-60 months</p> | <p>Use fingers and hands for purposeful tasks.</p> | <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Fine Motor Skills</i></p> <p>Description The control of small muscles for such purposes as using utensils, self-care, building, and exploring.</p> | <ul style="list-style-type: none"> • Eats with utensils; scoops, spears, and spreads food. • Uses various drawing and art materials (crayons, brushes, finger paints). • Copies shapes and geometric designs. • Opens and closes blunt scissors with one hand. • Cuts a piece of paper on a straight line and on a curve. Child needs sharp scissors to cut accurately. • Manipulates small objects with ease (strings beads, fits small objects into holes). • Fastens large buttons. • Uses large zippers. • Uses stapler or paper punch. • Completes increasingly complex puzzles (single, cut-out figures to 10-piece puzzles). • Writes some recognizable letters or numbers. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Develops hand strength and dexterity. • Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. • Manipulates a range of objects, such as blocks or books. • Manipulates writing, drawing, and art tools. |

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Motor Development

Sensory Motor Skills

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|---|--|
| <p>Goal 19. Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.</p> <p>36-60 months</p> | <p>Coordinate motor activities based on sensory input.</p> | <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Fine Motor Skills</i></p> <p>Description The control of small muscles for such purpose as using utensils, self-care, building, and exploring.</p> <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Gross Motor Skills</i></p> <p>Description The control of large muscles for movement, navigation, and balance.</p> | <ul style="list-style-type: none"> • Coordinates motor activity based on visual input. • Holds materials at an appropriate distance. • Moves eyes rather than head to track objects. • Physically reacts appropriately to the environment (bends knees to soften a landing, moves quickly to avoid obstacles). • Demonstrates concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance). • Improves eye-hand coordination for precise movement (catches a bounced ball). • Coordinates motor activity based on auditory input (runs to look out the window when hearing a siren). • Demonstrates sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Develops motor control and balance for a wide range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping. • Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle. • Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in a coordination with other objects. • Develops hand strength and dexterity. • Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. • Manipulates a range of objects, such as blocks or books. • Manipulates writing, drawing, and art tools. |

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Motor Development

Physical Fitness

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|---|---|
| <p>Goal 20. Children demonstrate the stamina and energy to participate in daily activities.</p> <p>36-60 months</p> | <p>Sustain strength for increased periods of time.</p> | <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Physical Health Status</i></p> <p>Description The maintenance of healthy and age-appropriate physical well-being.</p> | <ul style="list-style-type: none"> • Carries light objects, bags, or backpacks for a short distance. • Repetitively practices new skills. • Engages in sustained unstructured physical activity on a daily basis. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases. • Participates in prevention and management of chronic health conditions and avoids toxins, such as lead. • Maintains physical growth within the Centers for Disease Control (CDC) recommended ranges for weight by height by age. • Gets sufficient rest and exercise to support healthy development. |

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Motor Development

Physical Fitness

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|---|--|
| <p>Goal 21. Children engage in a variety of physical activities.</p> <p>36-60 months</p> | <p>Participate in a variety of age-appropriate movement and physical daily activities.</p> | <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Physical Health Status</i></p> <p>Description The maintenance of healthy and age-appropriate physical well-being.</p> | <ul style="list-style-type: none"> • Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement. • Initiates structured and unstructured physical activities throughout the day. • Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom). • Participates in cooperative games with peers. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases. • Participates in prevention and management of chronic health conditions and avoids toxins, such as lead. • Maintains physical growth within the Centers for Disease Control (CDC) recommended ranges for weight by height by age. • Gets sufficient rest and exercise to support healthy development. |

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Health and Personal Care

Daily Living Skills

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|--|
| <p>Goal 22. Children practice basic personal care routines.</p> <p>36-60 months</p> | <p>Initiate and carry out personal care routines, with and without assistance.</p> | <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Health Knowledge and Practice</i></p> <p>Description The understanding of healthy and safe habits and practicing healthy habits.</p> | <ul style="list-style-type: none"> • Feeds self with fork and spoon, and spreads food with a blunt knife, without assistance. • Washes hands independently, with frequency. • Gets a drink of water from an appropriate tap, without assistance. • Dresses and undresses, with minimal help. • Chooses own clothes to wear, when asked. • Puts shoes on without assistance. • Decides, with few prompts, when to carry out self-help tasks (to wash hands when dirty and before meals). • Chooses to rest when tired. • Participates in helping younger siblings with personal care routines. • Cares for toileting needs other than wiping. • Independently completes toileting activities, including wiping and flushing the toilet. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults. • Communicates an understanding of the importance of health and safety routines and rules. • Follows basic health and safety rules, and responds appropriately to harmful or unsafe situations. • Distinguishes food on a continuum from most healthy to less healthy. • Eats a variety of nutritious foods. • Participates in structured and unstructured physical activities. • Recognizes the importance of doctor and dentist visits. • Cooperates during doctor and dentist visits, and health and developmental screenings. |

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Health and Personal Care

Daily Living Skills

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|--|--|
| <p>Goal 23. Children demonstrate personal health and hygiene skills.</p> <p>36-60 months</p> | <p>Demonstrate independence in personal hygiene skills.</p> | <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Health Knowledge and Practice</i></p> <p>Description The understanding of healthy and safe habits and practicing healthy habits.</p> | <ul style="list-style-type: none"> • Takes care of own toileting needs. • Washes and dries hands before eating and after toileting, without assistance. • Cooperates and assists caregiver with tooth brushing. • Identifies health products (shampoo, toothpaste, soap). • Covers mouth and nose when coughing and sneezing with elbow or tissue. • Uses tissue to wipe own nose and throws tissue in wastebasket. • Recognizes and communicates when experiencing symptoms of illness. • Cooperates and participates in care for acute and chronic illness (takes medicine, with assistance). <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults. • Communicates an understanding of the importance of health and safety routines and rules. • Follows basic health and safety rules, and responds appropriately to harmful or unsafe situations. • Distinguishes food on a continuum from most healthy to less healthy. • Eats a variety of nutritious foods. • Participates in structured and unstructured physical activities. • Recognizes the importance of doctor and dentist visits. • Cooperates during doctor and dentist visits, and health and developmental screenings. |

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Nutrition and Feeding

Nutrition

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|--|
| <p>Goal 24. Children eat a variety of nutritious foods.</p> <p>36-60 months</p> | <p>Participate in mealtime routines with increasing independence and becoming more consistent at using utensils to eat and to serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.</p> | <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Health Knowledge and Practice</i></p> <p>Description The understanding of healthy and safe habits and practicing healthy habits.</p> | <ul style="list-style-type: none"> • Accepts a greater variety of foods, displays greater acceptance of textures and flavors. • Expresses food preferences using increasingly descriptive vocabulary. • Uses spoon and fork, but continues to use fingers for efficiency. • Begins to have accuracy with a knife for spreading soft foods such as butter and jelly. • Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals. • Uses serving utensils to self-serve food, with increasing accuracy. • Expresses hunger and fullness using words such as "I'm hungry" or "My tummy is full." • Begins to identify sources of food. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults. • Communicates an understanding of the importance of health and safety routines and rules. • Follows basic health and safety rules, and responds appropriately to harmful or unsafe situations. • Distinguishes food on a continuum from most healthy to less healthy. • Eats a variety of nutritious foods. • Participates in structured and unstructured physical activities. • Recognizes the importance of doctor and dentist visits. • Cooperates during doctor and dentist visits, and health and developmental screenings. |

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Safety

Safe Practices

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|--|---|
| <p>Goal 25. Children demonstrate knowledge about and avoid harmful objects and situations.</p> <p>36-60 months</p> | <p>Demonstrates an awareness and understanding of harmful objects and situations, and responds with and without assistance.</p> | <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Health Knowledge and Practice</i></p> <p>Description The understanding of healthy and safe habits and practicing healthy habits.</p> | <ul style="list-style-type: none"> • Communicates to peers and adults when seeing dangerous behaviors (throwing rocks on the playground). • Carries scissors and pencils with points down to avoid accidents. • Looks both ways before crossing street or road, and knows to cross with adult assistance. • Recognizes danger and poison symbols and avoids these objects or areas. • Does not touch or take medicine without adult assistance; but knows that medicine can improve health, when used properly. • Understands the difference between safe touch and unsafe touch. • Identifies appropriate clothing and sunscreen for various weather conditions. • Recognizes safety issues with guns, fire, water, and strangers. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults. • Communicates an understanding of the importance of health and safety routines and rules. • Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. • Distinguishes food on a continuum from most healthy to less healthy. • Eats a variety of nutritious foods. • Participates in structured and unstructured physical activities. • Recognizes the importance of doctor and dentist visits. • Cooperates during doctor and dentist visits, and health and developmental screenings. |

Domain 2: Physical Well-Being, Health, and Motor Development

Sub-Domain: Safety

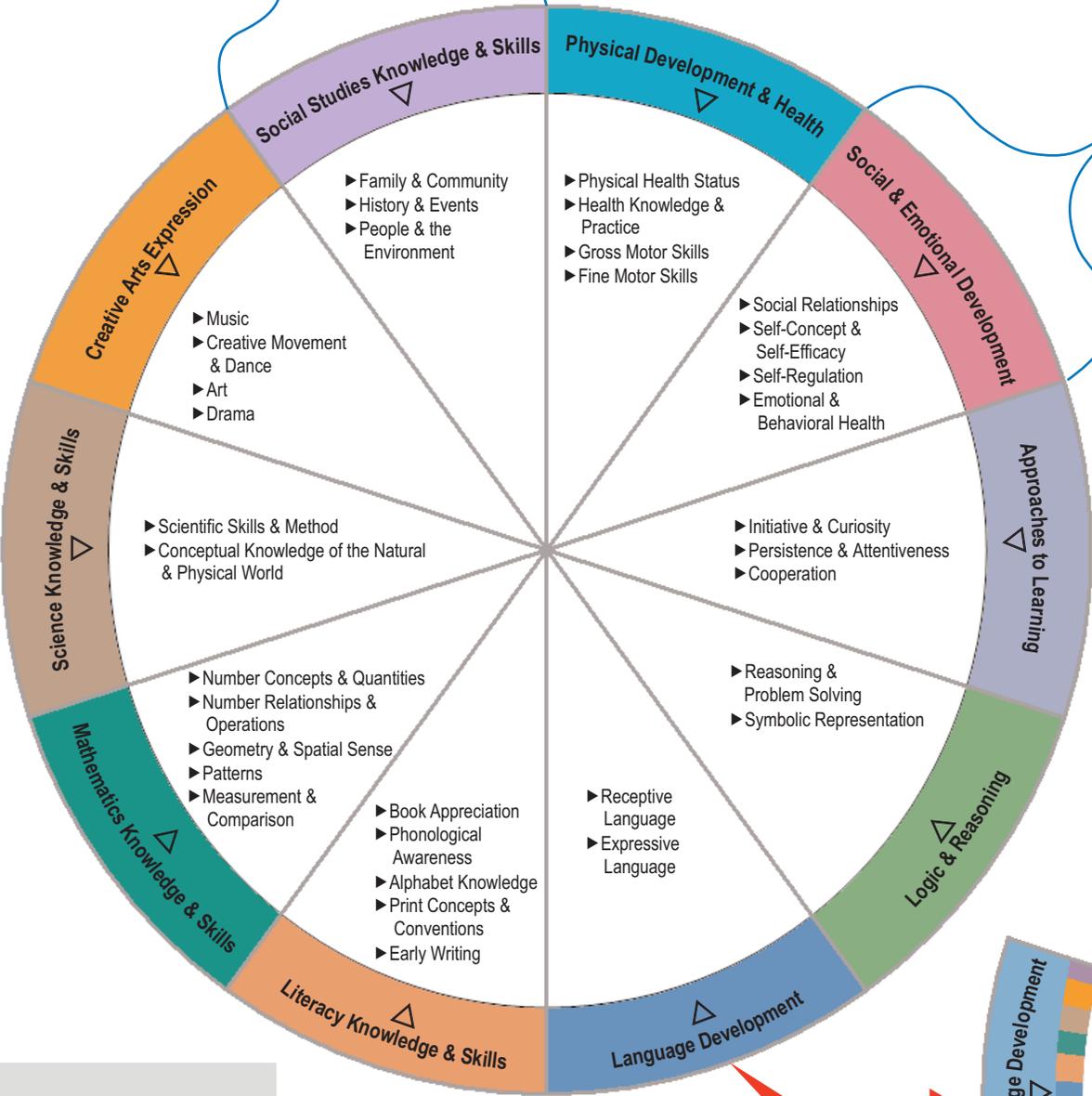
Rules and Regulations

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|---|
| <p>Goal 26. Children demonstrate awareness and understanding of safety rules.</p> <p>36-60 months</p> | <p>Follow safety rules, with and without assistance.</p> | <p>Domain PHYSICAL HEALTH AND DEVELOPMENT</p> <p>Domain Element <i>Health Knowledge and Practice</i></p> <p>Description The understanding of healthy and safe habits and practicing healthy habits.</p> | <ul style="list-style-type: none"> • Understands and anticipates the consequences of not following rules. • Identifies safety signs posted indoors and outdoors. • Follows emergency drill instructions (fire, earthquake, bomb, lockdown). • Follows basic safety rules with assistance (bus, bicycle, boat, plane, playground, crossing the street, stranger awareness, using sidewalk). • Initiates getting buckled into age- and weight-appropriate car safety seats in vehicles. • Puts on or asks for helmet before riding a bicycle or other wheeled toy. • Shows an interest in participating in setting rules for indoor and outdoor play in a classroom setting. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Completes personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently from adults. • Communicates an understanding of the importance of health and safety routines and rules. • Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. • Distinguishes food on a continuum from most healthy to less healthy. • Eats a variety of nutritious foods. • Participates in structured and unstructured physical activities. • Recognizes the importance of doctor and dentist visits. • Cooperates during doctor and dentist visits, and health and developmental screenings. |

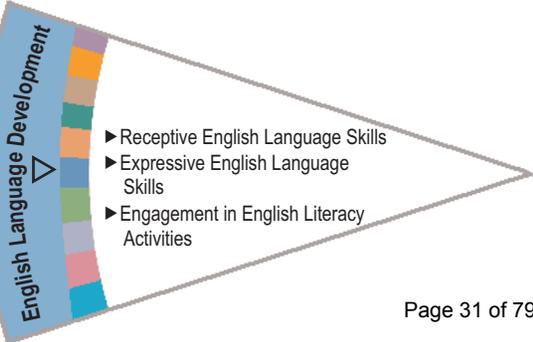
Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Sub-Domain: Social Development, Emotional Development



▽ Domain
▶ Domain Element



Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Interaction with Adults

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|---|--|
| <p>Goal 27. Children trust, interact with, and seek assistance from adults.</p> <p>36-60 months</p> | <p>Show confidence in seeking assistance from familiar adults.</p> | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Social Relationships</i></p> <p>Description The healthy relationships and interactions with adults and peers.</p> <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> | <ul style="list-style-type: none"> • In familiar settings, separates without undue anxiety, with assistance from significant adults (younger child may need extra help). • Expresses affection for significant adults. • Approaches adults for assistance and offers to assist adults. • Carries out actions to please adults, at times. • Tells feelings about adults (e.g. "I love Grandpa!"). • Plays independently, but seeks comfort from familiar adults when distressed. • Asks questions of adults, as needed, to obtain information. • Follows caregiver's guidance for appropriate behavior in different environments. • Identifies known safety roles and distinguishes between trusted and unknown adults (police officers, firefighters). • Brings simple problem situations to adult's attention. • Works independently and asks for help only when necessary. • Works cooperatively with an adult to plan and organize activities and solve problems. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Communicates with familiar adults, and accepts or requests guidance. • Cooperates with others. • Develops friendships with peers. • Establishes secure relationships with adults. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. • Resolves conflict with peers alone and/or with adult intervention as appropriate. • Recognizes and labels others' emotions. • Expresses empathy and sympathy to peers. • Recognizes how actions affect others and accepts consequences of one's actions. • Engages in communication and conversation with others.. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|--|
| | | | <ul style="list-style-type: none"> • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. |

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Interaction with Peers

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|---|---|
| <p>Goal 28. Children develop friendships with peers.</p> <p>36-60 months</p> | Engage in mutual social play that involves cooperation and shared purpose. | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Social Relationships</i></p> <p>Description The healthy relationships and interactions with adults and peers.</p> <p>Domain APPROACHES TO LEARNING</p> <p>Domain Element <i>Cooperation</i></p> <p>Description An interest and engagement in group experiences.</p> | <ul style="list-style-type: none"> • Plays beside and interacts with peers. • Sometimes shares toys with other children as they play. • Shows enjoyment in playing with other children. • Engages with other children in play involving a common idea (dramatic play, block building). • Begins to show preference for particular playmate. • Tries a variety of strategies to engage a peer. • Separates willingly from adults to play with friends. • Has at least one other friend. • Makes decisions with other children, with adult prompts as needed (making rules). • Can wait briefly for a turn when playing with other children. • Leads or participates in planning cooperative play with others. • Uses play as a vehicle to build relationships, and develops an appreciation for their own ability and accomplishments. |
| | | | <p>Head Start Examples</p> <ul style="list-style-type: none"> • Communicates with familiar adults, and accepts or requests guidance. • Cooperates with others. • Develops friendships with peers. • Establishes secure relationships with adults. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|---|
| | | | <ul style="list-style-type: none"> Resolves conflict with peers alone and/or with adult intervention as appropriate. Recognizes and labels others' emotions. Expresses empathy and sympathy to peers. Recognizes how actions affect others and accepts consequences of one's actions. Engages in communication and conversation with others. Uses language to express ideas and needs. Uses increasingly complex and varied vocabulary. Uses different forms of language. Uses different grammatical structures for a variety of purposes. |

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Interaction with Peers

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|---|---|
| <p>Goal 29. Children demonstrate positive negotiation skills.</p> <p>36-60 months</p> | Solve problems and communicate ideas with a peer, with adult supervision. | <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Social Relationships</i></p> <p>Description The healthy relationships and interactions with adults and peers.</p> | <ul style="list-style-type: none"> Understands the concepts of "mine" and "his/hers". Approaches other children positively. Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult). Uses different turn-taking strategies (bartering, trading, and beginning to share). Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance. States a position with reasons ("I do not want to play right now because I am tired"). Seeks out an adult when needing help to solve a conflict. Considers the need or interest of another child, and accepts or suggests mutually acceptable solutions. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|---|
| | | | <ul style="list-style-type: none"> • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. • Engages in conversations with peers and adults. • Communicates with familiar adults, and accepts or requests guidance. • Cooperates with others. • Develops friendships with peers. • Establishes secure relationships with adults. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. • Resolves conflict with peers alone and/or with adult intervention as appropriate. • Recognizes and labels others' emotions. • Expresses empathy and sympathy to peers. • Recognizes how actions affect others and accepts consequences of one's actions. |

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Pragmatic Behavior

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|---|---|
| <p>Goal 30. Children demonstrate awareness of behavior and its effects on others.</p> <p>36-60 months</p> | <p>Anticipate the impact of behaviors on others.</p> | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Self-Regulation</i></p> <p>Description The ability to recognize and regulate emotions, attention, impulses, and behavior.</p> <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Social Relationships</i></p> <p>Description The healthy relationships and interactions with adults and peers.</p> | <ul style="list-style-type: none"> • Asks “why” questions to understand effects of behavior (“If I do this, why does that happen?”). • Asks “what” questions to understand effects of behavior (“What will happen if I do this?”). • Demonstrates understanding of the consequences of own actions on others (“If I share my toy, they will be happy.”). • Recognizes other children’s kind behaviors. • Shows sympathy and/or empathy for physically hurt or emotionally upset child. • Understands the need to wait for a short period of time for a fun game or activity. • Understands the reasons for rules and routines within the group and accepts them. • Begins to accept the consequences of behavior. • Logically connects actions and reactions. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Recognizes and labels emotions. • Handles impulses and behavior with minimal direction from adults. • Follows simple rules, routines, and directions. • Shifts attention between tasks, and moves through transitions with minimal direction from adults. • Communicates with familiar adults, and accepts or requests guidance. • Cooperates with others. • Develops friendships with peers. • Establishes secure relationships with adults. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. • Resolves conflict with peers alone and/or with adult intervention as appropriate. • Recognizes and labels others’ emotions. • Expresses empathy and sympathy to peers. • Recognizes how actions affect others and accepts consequences of one’s actions. |

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Pragmatic Behavior

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|---|---|
| <p>Goal 31. Children participate positively in group activities.</p> <p>36-60 months</p> | <p>Participate in a group activity in a cooperative manner and sustain play toward a common goal with other children.</p> | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Social Relationships</i></p> <p>Description The healthy relationships and interactions with adults and peers.</p> <p>Domain APPROACHES TO LEARNING</p> <p>Domain Element <i>Cooperation</i></p> <p>Description An interest and engagement in group experiences.</p> | <ul style="list-style-type: none"> • Notices and comments on who is absent from routine group settings (play groups). • Identifies self as a member of a group (refers to “our family”, “our school”, “our team”, “our tribe”). • Uses play to explore, practice, and understand social roles. • Joins a group of other children playing, with adult prompts as needed. • Understands and complies with group rules. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Communicates with familiar adults, and accepts or requests guidance. • Cooperates with others. • Develops friendships with peers. • Establishes secure relationships with adults. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. • Resolves conflict with peers alone and/or with adult intervention as appropriate. • Recognizes and labels others’ emotions. • Expresses empathy and sympathy to peers. • Recognizes how actions affect others and accepts consequences of one’s actions. • Plans, initiates, and completes learning activities with peers. • Joins in cooperative play with others, and invites others to play. • Models and teaches peers. • Helps, shares, and cooperates in a group. |

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Pragmatic Behavior

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|--|---|
| <p>Goal 32. Children demonstrate sympathy and empathy.</p> <p>36-60 months</p> | <p>Recognize and respond to another's emotions and situation.</p> | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Social Relationships</i></p> <p>Description The healthy relationships and interactions with adults and peers.</p> | <ul style="list-style-type: none"> • Notices and shows concern for peers' feelings. • Continues to observe others' reactions. • Adopts a variety of roles and feelings during pretend play. • Communicates appropriate feelings for characters in stories. • Considers what is alive, not alive, and dead. • Keenly aware of what is unfair to themselves. • Labels own emotions and, increasingly, the emotions of others. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Communicates with familiar adults, and accepts or requests guidance. • Cooperates with others. • Develops friendships with peers. • Establishes secure relationships with adults. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. • Resolves conflict with peers alone and/or with adult intervention as appropriate. • Recognizes and labels others' emotions. • Expresses empathy and sympathy to peers. • Recognizes how actions affect others and accepts consequences of one's actions. |

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Pragmatic Behavior

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|--|---|
| <p>Goal 33. Children develop a sense of humor.</p> <p>36-60 months</p> | <p>Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes.</p> | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Emotional and Behavioral Health</i></p> <p>Description A healthy range of emotional expression, and learning positive alternatives to aggressive or isolating behaviors.</p> <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> | <ul style="list-style-type: none"> • Likes simple verbal jokes/riddles, although may not be able to replicate format (Knock-Knock); pre-riddle stage. • Participates in group glee. • Mimics impersonation. • Uses slapstick, physical humor. • Laughs for the delight of laughing. • Uses body function humor. • Makes rude noises. • Makes up sounds and rhymes without meaning. • Combines nonsense and real words. • Uses distortion of familiar attributes/concepts (man's head/dog's body, changes in size, shape). • Laughs at gender reversals and incongruous actions (a cow on skates). <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear. • Refrains from disruptive, aggressive, angry, or defiant behaviors. • Adapts to new environments with appropriate emotions or behaviors. • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. • Engages in storytelling. • Engages in conversations with peers and adults. |

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Appreciating Diversity

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|---|---|
| <p>Goal 34. Children adapt to diverse settings.</p> <p>36-60 months</p> | <p>Adjust/transition to new settings and people, with and without adult assistance.</p> | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Emotional and Behavioral Health</i></p> <p>Description A healthy range of emotional expression, and learning positive alternatives to aggressive or isolating behaviors.</p> | <ul style="list-style-type: none"> • Explores objects and materials, and interacts with others in a variety of new settings. • Adjusts behavior in different settings (home, playground). • Adjusts to transitions from one activity/setting to the next during the day. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Expresses a range of emotions appropriately, such as excitement, happiness, sadness and fear. • Refrains from disruptive, aggressive, angry, or defiant behaviors. • Adapts to new environments with appropriate emotions or behaviors. |

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Appreciating Diversity

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|---|---|
| <p>Goal 35. Children recognize, appreciate, and respect similarities and differences in people.</p> <p>36-60 months</p> | <p>Are curious about why they are different or similar to others.</p> | <p>Domain SOCIAL STUDIES KNOWLEDGE AND SKILLS</p> <p>Domain Element <i>Self, Family, and Community</i></p> <p>Description The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.</p> | <ul style="list-style-type: none"> • Compares similarities or difference of others (height, hair color) in his/her circle of contact. • Develops awareness, knowledge, and appreciation of own gender and cultural identity. • Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance. • Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics. • Demonstrates an understanding of inclusion or fairness through words and actions. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Identifies personal and family structure. • Understands similarities and respects differences among people. • Recognizes a variety of jobs and the work associated with them. • Understands the reasons for rules in the home and classroom, and for laws in the community. • Describes or draws aspects of the geography of the classroom, home, and community. |

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Self-Concept

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|---|--|
| <p>Goal 36. Children perceive themselves as unique individuals.</p> <p>36-60 months</p> | <p>Use strategies to differentiate themselves from others and to get their needs met.</p> | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Self Concept and Self-Efficacy</i></p> <p>Description The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> | <ul style="list-style-type: none"> • Demonstrates awareness of their abilities, characteristics, and preferences. • Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in the third person. • Chooses individual activities (doing puzzles, painting). • Expresses self in different roles during pretend play. • Can express feelings about separating from primary caregiver. • Compares self with others. • Describes self as a person with a mind, a body, and feelings. • Describes family members, and begins to understand their relationship to one another. • Exerts will and preferences. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Identifies personal characteristics, preferences, thoughts, and feelings. • Demonstrates age-appropriate independence in a range of activities, routines, and tasks. • Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. • Demonstrates age-appropriate independence in decision-making regarding activities and materials. |

Domain 3: Social and Emotional Development

Sub-Domain: Social Development

Self-Efficacy

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|-------------------------------------|---|---|
| <p>Goal 37. Children demonstrate belief in their abilities.</p> <p>36-60 months</p> | <p>Develop sense of competence.</p> | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Self Concept and Self-Efficacy</i></p> <p>Description The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> | <ul style="list-style-type: none"> • Expresses delight with mastery of a skill (e.g., “I did it myself!”). • Asks others to view own creations (e.g., “Look at my picture!”). • Demonstrates confidence in own abilities (e.g., “I can climb to the top of the big slide!”, a child in leg braces has a big smile on their face when using a walker by themselves). • Expresses own ideas and opinions. • Enjoys the process of creating. • Demonstrates pride and pleasure when someone reacts to the child’s action or creation. • May argue with caregiver about what they are supposed to do. • Will use private or inner speech to help remember rules and standards for behavior. • Shows less negativism, and complies most of the time. • Is more likely to experience guilt when they hit other children, break toys, or make a parent sad. • May show a few signs of feelings associated with actions. • Shows some self-criticism, shame, and guilt if they do not succeed or make a mistake. • Are more consistent in sharing and view it as an obligation. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Identifies personal characteristics, preferences, thoughts, and feelings. • Demonstrates age-appropriate independence in a range of activities, routines, and tasks. • Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. • Demonstrates age-appropriate independence in decision-making regarding activities and materials. |

Domain 3: Social and Emotional Development

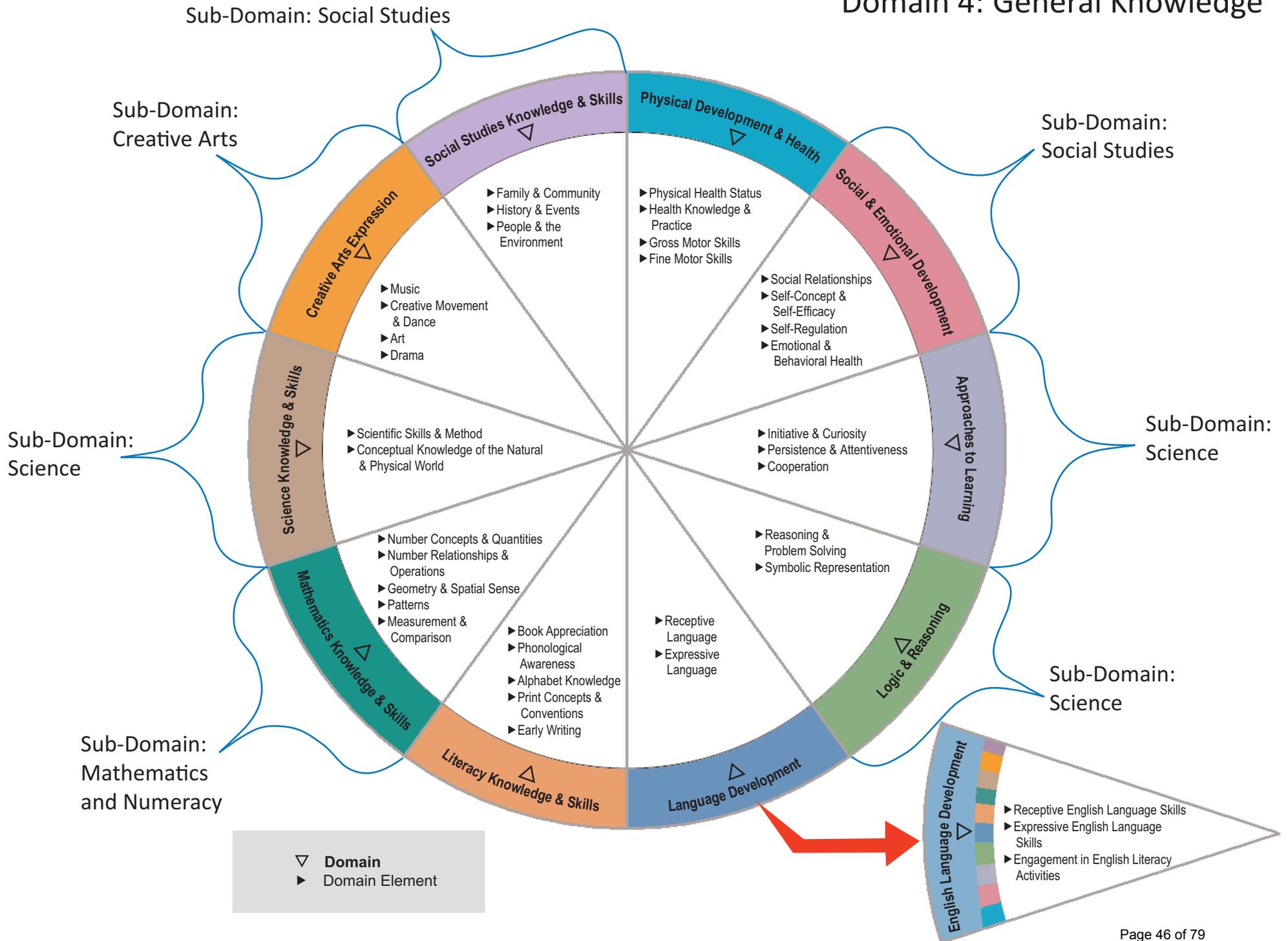
Sub-Domain: Social Development

Self-Control

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|--|--|
| <p>Goal 38. Children regulate their feelings and impulses.</p> <p>36-60 months</p> | <p>Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.</p> | <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Emotional and Behavioral Health</i></p> <p>Description A healthy range of emotional expression, and learning positive alternatives to aggressive or isolating behaviors.</p> <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> | <ul style="list-style-type: none"> • Expresses strong emotions constructively, at times and with assistance. • Expresses ownership of feelings and desires to control self, with assistance. • Calms self after having strong emotions, with guidance (goes to quiet area or requests favorite book to be read when upset). • Sometimes waits for turn, and shows patience during group activities. • Sticks with difficult tasks without becoming overly frustrated. • Participates easily in routine activities (meal time, snack time, bedtime). • Follows simple rules without reminders (handles toys with care). • Demonstrates increasing ability to use materials purposefully, safely, and respectfully. • Adapts to changes in daily schedule. • Predicts what comes next in the day when there is an established and consistent schedule. • Names and talks about own emotions. • Uses pretend play to understand and respond to emotions. • Associates emotions with words, and facial and body expressions. • Uses drawing, painting, and clay to express emotions. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear. • Refrains from disruptive, aggressive, angry, or defiant behaviors. • Adapts to new environments with appropriate emotions and behaviors. • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|---|
| | | | <ul style="list-style-type: none">• Uses different grammatical structures for a variety of purposes.• Engages in storytelling.• Engages in conversations with peers and adults. |

Domain 4: General Knowledge



Domain 4: General Knowledge

Sub-Domain: Mathematics and Numeracy

Number Sense and Operations

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|--|---|
| <p>Goal 39. Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.</p> <p>36-60 months</p> | <p>Use number words and concepts to explore and manipulate quantity, size, and relationships.</p> | <p>Domain MATHEMATIC KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Number Concepts & Quantities</i></p> <p>Description The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</p> <p>Domain MATHEMATIC KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Number Relationships & Operations</i></p> <p>Description The use of numbers to describe relationships and solve problems.</p> | <ul style="list-style-type: none"> • Develops understanding of counting process (recognition and naming numerals one, two, and three); counting up to ten from memory in home language (e.g. recites “one, two, three”) without assistance. • Counts up to ten objects; matching numbers one-to-one with objects (cubes, toys, and pennies) within daily activities. • Begins recognizing that the last number counted represents the “total objects” (for quantities up to ten); counting is cumulative. • Applies counting to new situations (counting objects, counting groups). • Demonstrates understanding that numbers represent quantity (gets three apples out of the box). • Uses math concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger) to compare quantities. • May count backwards from ten. • Uses meanings of numbers to create strategies for solving problems and responding to practical situations, with assistance (e.g. “Jimmy took two crackers and I didn’t get any.”). <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Recognizes numbers and quantities in the everyday environment. • Associates quantities and the names of numbers with written numerals. • Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. • Uses the number name of the last object counted to represent the number of objects in the set. • Uses a range of strategies (such as counting, subitizing, or matching) to compare quantities in two sets of objects and describes the comparison with terms such as more, less, greater than, fewer, or equal to. • Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. • Identifies the new number created when numbers are combined or separated. |

Domain 4: General Knowledge

Sub-Domain: Mathematics and Numeracy

Number Sense and Operations

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|--|---|
| <p>Goal 40. Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).</p> <p>36-60 months</p> | <p>Use geometric modeling and spatial reasoning according to different dimensions.</p> | <p>Domain MATHEMATIC KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Geometry and Spatial Sense</i></p> <p>Description The understanding of shapes, their properties, and how objects are related to one another.</p> <p>Domain MATHEMATIC KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Patterns</i></p> <p>Description The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p> <p>Domain MATHEMATIC KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Measurement and Comparison</i></p> <p>Description The understanding of attributes and relative properties of objects as related to size, capacity, and area.</p> | <ul style="list-style-type: none"> • Compares amongst several objects based on one or more attributes (length, size, weight) using words such as “shorter”, “bigger”, or “lighter”. • Sorts and classifies objects based on one or more attributes. • Orders objects by size, volume, height, weight, and length, with assistance. • Uses nonstandard and standard techniques and tools to measure and compare. • Understands directionality, order, and position of objects, such as “up”, “down”, “in front”, and “behind”. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Recognizes and names common shapes, their parts, and attributes. • Combines and separates shapes to make other shapes. • Compares objects in size and shape. • Understands directionality, order, and position of objects, such as “up”, “down”, “in front”, and “behind”. • Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size. • Recognizes, duplicates, and extends simple patterns. • Creates patterns through the repetition of a unit. • Compares objects using attributes of length, weight, and size (bigger, longer, taller, heavier). • Orders objects by size or length. • Uses nonstandard and standard techniques and tools to measure and compare. |

Domain 4: General Knowledge

Sub-Domain: Mathematics and Numeracy

Properties of Ordering

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|---|--|
| <p>Goal 41. Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.</p> <p>36-60 months</p> | <p>Sort, classify, and order objects by color, number, size or shape. Form simple patterns involving color, number, size, and shape.</p> | <p>Domain MATHEMATIC KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Geometry and Spatial Sense</i></p> <p>Description The understanding of shapes, their properties, and how objects are related to one another.</p> <p>Domain MATHEMATIC KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Patterns</i></p> <p>Description The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p> <p>Domain MATHEMATIC KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Symbolic Representation</i></p> <p>Description The use of symbols or objects to represent something else.</p> | <ul style="list-style-type: none"> • Compares shape and size of familiar objects. • Sorts and builds with two- and three-dimensional shapes (sphere, cube, cone). • Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, triangle). • Draws and creates pictures using various shapes. • Recognizes non-geometrical shapes in nature (clouds or other things that are not circles, squares, triangles). • Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance. • Puts together and takes apart shapes to make other shapes (use two triangles to make a rectangle with blocks). • Makes and describes patterns (including serialization) based on numbers, shapes, and size. • Predicts what comes next in a pattern, and completes the pattern. • Creates or extends a complex pattern with more than two repeating elements. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Recognizes and names common shapes, their parts, and attributes. • Combines and separates shapes to make other shapes. • Compares objects in size and shape. • Understands directionality, order, and position of objects, such as “up”, “down”, “in front”, and “behind”. • Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size. • Recognizes, duplicates, and extends simple patterns. • Creates patterns through the repetition of a unit. • Represents people, places, or things through drawings, movement, and three-dimensional objects. • Engages in pretend play and acts out roles. • Recognizes the difference between pretend or fantasy situations and reality. |

Domain 4: General Knowledge

Sub-Domain: Science

Scientific Inquiry

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|---|--|
| <p>Goal 42. Children observe, describe, and collect information by exploring the world around them.</p> <p>36-60 months</p> | <p>Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.</p> | <p>Domain SCIENCE KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Scientific Skills and Methods</i></p> <p>Description The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</p> <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Repetitive Language</i></p> <p>Description The ability to comprehend or understand language.</p> <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> | <ul style="list-style-type: none"> • Shows interest and curiosity in exploring, investigating, and using words to describe living and nonliving things. • Uses senses to explore materials, objects, and natural phenomena (sand, pine cones, crawling ants). • Makes comparisons and calls attention to details; and with adult assistance, explores the ways in which things are alike and different (notices how shells are the same or different, notices objects that float or sink, listens to different sounds that animals make). • Notices, describes, and predicts changes in the environment (dark clouds mean possible rain). • Observes, compares, classifies, measures, and communicates observations of events and objects. • Explores earth science, physical science, and life science through observation and experimentation with concrete objects. • Begins to use simple tools (magnifiers, lenses, droppers) for exploration and investigation. • Predicts the outcome of an investigation based on observation or experience. • Explores answers to questions, and forms new questions or conclusions. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. • Observes and discusses common properties, differences, and comparisons among objects. • Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. • Collects, describes, and records information through discussions, drawings, maps, and charts. • Describes and discusses predictions, explanations, and generalizations based on past experiences. • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends increasingly complex and varied vocabulary. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|---|
| | | | <ul style="list-style-type: none"> • Comprehends different forms of language, such as questions and exclamations. • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. • Engages in storytelling. • Engages in conversations with peers and adults. |

Domain 4: General Knowledge

Sub-Domain: Science

Scientific Inquiry – Thinking, Asking, Acting, and Solving Problems

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|---|---|
| <p>Goal 43. Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.</p> <p>36-60 months</p> | <p>Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.</p> | <p>Domain SCIENCE KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Scientific Skills and Methods</i></p> <p>Description The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</p> <p>Domain SCIENCE KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Conceptual Knowledge of the Natural & Physical World</i></p> <p>Description The acquisition of concepts and facts related to the natural and physical world, and the understanding of naturally occurring relationships.</p> <p>Domain LOGIC AND REASONING</p> <p>Domain Element <i>Reasoning & Problem-Solving</i></p> <p>Description The ability to recognize, understand, and analyze a problem, and draw on knowledge or experience to seek solutions to a problem.</p> | <ul style="list-style-type: none"> • Uses senses and develops strategies (from trial and error) to solve problems. • As child investigates new phenomena, makes progress from trial and error to a more systematic approach to problem solving. • Uses questioning as a way to engage conversation, rather than as an intended means for gathering information. • Shows curiosity and interest about familiar/unfamiliar and living/nonliving things. • Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. • Observes and discusses common properties, differences, and comparisons among objects. • Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. • Collects, describes, and records information through discussions, drawings, maps, and charts. • Describes and discusses predictions, explanations, and generalizations based on past experiences. • Observes, describes, and discusses living and natural processes. • Observes, describes, and discusses properties of materials and transformation of substances. • Seeks multiple solutions to a question, task, or problem. • Recognizes cause and effect relationships. • Classifies, compares, and contrasts objects, events, and experiences. • Uses past knowledge to build new knowledge. |

Domain 4: General Knowledge

Sub-Domain: Social Studies

Social Studies

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|---|---|
| <p>Goal 44. Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.</p> <p>36-60 months</p> | <p>Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.</p> | <p>Domain SOCIAL STUDIES KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Self, Family, & Community</i></p> <p>Description The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.</p> <p>Domain SOCIAL STUDIES KNOWLEDGE & SKILLS</p> <p>Domain Element <i>People & the Environment</i></p> <p>Description The understanding of the relationship between people and the environment in which they live.</p> <p>Domain SOCIAL & EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Social Relationships</i></p> <p>Description The healthy relationships and interactions with adults and peers.</p> <p>Domain SOCIAL & EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Self-Concept & Self-Efficacy</i></p> <p>Description The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> | <ul style="list-style-type: none"> Begins to demonstrate awareness of group membership according to different environments, activities, and routines (farmers grow food on the farm; identifies family members to include mom, dad, siblings, aunts, uncles). Recognizes physical characteristics of self and others around them (two eyes, one nose, black hair, child who is deaf uses sign language). Observes, describes, and predicts events around them as they connect new experiences to past experiences (when we go to the park; Sunday, yesterday, we went to church). Begins to recognize familiar community helpers and their association with activities, routines, and locations (firefighters, fire truck, fire station; doctor, clinic; policeman, police car). Begins to understand own life experience and the different roles of family members. Understands knowledge and mental relationships used during role play based on home and family themes (playing house, using tools, caring for those who are sick). Recognizes that people rely on others for goods and services. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> Identifies personal and family structure. Understands similarities and respects differences among people. Recognizes a variety of jobs and the work associated with them. Understands the reason for rules in the home and classroom, and for laws in the community. Describes or draws aspects of the geography of the classroom, home, and community. Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. Recognizes that people share the environment with other people, animals, and plants. Understands that people can take care of the environment through activities, such as recycling. Communicates with familiar adults, and accepts or requests guidance. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|--|
| | | | <ul style="list-style-type: none"> • Cooperates with others. • Develops friendships with peers. • Establishes secure relationships with adults. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. • Resolves conflict with peers alone and/or with adult interventions as appropriate. • Recognizes and labels others' emotions. • Expresses empathy and sympathy to peers. • Recognizes how actions affect others and accepts consequences of one's actions. • Identifies personal characteristics, preferences, thoughts, and feelings. • Demonstrates age-appropriate independence in a range of activities, routines, and tasks. • Shows confidence in a range of abilities, and in the capacity to accomplish tasks and take on new tasks. • Demonstrates age-appropriate independence in decision-making regarding activities and materials. |

Domain 4: General Knowledge

Sub-Domain: Social Studies

Social Studies

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|---|---|
| <p>Goal 45. Children demonstrate awareness and understanding of individual fairness, group rights, and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).</p> <p>36-60 months</p> | <p>Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.</p> | <p>Domain SOCIAL & EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Social Relationships</i></p> <p>Description The healthy relationships and interactions with adults and peers.</p> <p>Domain SOCIAL & EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Self-Concept & Self-Efficacy</i></p> <p>Description The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> <p>Domain SOCIAL & EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Self-Regulation</i></p> <p>Description The ability to recognize and regulate emotions, attention, impulses, and behavior.</p> | <ul style="list-style-type: none"> • Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits. • Shows increasing ability to choose acceptable behaviors in group situations. • Shows increased capacity to monitor own behavior, following and contributing to classroom procedures. • Demonstrates age-appropriate independence in decision-making regarding activities and materials. • Manages most transitions and changes in routine. • Recognizes their roles as a part of a group. • Shows awareness of group rules and the ability to follow rules. • Begins to understand reasons or logic assigned to different rules. • Begins to demonstrate respect for rules at home, school, and in the community. • Observes that people have needs and wants. • Begins to initiate sharing, with the support of adults. • Begins to identify individuals who are helpful to people in their everyday lives (principal, police officer). • Begins to take own initiative to be helpful to family, school, and community. • Begins to demonstrate respect for the opinions, feelings, and actions of others. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|--|--|
| | | <p>Domain SOCIAL & EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Emotional & Behavioral Health</i></p> <p>Description A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</p> | <ul style="list-style-type: none"> • Communicates with familiar adults, and accepts or requests guidance. • Cooperates with others. • Develops friendships with peers. • Establishes secure relationships with adults. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. • Resolves conflicts with peers alone and/or with adult interventions as appropriate. • Recognizes and labels others' emotions. • Expresses empathy and sympathy to peers. • Recognizes how actions affect others, and accepts consequences of one's own actions. • Identifies personal characteristics, preferences, thoughts, and feelings. • Demonstrates age-appropriate independence in decision-making regarding activities and materials. • Recognizes and labels emotions. • Handles impulses and behavior with minimal direction from adults. • Follows simple rules, routines, and directions. • Shifts attention between tasks and moves through transitions with minimal direction from adults. • Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear. • Refrains from disruptive, aggressive, angry, or defiant behaviors. • Adapts to new environments with appropriate emotions and behaviors. |

Domain 4: General Knowledge

Sub-Domain: Creative Arts

Expression and Representation

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|---|--|
| <p>Goal 46. Children use creative arts to express and represent what they know, think, believe, or feel.</p> <p>36-60 months</p> | <p>Uses artistic expression and language to communicate emotions and make meaning of experiences.</p> | <p>Domain CREATIVE ARTS EXPRESSION</p> <p>Domain Element <i>Music</i></p> <p>Description The use of voice and instruments to create sounds.</p> <p>Domain CREATIVE ARTS EXPRESSION</p> <p>Domain Element <i>Creative Movement & Dance</i></p> <p>Description The use of the body to move to music and express oneself.</p> <p>Domain CREATIVE ARTS EXPRESSION</p> <p>Domain Element <i>Art</i></p> <p>Description The use of a range of media and materials to create drawings, pictures, or other objects.</p> <p>Domain CREATIVE ARTS EXPRESSION</p> <p>Domain Element <i>Drama</i></p> <p>Description The portrayal of events, characters, or stories through acting and using props and language.</p> | <ul style="list-style-type: none"> • Explores simple songs using voice and/or instruments. • Remembers the words to an oft-repeated song. • Makes up songs and uses the voice as the primary instrument. • Asks to sing a particular song. • Participates freely in dramatic play activities (pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life). • Uses a variety of media and tools to create original works of art. • Creates artwork with details representing ideas, experiences, and feelings. • Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. • Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about oneself or a character. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Participates in music activities, such as listening, singing, or performing. • Experiments with musical instruments. • Expresses what is felt and heard in various musical tempos and styles. • Moves to different patterns of beat and rhythm in music. • Uses creative movement to express concepts, ideas, or feelings. • Uses different materials and techniques to make art creations. • Creates artistic works that reflect thoughts, feelings, experiences, or knowledge. • Discusses one's own artistic creations and those of others. • Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about oneself or a character. • Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. |

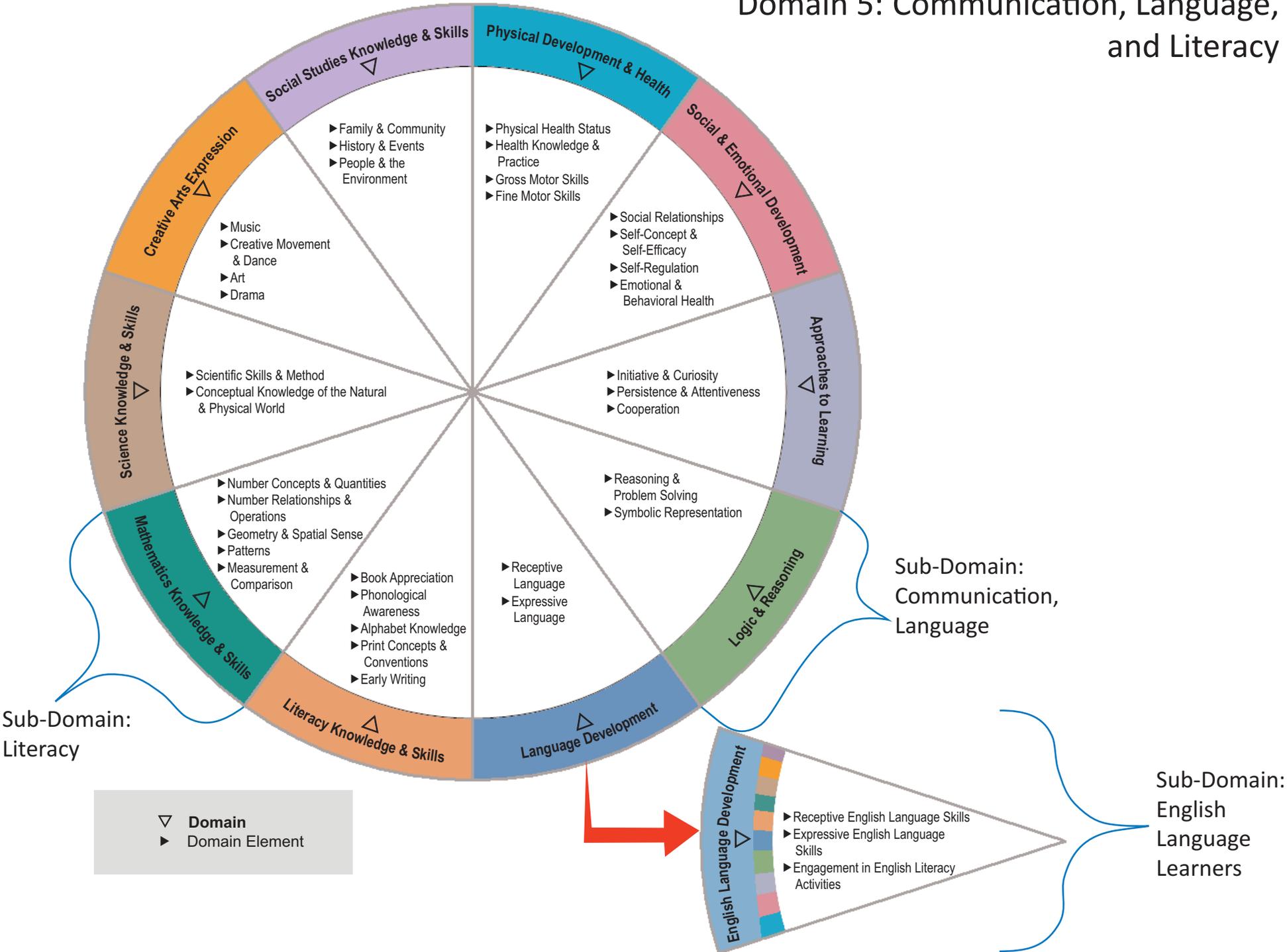
Domain 4: General Knowledge

Sub-Domain: Creative Arts

Understanding and Appreciation

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|---|--|
| <p>Goal 47. Children demonstrate understanding and appreciation of creative arts.</p> <p>36-60 months</p> | <p>Respond to and create symbolic and representational art, music, dance, and dramatic themes.</p> | <p>Domain CREATIVE ARTS EXPRESSION</p> <p>Domain Element <i>Music</i></p> <p>Description The use of voice and instruments to create sounds.</p> <p>Domain CREATIVE ARTS EXPRESSION</p> <p>Domain Element <i>Creative Movement & Dance</i></p> <p>Description The use of the body to move to music and express oneself.</p> <p>Domain CREATIVE ARTS EXPRESSION</p> <p>Domain Element <i>Art</i></p> <p>Description The use of a range of media and materials to create drawings, pictures, or other objects.</p> <p>Domain CREATIVE ARTS EXPRESSION</p> <p>Domain Element <i>Drama</i></p> <p>Description The portrayal of events, characters, or stories through acting and using props and language.</p> | <ul style="list-style-type: none"> • Watches other children dance and then tries to mimic the dance steps. • Listens attentively at a children’s concert, play, or puppet show. • Hums or moves to the rhythm of recorded music. • Shares various forms of art found in own environment. • Wonders about or asks questions about works of art, paintings, songs, dance, and theatre. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Participates in music activities, such as listening, singing, or performing. • Experiments with musical instruments. • Expresses what is felt and heard in various musical tempos and styles. • Moves to different patterns of beat and rhythm in music. • Uses creative movement to express concepts, ideas, or feelings. • Uses different materials and techniques to make art creations. • Creates artistic works that reflect thoughts, feelings, experiences, or knowledge. • Discusses one’s own artistic creations and those of others. • Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about oneself or a character. • Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. |

Domain 5: Communication, Language, and Literacy



Domain 5: Communication, Language, and Literacy

Sub-Domain: Communication

Listening

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|--|--|
| <p>Goal 48. Children demonstrate the meaning of language by listening.</p> <p>36-60 months</p> | <p>Understand messages in conversations, directions, music, and stories.</p> | <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Receptive Language</i></p> <p>Description The ability to comprehend or understand language.</p> | <ul style="list-style-type: none"> • Attends to simple stories. • Follows simple oral directions. • Gains information and understanding through listening. • Understands messages in conversation. • Listens to finger plays, stories, and nursery rhymes. • Selects specific details in a story and repeats them. • Listens to others in a group discussion for a short period. • Responds to questions with appropriate answers. • Attends to an adult or peer who is speaking. • Follows multiple-step oral directions. • Attends to complex stories. • Has a growing ability to discern fantasy from reality. • Is working on understanding yesterday, today, and tomorrow. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends increasingly complex and varied vocabulary. • Comprehends different forms of language, such as questions or explanations. • Comprehends different grammatical structures or rules for using language. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Communication

Oral Communication

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|---|---|
| <p>Goal 49. Children communicate effectively.</p> <p>36-60 months</p> | <p>Use communication with purpose to convey a message.</p> | <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Receptive Language</i></p> <p>Description The ability to comprehend or understand language.</p> <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> | <ul style="list-style-type: none"> • Asks and answers simple questions (what, where, when). • Relays a simple message. • States opinions and preferences using words, signs, or picture boards. • Speaks clearly enough to be understood by most listeners. • Describes objects and events in detail. • Initiates conversation by making statements or asking questions (why, how, what, where). • Expresses an idea in more than one way. • Uses character voices when retelling a story of event. • Uses multiple-word sentences to communicate. • Responds meaningfully in conversation with adults and peers. • Adjusts communication style appropriately to a variety of settings. • Starts to dictate stories or messages for adults to write out. • Listens while engaged in conversation in order to extend or connect an idea expressed. • Makes comments related to the topic being discussed. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends increasingly complex and varied vocabulary. • Comprehends different forms of language, such as questions or explanations. • Comprehends different grammatical structures or rules for using language. • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. • Engages in storytelling. • Engages in conversations with peers and adults. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Communication

Conventions of Social Communication

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|---|--|
| <p>Goal 50. Children comprehend and use conventions of social communication.</p> <p>36-60 months</p> | <p>Actively seek and engage in social interactions.</p> | <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Receptive Language</i></p> <p>Description The ability to comprehend or understand language.</p> <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> <p>Domain SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Domain Element <i>Social Relationships</i></p> <p>Description The healthy relationships and interactions with adults and peers.</p> <p>Domain ENGLISH LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Engagement in English Literacy Activities</i></p> <p>Description Understanding and responding to books, storytelling, and songs represented in English.</p> | <ul style="list-style-type: none"> • Attends to speaker during a conversation. • Seeks interaction with others (e.g. “Sing along with me”, “Read a story.”). • Interprets subtle, nonverbal cues. • Asks for help. • Initiates and takes turns in group conversations. • Recognizes appropriate time to enter conversation. • Recognizing rising and falling intonations and what they mean (differences between a “what” question and a statement). • Begins to demonstrate understanding of nonverbal cues (facial expressions for pride, displeasure, encouragement). • A bilingual child can adjust language and communication form according to the person with whom he/she is speaking. • Uses and interprets appropriate language depending on the purpose. • Communicates appropriately with peers during play. • Defines the expectations during play. • Relates personal experiences to others. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends increasingly complex and varied vocabulary. • Comprehends different forms of language, such as questions or explanations. • Comprehends different grammatical structures or rules for using language. • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|--|
| | | | <ul style="list-style-type: none"> • Engages in storytelling. • Engages in conversations with peers and adults. • Communicates with familiar adults and accepts or requests guidance. • Cooperates with others. • Develops friendships with peers. • Establishes secure relationships with adults. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. • Resolves conflicts with peers alone and/or with adult interventions as appropriate. • Recognizes and labels others' emotions. • Expresses empathy and sympathy to peers. • Recognizes how actions affect others and accepts consequences of one's actions. • Demonstrates eagerness to participate in songs, rhymes, and stories in English. • Points to pictures and says the word in English, such as "frog", "baby", or "run". • Learns part of a song or poem in English and repeats it. • Talks with peers or adults about a story read in English. • Tells a story in English with a beginning, middle, and end from a book or about a personal experience. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Language

Vocabulary

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|--|--|
| <p>Goal 51. Children use receptive vocabulary.</p> <p>36-60 months</p> | <p>Use responses that demonstrate an increased knowledge of specific concepts.</p> | <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Receptive Language</i></p> <p>Description The ability to comprehend or understand language.</p> | <ul style="list-style-type: none"> • Identifies objects by category. • Identifies objects by attribute. • Responds to who, what, where, why, and when questions. • Understands simple time concepts (tonight, tomorrow, yesterday). • Understands relationships expressed by “if, then” or “because” sentences. • Begins to identify shapes and colors. • Understands number concepts (one, all, sets). • Correctly answers yes and no questions. • Responds appropriately to a request (e.g., “Bring me the green towel.”). • Has a receptive vocabulary of several hundred words in home language. • Distinguishes between real and made-up words. • Recognizes and responds to some family and traditional stories and their meanings. • Identifies parts of an object. • Shows interest in why and how things work. • Follows simple directions. • Identifies verb tense in pictures. • Understands full adult sentences. • Responds to opposites, comparatives, and superlatives. • Appreciates absurdities. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends increasingly complex and varied vocabulary. • Comprehends different forms of language, such as questions or explanations. • Comprehends different grammatical structures or rules for using language. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Language

Vocabulary

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|--|---|
| <p>Goal 52. Children use expressive vocabulary.</p> <p>36-60 months</p> | <p>Uses phrases and sentences with functional and descriptive vocabulary.</p> | <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> | <ul style="list-style-type: none"> • Uses sentences three to seven words in length. • Takes turns in conversation. • Answers why, what, and where questions. • Retells an event or story. • Answers simple comprehension questions from a story read aloud. • Memorizes and recites simple songs and finger plays. • Uses new vocabulary in spontaneous speech. • Asks the meaning of unfamiliar words and then experiments with using them. • Uses words to further describe actions or adjectives (running fast, playing well). • Uses multiple words to explain ideas (e.g., when talking about primary caregiver, says "mother/father" and/or "parent"). • Uses words to express emotions (happy, sad, tired, scared). • Uses more complex vocabulary to describe events. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. • Engages in storytelling. • Engages in conversations with peers and adults. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Language

Grammar and Syntax

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|---|--|
| <p>Goal 53. Children demonstrate progression in grammar and syntax.</p> <p>36-60 months</p> | <p>Use basic conventions of grammar and syntax.</p> | <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> | <ul style="list-style-type: none"> • Uses articles in sentences (the ball, a cat). • Uses complex sentences in conversations during play with peers. • Begins to use correct question forms. • Begins to use prepositions. • Talks in sentences with five to six words to describe people, places, and events. • Uses more complex grammar and parts of speech. • Describes a task, project, and/or event sequentially in three or more sentences. • Asks questions for information/clarification. • Uses sequence sentences in logical order. • Begins to correctly use subject and verb tense. • Strings multiple sentences together in logical order. • Uses complex grammar and parts of speech. • Combines more than one idea using complex sentences. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. • Engages in storytelling. • Engages in conversations with peers and adults. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Language

Comprehension

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|---|---|
| <p>Goal 54. Children demonstrate comprehension and meaning in language.</p> <p>36-60 months</p> | <p>Respond verbally and non-verbally to verbal and gestural communication.</p> | <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Receptive Language</i></p> <p>Description The ability to comprehend or understand language.</p> <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> | <ul style="list-style-type: none"> • Understands new words rapidly. • Responds to simple questions. • Understands location phrases. • Follows simple commands. • Responds to “wh” questions (what, when). • Begins to understand and recall information from stories. • Recognizes and responds appropriately to nonverbal cues. • Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., “Please pick up your toys and then get your shoes.”). • Extends/expands the thought or idea expressed by another. • Engages in conversation that develops a thought or idea (tells about a past event). • Understands and recalls information in books and stories. • Understands quantitative concepts (how many more chairs to we need?). • Recognizes and responds in a culturally appropriate way to more subtle nonverbal cues. • Comprehends analogies. • Understands complex sentences. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends increasingly complex and varied vocabulary. • Comprehends different forms of language, such as questions or explanations. • Comprehends different grammatical structures or rules for using language. • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|--|
| | | | <ul style="list-style-type: none"> • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. • Engages in storytelling. • Engages in conversations with peers and adults. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Language

Expressive/Oral Language

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|---|---|
| <p>Goal 55. Children use language for a variety of purposes.</p> <p>36-60 months</p> | Follow social conventions to access, gain, and share information. | <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Receptive Language</i></p> <p>Description The ability to comprehend or understand language.</p> <p>Domain LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive Language</i></p> <p>Description The ability to use language.</p> | <ul style="list-style-type: none"> • Uses words and phrases to relate observations, concepts, ideas, and relationships. • Takes turns in conversation. • Talks in sentences. • Responds to questions. • Uses words to protest. • Relates past or future events. • Asks questions to obtain information. • Participates in conversations about a variety of topics. • Engages in conversation with peers and adults. • Interprets written symbols, pictures, and letters to a listener. • Uses language to interpret the world. • Uses words to express feelings of self and others. • Uses own words to retell a story or to discuss an event in life. |
| | | | <p>Head Start Examples</p> <ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends increasingly complex and varied vocabulary. • Comprehends different forms of language, such as questions or explanations. • Comprehends different grammatical structures or rules for using language. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|---|
| | | | <ul style="list-style-type: none"> Engages in communication and conversation with others. Uses language to express ideas and needs. Uses increasingly complex and varied vocabulary. Uses different forms of language. Uses different grammatical structures for a variety of purposes. Engages in storytelling. Engages in conversations with peers and adults. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

Reading

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|--|---|
| <p>Goal 56. Children develop phonological awareness.</p> <p>36-60 months</p> | Manipulate phonemes to make new words and to rhyme. | <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Phonological Awareness</i></p> <p>Description An awareness that language can be broken into words, syllables, and smaller pieces of sound.</p> | <ul style="list-style-type: none"> Discriminates sounds that are the same and different. Discriminates one sound out of many. Listens for a particular word or phrase. Fills in the missing rhyming word in a song or story. Shows beginning understanding of rhyme and alliteration. Makes three or more letter-sound correspondences (e.g., identifies that “David”, “day”, and “dog” all begin with “d”). Finds objects in a picture with the same beginning sound, with assistance. Differentiates between similar-sounding words (“three” and “tree”). Begins to recognize the similar initial sounds of words that begin the same way (“bug”, “bat”, “boy”). Identifies the beginning sound of familiar words. Claps syllables of own name and of familiar words. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|--|
| | | | <ul style="list-style-type: none"> Identifies and discriminates between words in a language. Identifies and discriminates between separate syllables in words. Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

Reading

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|---|--|
| <p>Goal 57. Children demonstrate awareness of letters and symbols.</p> <p>36-60 months</p> | Recognize letters as special symbols to represent spoken language. | <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Alphabet Knowledge</i></p> <p>Description The names and sounds associated with letters.</p> | <ul style="list-style-type: none"> Sings alphabet songs. Knows that letters are symbols with individual names. Begins to recognize letters in their name. Recognizes and identifies letters in the environment (fast food restaurants, stop signs, local stores). Recognizes beginning letters in familiar words (Mom, classmates' names). Names and recognizes several letters beginning with letters in their own name. Recognizes written name. Begins to recognize letters in familiar words and names them. Begins to make letter-sound connections. Recognizes the difference between numbers and letters. |
| | | | <p>Head Start Examples</p> <ul style="list-style-type: none"> Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. Recognizes that letters of the alphabet have a distinct sound(s) associated with them. Attends to the beginning letters and sounds in familiar words. Identifies letters and associates correct sounds with letters. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

Reading

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|---|
| <p>Goal 58. Children demonstrate awareness of print concepts.</p> <p>36-60 months</p> | <p>Know that languages and words can be in written form.</p> | <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Book Appreciation & Knowledge</i></p> <p>Description The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p> | <ul style="list-style-type: none"> • Turns pages one at a time. • Begins to read books from front to back. • Enjoys following along as a book is read. • Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling familiar stories. • Begins to understand that printed text carries meaning when read. • Differentiates between print and pictures. • Knows first and last page of a book. • Identifies some individual letters in text (usually letters in name). • Shows understanding that letters make up words. • Recognizes front and back of book. • Identifies or recognizes signs, symbols, or labels in the environment. • Recognizes that written words represent spoken words. • Shows general knowledge of how print works (know that names begin with a big letter). • Identifies words that look similar and different, with assistance. • Begins to understand that print progresses from left to right (exceptions are Arabic, Chinese, and Japanese text). <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Shows interest in shared reading experiences and looking at books independently. • Recognizes how books are read, such as front to back and one page at a time, and recognizes basic characteristics such as title, author, and illustrator. • Asks and answers questions, and makes comments about print materials. • Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. • Retells stories or information from books through conversation, artistic works, creative movement, or drama. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

Reading

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|--|---|
| <p>Goal 59. Children demonstrate comprehension of printed materials and oral stories.</p> <p>36-60 months</p> | <p>Understand information from oral stories, reading books, and pictures.</p> | <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Book Appreciation & Knowledge</i></p> <p>Description The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p> <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Print Concepts & Conventions</i></p> <p>Description The concepts about print and early decoding (identifying letter-sound relationships).</p> | <ul style="list-style-type: none"> • Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling familiar stories. • Orally fills in or completes familiar text when looking at picture books. • Begins to make predictions about what comes next in the story. • Explores characters in stories with puppets, dramatic play, and flannel board figures. • Begins to make personal connections to characters and events in a story. • Uses pictures to predict a story. • Matches pictures with spoken words in the home language. • Recognizes own name when spelled out in letters. • Recites some words in familiar books from memory. • Identifies major characters in story. • Begins to understand the sequence of a story (beginning, middle, and end). • Makes up an ending for a story. • Pretends to read a familiar book. • Recognizes that oral language has a written counterpart (a spoken phrase can be written and read). • Describes characters and events in stories. • Relates stories to real-life experiences. • Retells sequence of events in a story using illustrations in a book or literary props. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Shows interest in shared reading experiences and looking at books independently. • Recognizes how books are read, such as front to back and one page at a time, and recognizes basic characteristics such as title, author, and illustrator. • Asks and answers questions, and makes comments about print materials. • Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|--|
| | | | <ul style="list-style-type: none"> Retells stories or information from books through conversation, artistic works, creative movement, or drama. Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. Understands that print conveys meaning. Understands conventions, e.g., print moves from left to right and from top to bottom of a page. Recognizes words as a unit of print and understands that letters are grouped to form words. Recognizes the association between spoken or signed and written words. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

Reading

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|--|--|---|
| <p>Goal 60. Children demonstrate awareness that written materials can be used for a variety of purposes.</p> <p>36-60 months</p> | Use books and written materials to gain information and enjoyment. | <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Book Appreciation & Knowledge</i></p> <p>Description The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p> <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Print Concepts & Conventions</i></p> <p>Description The concepts about print and early decoding (identifying letter-sound relationships).</p> | <ul style="list-style-type: none"> Uses signs in the environment for information. Recognizes that print is read in stories. Uses maps, menus, cookbooks, dictionaries during play. Uses printed materials for entertainment (pretending to read). Recognizes that different text forms have different purposes (e.g., a grocery list is different than a written story). Finds information in books. Imitates common reading activities appropriately in play (pretends to use directions while putting something together, pretends to write a list or message). Realizes that letters and words represent ideas and feelings. Follows pictorial directions for cooking, assembling toys, and building models. Recognizes that printed materials have power (addresses, phone numbers, last name, knowledge). Selects books to read. Cares appropriate for books and pictures. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|--|
| | | | <ul style="list-style-type: none"> • Shows interest in shared reading experiences and looking at books independently. • Recognizes how books are read, such as front to back and one page at a time, and recognizes basic characteristics such as title, author, and illustrator. • Asks and answers questions, and makes comments about print materials. • Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. • Retells stories or information from books through conversation, artistic works, creative movement, or drama. • Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. • Understands that print conveys meaning. • Understands conventions, e.g., that print moves from left to right and from top to bottom of a page. • Recognizes words as a unit of print and understands that letters are grouped to form words. • Recognizes the association between spoken or signed and written words. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

Writing

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|---|--|---|
| <p>Goal 61. Children demonstrate knowledge and use of letters and symbols.</p> <p>36-60 months</p> | <p>Begin to write and draw to communicate language.</p> | <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Early Writing</i></p> <p>Description The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p> <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Alphabet Knowledge</i></p> <p>Description The names and sounds associated with letters.</p> | <ul style="list-style-type: none"> • Uses horizontal scribbling with breaks or separate marks to represent writing. • Creates representational drawings. • Uses scribbling to represent their name. • Knows the difference between printed letters and drawings. • Attempts to copy one or more letters of the alphabet. • Labels pictures using letter-like marks. • Knows that alphabet letters are a special category of graphics that can be individually named. • Identifies letters to match the said-aloud letter name. • Works at writing own name. • Shows awareness of the difference between own writing and conventional print. • Shows awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children). • Uses pictures, symbols, and letters to convey meaning. • Uses letters to represent sounds in words. • Prints some alphabet letters for given letter names. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Experiments with writing tools and materials. • Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. • Copies, traces, or independently writes letters or words. • Recognizes that letters of the alphabet have a distinctive sound(s) associated with them. • Attends to the beginning letters and sounds in familiar words. • Identifies letters and associates correct sounds with letters. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

Writing

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|---|
| <p>Goal 62. Children use writing skills and demonstrate knowledge of writing conventions.</p> <p>36-60 months</p> | <p>Use tools to write and draw with increasing coordination.</p> | <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Early Writing</i></p> <p>Description The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p> | <ul style="list-style-type: none"> • Uses tripod grasp to hold writing tools. • Begins to demonstrate hand preference for writing. • Uses whole arm and finger movements to write. • Intentionally scribbles to convey meaning; tells caregiver what it means. • Makes strings of letters or marks from left to right. • Begins to copy single shapes. • Draws a basic six-(or more) part person with some detail and content. • Intentionally scribbles or writes to convey meaning. • Uses invented spelling with letters and marks to represent words. • Uses letter-like symbols to express an idea. • Writes some letter or numerals. • Prints or copies first name. • Draws basic geometric shapes (circle, triangle). • Uses pretend writing activities during play to show print conventions in home language. • Uses letters and symbols to label or convey directions (“SV” for “Save” sign on block building). <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Experiments with writing tools and materials. • Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. • Copies, traces, or independently writes letters or words. |

Domain 5: Communication, Language, and Literacy

Sub-Domain: Literacy

Writing

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|---|--|--|--|
| <p>Goal 63. Children use writing for a variety of purposes.</p> <p>36-60 months</p> | <p>Make scribbles, pictures, and symbols with meaning.</p> | <p>Domain LITERACY KNOWLEDGE & SKILLS</p> <p>Domain Element <i>Early Writing</i></p> <p>Description The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p> | <ul style="list-style-type: none"> • Makes scribbles and pictures to express an idea. • Uses representational scribbles and marks during play. • Asks an adult to label a picture. • Uses letter-like symbols to make lists, letters, and stories. • Copies some environmental print/symbols. • Talks out loud about creative ideas and stories, and asks an adult to write them out. • Asks adult to write out rhymes, or child's invented song. • Creates notes and messages for a purpose. <p style="text-align: center;">Head Start Examples</p> <ul style="list-style-type: none"> • Experiments with writing tools and materials. • Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. • Copies, traces, or independently writes letters or words. |

Goal 64 Note: This goal statement only applies to children whose home language is not English. Children must continue to grow and progress in their home language while learning another language.

Domain 5: Communication, Language, and Literacy

Sub-Domain: English Language Learners

Dual Language Acquisition

| Goal | Developmental Growth | Head Start Framework | Child Indicators |
|--|---|--|--|
| <p>Goal 64. Children demonstrate competency in home language while acquiring beginning proficiency in English.</p> <p>36-60 months</p> | <p>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Communicate with purpose to convey information, and use phrases and sentences with more complex vocabulary in home language.</p> | <p>Domain ENGLISH LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Receptive English Language Skills</i></p> <p>Description The ability to comprehend or understand the English language.</p> <p>Domain ENGLISH LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Expressive English Language Skills</i></p> <p>Description The ability to speak or use English.</p> <p>Domain ENGLISH LANGUAGE DEVELOPMENT</p> <p>Domain Element <i>Engagement in English Literacy Activities</i></p> <p>Description Understanding and responding to books, storytelling, and songs represented in English.</p> | <ul style="list-style-type: none"> Recalls words from simple songs in home language and recognizes words from songs in English. Occasionally inserts words from home language while speaking English. Demonstrates understanding that there are languages other than the home language (identifies a sentence spoken in home language in comparison to one spoken in English). Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language. Focuses on the meaning of words rather than grammar in acquiring spoken English language competency. Follows linguistic rules of home language and constructs own rules for English. Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate. A bilingual child adjusts language and communication form used according to person with whom he/she is speaking. <p>Head Start Examples</p> <ul style="list-style-type: none"> Participates with movement and gestures while other children and the teacher dance and sing in English. Acknowledge or responds nonverbally to common words or phrases, such as “Hello”, “Goodbye”, “Snack time”, or “Bathroom”, when accompanied by adult gestures. Points to body parts when asked, “Where is your nose, hand, leg...?”. Comprehends and responds to increasingly complex and varied English vocabulary, such as “Which stick is the longest”? or “Why do you think the caterpillar is hungry?”. Follows multi-step instructions in English with minimal cues or assistance. Repeats a word or phrase to self, such as “bus” while group sings “The Wheels on the Bus”, or “brush teeth” after lunch. Requests items in English, such as “car”, “milk”, “book”, “ball”. |

| Goal | Developmental Growth | Head Start Framework | Head Start Examples |
|------|----------------------|----------------------|---|
| | | | <ul style="list-style-type: none"> • Uses one or two English words, sometimes joined to represent a bigger idea, such as “throwball”. • Uses increasingly complex and varied English vocabulary. • Constructs sentences, such as “The apple is round” or “I see a fire truck with lights on”. • Demonstrates eagerness to participate in songs, rhymes, and stories in English. • Points to pictures and says the word in English, such as “frog”, “baby”, “run”. • Learns part of a song or poem in English and repeats it. • Talks with peers or adults about a story read in English. • Tells a story in English with a beginning, middle, and end from a book or about a personal experience. |