



HEAD START ALIGNMENT

Head Start Early Learning Outcomes Framework	The Ounce Scale – Birth to 42 Months Work Sampling for Head Start – H3 & H4
INFANTS AND TODDLERS	The Ounce Scale – Birth to 42 Months
Approaches to Learning	The Ounce Scale – Social and Emotional Development
<i>Emotional and Behavioral Self-Regulation – Developmental Progression</i>	
Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	<i>I. Personal Connections</i>
<p>Birth to 9 Months: Engages with familiar adults for calming and comfort, to focus attention, and to share joy.</p> <p>8 to 18 Months: Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.</p> <p>16 to 36 Months: Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.</p>	<p>Birth to 8 months: Responds to familiar adults Engages with familiar adults</p> <p>9 to 18 months: Shows preference for familiar adults Relies on the presence of familiar adults to try things</p> <p>19 to 36 months: Seeks the support of familiar adults to try things Shows need for familiar adult's approval and also acts independently</p>
<p>Indicators by 36 months</p> <p>Looks to others for help in coping with strong feelings and emotions. Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.</p>	<p>At 36 months</p> <p>Reflects attitudes and behaviors of familiar adults</p>
Goal IT-ATL 2. Child manages actions and behaviors with support of familiar adults.	<i>II. Feelings About Self</i>
<p>Birth to 9 Months: Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.</p> <p>8 to 18 Months: Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm</p>	<p>Birth to 8 months: Calms self Learning to cope with familiar and unfamiliar situations</p> <p>9 to 18 months:</p>



HEAD START ALIGNMENT

<p>self by sucking on fingers or thumb when overly excited or distressed.</p> <p>16 to 36 Months:</p> <p>Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.</p>	<p>Tries to manage own behavior in different situations</p> <p>Tries to manage own behavior</p> <p>19 to 36 months:</p> <p>Tries to manage own behavior</p> <p>Shows growing ability to manage own behavior in different ways</p>
<p>Indicators by 36 months</p> <p>Participates in and follows everyday routines with the support of familiar adults. Communicates verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults. Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult’s hand when crossing the street.</p>	<p>At 36 months</p> <p>Demonstrates emerging ability to manage own behavior</p>
<p><i>Cognitive Self-Regulation – (Executive Functioning)</i></p>	<p>The Ounce Scale – Cognitive Development</p>
<p>Goal IT-ATL 3. Child maintains focus and sustains attention with support.</p>	<p>V. Exploration and Problem-Solving</p>
<p>Birth to 9 Months:</p> <p>Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.</p> <p>8 to 18 Months:</p> <p>Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.</p> <p>16 to 36 Months:</p> <p>Participates in activities and experiences with people, objects, or materials that require attention and common focus.</p>	<p>Birth to 8 months:</p> <p>Pays attention to what is happening in the environment</p> <p>Attends to what is happening in the environment</p> <p>9 to 18 months:</p> <p>Shows understanding of things in the environment during exploration</p> <p>Gains new understanding while exploring the environment</p> <p>19 to 36 months:</p> <p>Explores the environment and learns how things work</p> <p>Explores new ways to do things and shows beginning understanding of concepts such as color, size, matching, and weight</p>
<p>Indicators by 36 months</p> <p>Maintains engagement in interactions with familiar adults and children. Chooses to join in activities or pays attention to tasks and activities that are self-initiated. Maintains focus and</p>	<p>At 36 months</p> <p>Explores and understands in more detailed and abstract ways</p>



HEAD START ALIGNMENT

<p>attention on a simple task or activity for short periods of time.</p>	
<p>Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.</p>	<p><i>V. Exploration and Problem-Solving</i></p>
<p>Birth to 9 Months: Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.</p> <p>8 to 18 Months: Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.</p> <p>16 to 36 Months: Participates in activities and experiences with people, objects, or materials that require attention and common focus.</p>	<p>Birth to 8 months: Makes things happen, quite often unintentionally Makes things happen</p> <p>9 to 18 months: Makes expected things happen</p> <p>Uses toys and other objects with a purpose</p> <p>19 to 36 months: Expects specific results when playing with toys and other objects Uses reasoning skills and imagination when planning ways to make things happen</p>
<p>Indicators by 36 months</p> <p>Persists in learning new skills or solving problems. Continues efforts to finish a challenging activity or task with support of an adult.</p>	<p>At 36 months</p> <p>Plans before taking action</p>
<p>Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.</p>	<p><i>V. Exploration and Problem-Solving</i></p>
<p>Birth to 9 Months: Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.</p> <p>8 to 18 Months: Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.</p> <p>16 to 36 Months: Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.</p>	<p>Birth to 8 months: Makes things happen, quite often unintentionally Makes things happen</p> <p>9 to 18 months: Makes expected things happen</p> <p>Uses toys and other objects with a purpose</p> <p>19 to 36 months: Expects specific results when playing with toys and other objects Uses reasoning skills and imagination when planning ways to</p>



HEAD START ALIGNMENT

	make things happen
<p>Indicators by 36 months</p> <p>Adjusts to changes in routines or usual activities when informed ahead of time by adults. Makes common, everyday transitions that are part of a daily schedule. Shows flexibility in problem solving by trying more than one approach.</p>	<p>At 36 months</p> <p>Shows ability to figure things out</p>
<p>Initiative and Curiosity</p>	
<p>Goal IT-ATL 6 Child demonstrates emerging initiative in interactions, experiences, and explorations.</p>	<p>V. Exploration and Problem-Solving</p>
<p>Birth to 9 Months: Initiates interactions with familiar adults through expressions, actions, or behaviors.</p> <p>8 to 18 Months: Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.</p> <p>16 to 36 Months: Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.</p>	<p>Birth to 8 months: Makes things happen, quite often unintentionally</p> <p>Makes things happen</p> <p>9 to 18 months: Makes expected things happen</p> <p>Uses toys and other objects with a purpose</p> <p>19 to 36 months: Expects specific results when playing with toys and other objects</p> <p>Uses reasoning skills and imagination when planning ways to make things happen</p>
<p>Indicators by 36 months</p> <p>Engages others in interactions or shared activities. Demonstrates initiative by making choices or expressing preferences. Attempts challenging tasks with or without adult help. Shows eagerness to try new things.</p>	<p>At 36 months</p> <p>Plans before taking action</p>
<p>Goal IT-ATL 7 Child shows interest in and curiosity about objects, materials, or events.</p>	<p>V. Exploration and Problem-Solving</p>
<p>Birth to 9 Months: Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.</p>	<p>Birth to 8 months: Makes things happen, quite often unintentionally</p> <p>Displays short-term memory</p>



HEAD START ALIGNMENT

<p>8 to 18 Months: Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.</p> <p>16 to 36 Months: Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.</p>	<p>9 to 18 months: Demonstrates memory Shows increased memory skills</p> <p>19 to 36 months: Shows increasing memory for details and routines Begins to understand consequences when re-creating familiar events and following routines</p>
<p>Indicators by 36 months</p> <p>Asks questions about what things are, how they are used, or what is happening. Experiments with different ways of using new objects or materials. Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.</p>	<p>At 36 months</p> <p>Plans before taking action</p>
<p><i>Creativity</i></p>	
<p>Goal IT-ATL 8 Child uses creativity to increase understanding and learning.</p>	<p><i>V. Exploration and Problem-Solving</i></p>
<p>Birth to 9 Months: Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.</p> <p>8 to 18 Months: Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.</p> <p>16 to 36 Months: Combines objects or materials in new and unexpected ways. Shows delight in creating something new.</p>	<p>Birth to 8 months: Makes things happen, quite often unintentionally Makes things happen</p> <p>9 to 18 months: Makes expected things happen Uses toys and other objects with a purpose</p> <p>19 to 36 months: Expects specific results when playing with toys and other objects Uses reasoning skills and imagination when planning ways to make things happen</p>
<p>Indicators by 36 months</p> <p>Pays attention to new or unusual things. Shows willingness to participate in new activities or experiences. Uses language in creative ways, sometimes making up words or rhymes.</p>	<p>At 36 months</p> <p>Plans before taking action</p>



HEAD START ALIGNMENT

<p>Goal IT-ATL 9 Child shows imagination in play and interactions with others.</p>	<p>V. Exploration and Problem-Solving</p>
<p>Birth to 9 Months: Emerging</p> <p>8 to 18 Months: Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.</p> <p>16 to 36 Months: Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.</p>	<p>9 to 18 months: Makes expected things happen Uses toys and other objects with a purpose</p> <p>19 to 36 months: Expects specific results when playing with toys and other objects Uses skills and imagination when planning ways to make things happen</p>
<p>Indicators by 36 months</p> <p>Uses pretend and imaginary objects or people in play or interaction with others. Uses materials such as paper, paint, crayons, or blocks to make novel things.</p>	<p>At 36 months</p> <p>Explores and understands in more detailed and abstract ways</p>
<p>PRESCHOOL</p>	<p>Work Sampling for Head Start H3 & H4</p>
<p>Approaches to Learning</p>	<p>II. Social and Emotional Development</p>
<p>Emotional and Behavioral Self-Regulation – Developmental Progression</p>	
<p>Goal P-ATL 1. Child manages emotions with increasing independence.</p>	<p>B. Self-Concept & Self-Efficacy</p>
<p>36 to 48 Months: Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</p> <p>48 to 60 Months: Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</p>	<p>H3 II.B.2 Shows some independence and self-direction.</p> <p>H4 II.B.2 Shows some self-direction.</p>
<p>Indicators by 60 months</p> <p>Expresses emotions in ways that are appropriate to the situation. Looks for adult assistance when emotions are most intense. Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</p>	<p>At 60 months:</p> <p>Shows some self-direction.</p>
<p>Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</p>	<p>C. Self-Regulation</p>



HEAD START ALIGNMENT

<p>36 to 48 Months: Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.</p> <p>48 to 60 Months: Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.</p>	<p>H3 II.C.1.Follows simple classroom rules and routines with guidance. II.C.2 Manages transitions.</p> <p>H4 II.C. 1. Follows simple classroom rules and routines. II.C.2 Manages transitions.</p>
<p>Indicators by 60 months Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time. Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time. Responds to signals when transitioning from one activity to another.</p>	<p>At 60 months: Follows simple classroom rules and routines. Manages transitions.</p>
<p>Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.</p>	<p><i>C. Self-Regulation</i></p>
<p>36 to 48 Months: Handles classroom materials, such as putting them where they belong, with adult support.</p> <p>48 to 60 Months: Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.</p>	<p>H3 II.C.1.Follows simple classroom rules and routines with guidance. H4 II.C. 1. Follows simple classroom rules and routines</p>
<p>Indicators by 60 months Appropriately handles materials during activities. Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</p>	<p>At 60 months: Follows simple classroom rules and routines.</p>
<p>Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</p>	<p><i>C. Self-Regulation</i></p>
<p>36 to 48 Months: Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.</p> <p>48 to 60 Months: Manages own actions, words, and behavior with occasional support from adults.</p>	<p>H3 II.C.2 Manages transitions. H4 II.C.2 Manages transitions.</p>



HEAD START ALIGNMENT

<p>Indicators by 60 months</p> <p>Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults. Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time. Waits for turn, such as waits in line to wash hands or waits for turn on swings. Refrains from aggressive behavior towards others. Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</p>	<p>At 60 months:</p> <p>Manages transitions.</p>
<p><i>Cognitive Self-Regulation – (Executive Functioning)</i></p>	
<p>Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.</p>	<p><i>C. Self-Regulation</i></p>
<p>36 to 48 Months: Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.</p> <p>48 to 60 Months: Sometimes controls impulses independently, while at other times needs support from an adult.</p>	<p>H3 II.C.2 Manages transitions.</p> <p>H4 II.C.2 Manages transitions.</p>
<p>Indicators by 60 months</p> <p>Stops an engaging activity to transition to another less desirable activity with adult guidance and support. Delays having desires met, such as agreeing to wait turn to start an activity. Without adult reminders, waits to communicate information to a group. Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</p>	<p>At 60 months:</p> <p>Manages transitions.</p>
<p>Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</p>	<p><i>III. Approaches to Learning</i></p> <p><i>B. Persistence & Attentiveness</i></p>
<p>36 to 48 Months: With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</p> <p>48 to 60 Months: With increasing independence, focuses attention on tasks and experiences for longer periods</p>	<p>H3 III.B.1 Attends briefly and seeks help when encountering a problem.</p> <p>H4 III.B.1 Attends to tasks and seeks help when encountering a</p>



HEAD START ALIGNMENT

of time, despite interruptions or distractions.	problem.
<p>Indicators by 60 months</p> <p>Maintains focus on activities for extended periods of time, such as 15 minutes or more. Engages in purposeful play for extended periods of time. Attends to adult during large and small group activities with minimal support.</p>	<p>At 60 months:</p> <p>Attends to tasks and seeks help when encountering a problem.</p>
<p>Goal P-ATL 7. Child persists in tasks.</p>	<p>III. Approaches to Learning</p> <p><i>B. Persistence & Attentiveness</i></p>
<p>36 to 48 Months:</p> <p>Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.</p> <p>48 to 60 Months:</p> <p>Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.</p>	<p>H3</p> <p>III.B.1 Attends briefly and seeks help when encountering a problem.</p> <p>H4</p> <p>III.B.1 Attends to tasks and seeks help when encountering a problem.</p>
<p>Indicators by 60 months</p> <p>Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child. Returns with focus to an activity or project after having been away from it.</p>	<p>At 60 months:</p> <p>Attends to tasks and seeks help when encountering a problem.</p>
<p>Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p>	<p><i>B. Persistence & Attentiveness</i></p>
<p>36 to 48 Months:</p> <p>Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.</p> <p>48 to 60 Months:</p> <p>Holds an increasing amount of information in mind in order to successfully complete tasks.</p>	<p>H3</p> <p>III.B.1 Attends briefly and seeks help when encountering a problem.</p> <p>H4</p> <p>III.B.1 Attends to tasks and seeks help when encountering a problem.</p>
<p>Indicators by 60 months</p> <p>Accurately recounts recent experiences in the correct order and includes relevant details. Successfully follows detailed, multi-step directions, sometimes with reminders. Remembers</p>	<p>At 60 months:</p> <p>Attends to tasks and seeks help when encountering a</p>



HEAD START ALIGNMENT

actions to go with stories or songs shortly after being taught.	problem.
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	<i>A. Initiative & Curiosity</i>
<p>36 to 48 Months: Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.</p> <p>48 to 60 Months: Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.</p>	<p>H3 III.A.2 Approaches tasks with flexibility and inventiveness.</p> <p>H4 III.A.2 Approaches tasks with flexibility and inventiveness.</p>
<p>Indicators by 60 months Tries different strategies to complete work or solve problems including with other children. Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. Transitions between activities without getting upset.</p>	<p>At 60 months: Approaches tasks with flexibility and inventiveness.</p>
<i>Initiative and Curiosity</i>	
Goal P-ATL 10. Child demonstrates initiative and independence.	<i>A. Initiative & Curiosity</i>
<p>36 to 48 Months: Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.</p> <p>48 to 60 Months: Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.</p>	<p>H3 III.A.3 Asks questions that arise during explorations.</p> <p>H4 III.A.3 Asks questions and begins to solve problems that arise during explorations.</p>
<p>Indicators by 60 months Engages in independent activities. Makes choices and communicates these to adults and other children. Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity. Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating</p>	<p>At 60 months: Asks questions and begins to solve problems that arise during explorations.</p>



HEAD START ALIGNMENT

<p>Goal P-ATL 11. Child shows interest in and curiosity about the world around them.</p>	<p><i>A. Initiative & Curiosity</i></p>
<p>36 to 48 Months: Seeks out new information and explores new play and tasks with adult support.</p> <p>48 to 60 Months: Seeks out new information and explores new play and tasks both independently and with adult support.</p>	<p>H3 III.A.1 Shows eagerness and curiosity as a learner.</p> <p>H4 III.A.1 Shows eagerness and curiosity as a learner.</p>
<p>Indicators by 60 months</p> <p>Asks questions and seeks new information. Is willing to participate in new activities or experiences even if they are perceived as challenging. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</p>	<p>At 60 months:</p> <p>Shows eagerness and curiosity as a learner.</p>
<p>Creativity</p>	<p><i>IX. Creative Arts Expression</i></p>
<p>Goal P-ATL 12. Child expresses creativity in thinking and communication.</p>	<p><i>B. Creative Movement & Dance</i></p>
<p>36 to 48 Months: Responds to adults' prompts to express creative ideas in words and/or actions.</p> <p>48 to 60 Months: Communicates creative ideas and actions both with and without prompting from adults.</p>	<p>H3 IX.B.1 Participates in creative movement, dance, and drama.</p> <p>H4 IX.B.1 Participates in creative movement, dance, and drama.</p>
<p>Indicators by 60 months</p> <p>Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. Approaches tasks, activities, and play in ways that show creative problem solving. Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</p>	<p>At 60 months:</p> <p>Participates in creative movement, dance, and drama.</p>
<p>Goal P-ATL 13. Child uses imagination in play and interactions with others.</p>	<p><i>B. Symbolic Representation</i></p>
<p>36 to 48 Months: Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.</p> <p>48 to 60 Months: Develops more elaborate imaginary play, stories, and other creative works with children and</p>	<p>H3 IV.B.1 Represents stories through pictures, dictation, and play.</p> <p>H4 IV.B.1 Represents ideas and stories through pictures, dictation, and play.</p>



HEAD START ALIGNMENT

adults.	
<p>Indicators by 60 months</p> <p>Engages in social and pretend play. Uses imagination with materials to create stories or works of art. Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</p>	<p>At 60 months:</p> <p>Represents ideas and stories through pictures, dictation, and play.</p>
INFANTS AND TODDLERS	The Ounce Scale – Birth to 42 Months
Social and Emotional Development	Social and Emotional Development
<i>Relationships with Adults</i>	<i>I. Personal Connections</i>
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	
<p>Birth to 9 Months:</p> <p>Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.</p> <p>8 to 18 Months:</p> <p>Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.</p> <p>16 to 36 Months:</p> <p>Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.</p>	<p>Birth to 8 months:</p> <p>Responds to familiar adults</p> <p>Engages with familiar adults</p> <p>9 to 18 months:</p> <p>Shows preference for familiar adults</p> <p>Relies on the presence of familiar adults to try things</p> <p>19 to 36 months:</p> <p>Seeks the support of familiar adults to try things</p> <p>Shows need for familiar adult's approval and also acts independently</p>
<p>Indicators by 36 months</p> <p>Shows emotional connection and attachment to familiar adults. Turns to familiar adults for protection, comfort, and getting needs met.</p>	<p>At 36 months</p> <p>Reflects attitudes and behaviors of familiar adults.</p>
Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	<i>I. Personal Connections</i>
<p>Birth to 9 Months:</p> <p>Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts</p>	<p>Birth to 8 months:</p> <p>Shows awareness of unfamiliar people</p>



HEAD START ALIGNMENT

<p>to help with stressful moments.</p> <p>8 to 18 Months: Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.</p> <p>16 to 36 Months: Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.</p>	<p>Notices and reacts to unfamiliar adults</p> <p>9 to 18 months: Reacts to unfamiliar adults Shows awareness of unfamiliar adults</p> <p>19 to 36 months: Acts cautiously around unfamiliar adults Shows cautious interest in unfamiliar adults</p>
<p>Indicators by 36 months</p> <p>Engages in and may initiate behaviors that build relationships with familiar adults. Uses familiar adults for reassurance when engaging with new adults.</p>	<p>At 36 months</p> <p>Shows cautious interest in new people</p>
<p>Goal IT-SE 3. Child learns to use adults as a resource to meet needs.</p>	<p>I. Personal Connections</p>
<p>Birth to 9 Months: Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.</p> <p>8 to 18 Months: Looks to or seeks help from a familiar adults, such as taking the adult's hand and leading them to something the child wants or needs.</p> <p>16 to 36 Months: Asks familiar adult for help or assistance when encountering difficult tasks or situations.</p>	<p>Birth to 8 months: Responds to familiar adults Engages with familiar adults</p> <p>9 to 18 months: Shows preference for familiar adults Relies on the presence of familiar adults to try things</p> <p>19 to 36 months: Seeks the support of familiar adults to try things Shows need for familiar adult's approval and also acts independently</p>
<p>Indicators by 36 months</p> <p>Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf. Shows preference for familiar adults when in distress.</p>	<p>At 36 months</p> <p>Reflects attitudes and behaviors of familiar adults.</p>
<p>Relationships with Other Children</p>	<p>III. Relationships With Other Children</p>
<p>Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.</p>	



HEAD START ALIGNMENT

<p>Birth to 9 Months: Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.</p> <p>8 to 18 Months: Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.</p> <p>16 to 36 Months: Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.</p>	<p>Birth to 8 months: Shows awareness of other children Shows awareness of other children</p> <p>9 to 18 months: Demonstrates awareness of other children Interacts with other children</p> <p>19 to 36 months: Watches and plays briefly with other children Plays beside other children</p>
<p>Indicators by 36 months</p> <p>Shows increasing interest in interacting with other children. Shows preference for particular playmates, such as greeting friends by name.</p>	<p>At 36 months</p> <p>Responds to other children's feelings</p>
<p>Goal IT-SE 5. Child imitates and engages in play with other children.</p>	<p>III. Relationships With Other Children</p>
<p>Birth to 9 Months: Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.</p> <p>8 to 18 Months: Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.</p> <p>16 to 36 Months: Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.</p>	<p>Birth to 8 months: Shows awareness of other children Shows awareness of other children</p> <p>9 to 18 months: Demonstrates awareness of other children Interacts with other children</p> <p>19 to 36 months: Watches and plays briefly with other children Plays beside other children</p>
<p>Indicators by 36 months</p> <p>Uses multiple strategies, such as imitating or responding, in order to enter play with other children. Engages in extended play with other children with a common focus. Engages in simple cooperative play with other children.</p>	<p>At 36 months</p> <p>Shows capacity to play cooperatively with other children</p>



HEAD START ALIGNMENT

<p>Emotional Functioning</p>	
<p>Goal IT-SE 6. Child learns to express a range of emotions.</p>	<p>II. Feelings About Self</p>
<p>Birth to 9 Months: Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.</p> <p>8 to 18 Months: Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.</p> <p>16 to 36 Months: Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.</p>	<p>Birth to 8 months: Expresses comfort and discomfort, enjoyment and unhappiness</p> <p>Expresses feelings</p> <p>9 to 18 months: Shows likes and dislikes</p> <p>Shows preferences, likes, and dislikes</p> <p>19 to 36 months: Expresses own ideas, interests, and feelings</p> <p>Shows growing ability to manage own behavior in different ways</p>
<p>Indicators by 36 months</p> <p>Expresses a variety of emotions through facial expressions, sounds, gestures, or words. Uses words to describe some feelings or emotions that reflect an awareness of other people’s emotions.</p>	<p>At 36 months</p> <p>Shows comfort with independence, competence, and expressing feelings</p>
<p>Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.</p>	<p>II. Feelings About Self</p>
<p>Birth to 9 Months: Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.</p> <p>8 to 18 Months: Responds to others’ emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.</p> <p>16 to 36 Months: Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.</p>	<p>Birth to 8 months: Expresses comfort and discomfort, enjoyment and unhappiness</p> <p>Expresses feelings</p> <p>9 to 18 months: Shows likes and dislikes</p> <p>Shows preferences, likes, and dislikes</p> <p>19 to 36 months:</p>



HEAD START ALIGNMENT

	<p>Expresses own ideas, interests, and feelings</p> <p>Expresses feelings through language and pretend play</p>
<p>Indicators by 36 months</p> <p>Recognizes feelings and emotions of others. Responds to feelings and emotions of others with support from familiar adults. Describes feelings of characters in a book with support from an adult.</p>	<p>At 36 months</p> <p>Shows awareness of social skills when expressing needs and wants</p>
<p>Goal IT-SE 8. Child expresses care and concern towards others.</p>	<p>III. Relationships With Other Children</p>
<p>Birth to 9 Months:</p> <p>May cry when another child cries.</p> <p>8 to 18 Months:</p> <p>Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.</p> <p>16 to 36 Months:</p> <p>Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.</p>	<p>Birth to 8 months:</p> <p>Shows awareness of other children</p> <p>Shows awareness of other children</p> <p>9 to 18 months:</p> <p>Demonstrates awareness of other children</p> <p>Begins to show awareness of other children's feelings</p> <p>19 to 36 months:</p> <p>Shows awareness of other children's feelings</p> <p>Responds to other children's feelings</p>
<p>Indicators by 36 months</p> <p>Shows care and concern for others, including comforting others in distress. Responds to needs of others and tries to help others with simple tasks.</p>	<p>At 36 months</p> <p>Shows increasing ability to understand the feelings of other children</p>
<p>Goal IT-SE 9. Child manages emotions with the support of familiar adults.</p>	<p>II. Feelings About Self</p>
<p>Birth to 9 Months:</p> <p>Quiets or stops crying when held and gently rocked or talked to by a familiar adult.</p> <p>8 to 18 Months:</p> <p>Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.</p> <p>16 to 36 Months:</p>	<p>Birth to 8 months:</p> <p>Expresses comfort and discomfort, enjoyment and unhappiness</p> <p>Expresses feelings</p> <p>9 to 18 months:</p> <p>Shows likes and dislikes</p>



HEAD START ALIGNMENT

<p>Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.</p>	<p>Shows preferences, likes, and dislikes 19 to 36 months: Expresses own ideas, interests, and feelings Shows growing ability to manage own behavior in different ways</p>
<p>Indicators by 36 months Uses different ways to calm or comfort self when upset. Responds positively to emotional support from adults and other children.</p>	<p>At 36 months Manages own behavior with increasing skill</p>
<p><i>Sense of Identity and Belonging</i></p>	
<p>Goal IT-SE 10. Child shows awareness about self and how to connect with others.</p>	<p><i>II. Feelings About Self</i></p>
<p>Birth to 9 Months: Learns about self by exploring hands, feet, body, and movement. 8 to 18 Months: Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others. 16 to 36 Months: Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.</p>	<p>Birth to 8 months: Expresses comfort and discomfort, enjoyment and unhappiness Expresses feelings 9 to 18 months: Shows likes and dislikes Shows preferences, likes, and dislikes 19 to 36 months: Expresses own ideas, interests, and feelings Shows an emerging sense of self</p>
<p>Indicators by 36 months Shows awareness of self, including own body, abilities, thoughts, and feelings. Shows awareness of others as having thoughts and feelings separate from own.</p>	<p>At 36 months Shows comfort with independence, competence, and expressing feelings</p>
<p>Goal IT-SE 11. Child understands some characteristics of self and others.</p>	
<p>Birth to 9 Months: Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult.</p>	<p>Birth to 8 months: Shows awareness of other children Shows awareness of other children</p>



HEAD START ALIGNMENT

<p>8 to 18 Months: Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.</p> <p>16 to 36 Months: Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.</p>	<p>9 to 18 months: Demonstrates awareness of other children Begins to show awareness of other children's feelings</p> <p>19 to 36 months: Shows awareness of other children's feelings Responds to other children's feelings</p>
<p>Indicators by 36 months</p> <p>Recognizes own name. Identifies some physical characteristics of self, such as hair color, age gender, or size. Recognizes some similarities and differences between self and others.</p>	<p>At 36 months</p> <p>Shows increasing ability to understand the feelings of other children</p>
<p>Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.</p>	
<p>Birth to 9 Months: Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.</p> <p>8 to 18 Months: Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.</p> <p>16 to 36 Months: Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.</p>	<p>Birth to 8 months: Expresses comfort and discomfort, enjoyment and unhappiness Expresses feelings</p> <p>9 to 18 months: Shows likes and dislikes Shows preferences, likes, and dislikes</p> <p>19 to 36 months: Expresses own ideas, interests, and feelings Shows an emerging sense of self</p>
<p>Indicators by 36 months</p> <p>Shows confidence in increasing abilities. Shows others what they can do.</p>	<p>At 36 months</p> <p>Shows comfort with independence, competence, and expressing feelings</p>
<p>Goal IT-SE 13. Child develops a sense of belonging through relationships with others.</p>	
<p>Birth to 9 Months: Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.</p>	<p>Birth to 8 months: Calms self Learning to cope with familiar and unfamiliar situations</p>



HEAD START ALIGNMENT

<p>8 to 18 Months: Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.</p> <p>16 to 36 Months: Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.</p>	<p>9 to 18 months: Tries to manage own behavior in different situations Tries to manage own behavior</p> <p>19 to 36 months: Tries to manage own behavior Shows growing ability to manage own behavior in different ways</p>
<p>Indicators by 36 months</p> <p>Identifies self as a member of a family. Points to or names self and other familiar people, such as in photos or pictures. Talks about family members, familiar people, or friends who may not be present.</p>	<p>At 36 months</p> <p>Shows awareness of social skills when expressing needs and wants</p>
<p>PRESCHOOL</p>	<p>Work Sampling for Head Start H3 & H4</p>
<p>Social and Emotional Development</p>	
<p>Relationships with Adults</p>	<p>II. Social and Emotional Development</p>
<p>Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.</p>	<p>A. Social Relationships</p>
<p>36 to 48 Months: Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.</p> <p>48 to 60 Months: Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.</p>	<p>H3 II.A.2 Interacts with familiar adults.</p> <p>H4 II.A.2 Interacts easily with familiar adults.</p>
<p>Indicators by 60 months</p> <p>Interacts readily with trusted adults. Engages in some positive interactions with less familiar adults, such as parent volunteers. Shows affection and preference for adults who interact with them on a regular basis. Seeks help from adults when needed.</p>	<p>At 60 months:</p> <p>Interacts easily with familiar adults.</p>



HEAD START ALIGNMENT

<p>Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.</p>	<p>III. Approaches to Learning <i>C. Cooperation</i></p>
<p>36 to 48 Months: Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.</p> <p>48 to 60 Months: Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.</p>	<p>H3 III.C.1 Participates in the group life of the class.</p> <p>H4 III.C.1 Participates in the group life of the class.</p>
<p>Indicators by 60 months</p> <p>Engages in prosocial behaviors with adults, such as using respectful language or greetings. Attends to an adult when asked. Follows adult guidelines and expectations for appropriate behavior. Asks or waits for adult permission before doing something when they are unsure.</p>	<p>At 60 months: Participates in the group life of the class</p>
<p>Relationships with Other Children</p>	<p><i>A. Social Relationships</i></p>
<p>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</p>	
<p>36 to 48 Months: Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.</p> <p>48 to 60 Months: Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.</p>	<p>H3 II.A.1 Interacts with one of more children.</p> <p>H4 II.A.1 Interacts easily with one of more children.</p>



HEAD START ALIGNMENT

<p>Indicators by 60 months</p> <p>Engages in and maintains positive interactions with other children. Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. Takes turns in conversations and interactions with other children. Develops friendships with one or two preferred other children.</p>	<p>At 60 months:</p> <p>Interacts easily with one of more children.</p>
<p>Goal P-SE 4. Child engages in cooperative play with other children.</p>	<p>III. Approaches to Learning</p> <p><i>C. Cooperation</i></p>
<p>36 to 48 Months:</p> <p>Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.</p> <p>48 to 60 Months:</p> <p>Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p>	<p>H3</p> <p>III.C.1 Participates in the group life of the class.</p> <p>H4</p> <p>III.C.1 Participates in the group life of the class.</p>
<p>Indicators by 60 months</p> <p>Engages in and maintains positive interactions with other children. Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. Takes turns in conversations and interactions with other children. Develops friendships with one or two preferred other children.</p>	<p>At 60 months:</p> <p>Participates in the group life of the class.</p>
<p>Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.</p>	<p><i>A. Social Relationships</i></p>
<p>36 to 48 Months:</p> <p>Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.</p> <p>48 to 60 Months:</p> <p>Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.</p>	<p>H3</p> <p>II.A.3 Begins to use simple strategies to resolve conflict.</p> <p>H4</p> <p>II.A.3 Begins to use simple strategies.</p>



HEAD START ALIGNMENT

<p>Indicators by 60 months</p> <p>Engages in and maintains positive interactions with other children. Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. Takes turns in conversations and interactions with other children. Develops friendships with one or two preferred other children.</p>	<p>At 60 months:</p> <p>Begins to use simple strategies to resolve conflict.</p>
<p>Emotional Functioning</p>	<p><i>D. Emotional and Behavioral Health</i></p>
<p>Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.</p>	
<p>36 to 48 Months: Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.</p> <p>48 to 60 Months: Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments</p>	<p>H3 II.D.1 Begins to identify feelings and responds to those of others. H4 II.D.1 Identifies some feelings and responds to those of others.</p>
<p>Indicators by 60 months</p> <p>Engages in and maintains positive interactions with other children. Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. Takes turns in conversations and interactions with other children. Develops friendships with one or two preferred other children.</p>	<p>At 60 months:</p> <p>Identifies some feelings and responds to those of others.</p>
<p>Goal P-SE 7. Child expresses care and concern toward others.</p>	<p><i>D. Emotional and Behavioral Health</i></p>



HEAD START ALIGNMENT

<p>36 to 48 Months: Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.</p> <p>48 to 60 Months: Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.</p>	<p>H3 II.D.1 Begins to identify feelings and responds to those of others.</p> <p>H4 II.D.1 Identifies some feelings and responds to those of others.</p>
<p>Indicators by 60 months Makes empathetic statements to adults or other children. Offers support to adults or other children who are distressed.</p>	<p>At 60 months: Identifies some feelings and responds to those of others.</p>
<p>Goal P-SE 8. Child manages emotions with increasing independence.* (* Same as P-ALT Goal 1)</p>	<p><i>B. Self-Concept & Self-Efficacy</i></p>
<p>36 to 48 Months: Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</p> <p>48 to 60 Months: Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.</p>	<p>H3 II.B.2 Shows some independence and self-direction.</p> <p>H4 II.B.2 Shows some self-direction.</p>
<p>Indicators by 60 months Expresses feelings in ways that are appropriate to the situation. Looks for adult assistance when feelings are most intense. Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.</p>	<p>At 60 months: Shows some self-direction.</p>
<p>Sense of Identity and Belonging</p>	<p>X. Social Studies Knowledge & Skills</p>
<p>Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p>	<p><i>A. Self, Family, & Community</i></p>
<p>36 to 48 Months: Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.</p> <p>48 to 60 Months:</p>	<p>H3 X.A.1 Begins to recognize their physical characteristics and those of others.</p> <p>H4</p>



HEAD START ALIGNMENT

<p>Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p>	<p>X.A.1 Identifies similarities and differences in personal and family characteristics.</p>
<p>Indicators by 60 months</p> <p>Describes self using several different characteristics. Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</p>	<p>At 60 months:</p> <p>Identifies similarities and differences in personal and family characteristics</p>
<p>Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.</p>	<p>II. Social and Emotional Development <i>B. Self-Concept & Self-Efficacy</i></p>
<p>36 to 48 Months: Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.</p> <p>48 to 60 Months: Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.</p>	<p>H3 II.B.1 Demonstrates self-confidence.</p> <p>H4 II.B.1 Demonstrates self-confidence.</p>
<p>Indicators by 60 months</p> <p>Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. Expresses own ideas or beliefs in group contexts or in interactions with others. Uses positive words to describe self, such as kind or hard-worker.</p>	<p>At 60 months:</p> <p>Demonstrates self-confidence.</p>
<p>Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</p>	<p>X. Social Studies Knowledge & Skills <i>A. Self, Family, & Community</i></p>
<p>36 to 48 Months: Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.</p> <p>48 to 60 Months: Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.</p>	<p>H3 X.A.2 Begins to understand different kinds of families.</p> <p>H4 X.A.2 Demonstrates beginning awareness of community, city, and state. X.A.3 Begins to understand family needs, roles, and relationships.</p>



HEAD START ALIGNMENT

<p>Indicators by 60 months</p> <p>Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.</p> <p>Relates personal stories about being a part of different groups.</p> <p>Identifies similarities and differences about self across familiar environments and settings.</p>	<p>At 60 months:</p> <p>Begins to understand family needs, roles, and relationships.</p> <p>Demonstrates beginning awareness of community, city, and state.</p>
<p>INFANTS AND TODDLERS</p>	<p>The Ounce Scale – Birth to 42 Months</p>
<p>Language and Communication</p>	<p>The Ounce Scale – Communication and Language</p>
<p>Attending and Understanding – Developmental Progression</p>	<p>IV. Understanding and Communicating</p>
<p>Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.</p>	
<p>Language and Communication</p>	<p>The Ounce Scale – Communication and Language</p>
<p>Birth to 9 Months:</p> <p>Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.</p> <p>8 to 18 Months:</p> <p>Shows understanding of the meaning of familiar caregivers’ verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.</p> <p>16 to 36 Months:</p> <p>Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.</p>	<p>Birth to 8 months:</p> <p>Responds to sights and sounds</p> <p>Responds to sights and sounds</p> <p>9 to 18 months:</p> <p>Shows understanding of gestures and words</p> <p>Shows increased understanding of words and gestures</p> <p>19 to 36 months:</p> <p>Follows simple directions and suggestions consistently</p> <p>Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p>
<p>Indicators by 36 months</p> <p>Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.</p> <p>Shows comprehension of simple sentences, such as by listening to and following one- or</p>	<p>At 36 months</p> <p>Understands questions, some abstract concepts, and simple directions</p>



HEAD START ALIGNMENT

two-step directions.	
Goal IT-LC 2. Child learns from communication and language experiences with others.	
<p>Birth to 9 Months: Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.</p> <p>8 to 18 Months: Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.</p> <p>16 to 36 Months: Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.</p>	<p>Birth to 8 months: Responds to sights and sounds Responds to sights and sounds</p> <p>9 to 18 months: Shows understanding of gestures and words Shows increased understanding of words and gestures</p> <p>19 to 36 months: Follows simple directions and suggestions consistently Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p>
Indicators by 36 months	At 36 months
Acts on descriptions provided by others about people, objects, or events. Demonstrates interest and understanding when participating in language activities or games.	Understands questions, some abstract concepts, and simple directions
Communicating and Speaking	IV. Understanding and Communicating
Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.	
<p>Birth to 9 Months: Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.</p> <p>8 to 18 Months: Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.</p> <p>16 to 36 Months:</p>	<p>Birth to 8 months: Uses sounds and body movements to communicate Uses a variety of sounds and motions to communicate</p> <p>9 to 18 months: Uses consistent sounds, verbal expressions, and gestures to communicate Uses consistent sounds, gestures, and some words to communicate</p> <p>19 to 36 months:</p>



HEAD START ALIGNMENT

<p>Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.”</p> <p>Children who are dual language learners may combine their two languages or switch between them.</p>	<p>Uses a growing number of words and puts several words together</p> <p>Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations.</p>
<p>Indicators by 36 months</p> <p>Uses combinations of words and simple sentences or signs in a variety of situations. Uses simple sentences, such as 3–4 word sentences, to communicate needs and wants.</p>	<p>At 36 months</p> <p>Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations.</p>
<p>Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.</p>	
<p>Birth to 9 Months:</p> <p>Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.</p> <p>8 to 18 Months:</p> <p>Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone’s attention.</p> <p>16 to 36 Months:</p> <p>Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.</p>	<p>Birth to 8 months:</p> <p>Uses sounds and body movements to communicate</p> <p>Uses a variety of sounds and motions to communicate</p> <p>9 to 18 months:</p> <p>Uses consistent sounds, verbal expressions, and gestures to communicate</p> <p>Uses consistent sounds, gestures, and some words to communicate</p> <p>19 to 36 months:</p> <p>Uses a growing number of words and puts several words together</p> <p>Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations.</p>
<p>Indicators by 36 months</p> <p>Initiates and responds in conversations with others. Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information. Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.</p>	<p>At 36 months</p> <p>Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations.</p>
<p>Goal IT-LC 5. Child uses increasingly complex language in conversation with others.</p>	



HEAD START ALIGNMENT

<p>Birth to 9 Months: Explores sounds common in many languages, such as “ma-ma” or “ba-ba”.</p> <p>8 to 18 Months: Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.</p> <p>16 to 36 Months: Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.</p> <p>Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.</p>	<p>Birth to 8 months: Uses sounds and body movements to communicate</p> <p>Uses a variety of sounds and motions to communicate</p> <p>9 to 18 months: Uses consistent sounds, verbal expressions, and gestures to communicate</p> <p>Uses consistent sounds, gestures, and some words to communicate</p> <p>19 to 36 months: Pays attention to and tries to participate in conversations</p> <p>Participates in conversations</p>
<p>Goal IT-LC 6 Child initiates non-verbal communication and language to learn and gain information.</p>	
<p>Birth to 9 Months: Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.</p> <p>8 to 18 Months: Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.</p> <p>16 to 36 Months: Seeks information and meaning of words or signs, such as “What’s that?” or “Who’s that?” or “Why?”</p>	<p>Birth to 8 months: Uses sounds and body movements to communicate</p> <p>Uses a variety of sounds and motions to communicate</p> <p>9 to 18 months: Uses consistent sounds, verbal expressions, and gestures to communicate</p> <p>Uses consistent sounds, gestures, and some words to communicate</p> <p>19 to 36 months: Uses a growing number of words and puts several words together</p> <p>Uses words and some conventions of speech to express thoughts and ideas</p>
<p>Indicators by 36 months</p> <p>Asks questions in a variety of ways. Repeats or re-phrases questions until a response is received.</p>	<p>At 36 months</p> <p>Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations.</p>



HEAD START ALIGNMENT

Vocabulary	IV. Understanding and Communicating
<p>Goal IT-LC 7 Child understands an increasing number of words used in communication with others.</p>	
<p>Birth to 9 Months: Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.</p> <p>8 to 18 Months: Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.</p> <p>16 to 36 Months: Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.</p>	<p>Birth to 8 months: Uses sounds and body movements to communicate Uses a variety of sounds and motions to communicate</p> <p>9 to 18 months: Uses consistent sounds, verbal expressions, and gestures to communicate Uses consistent sounds, gestures, and some words to communicate</p> <p>19 to 36 months: Uses a growing number of words and puts several words together Uses words and some conventions of speech to express thoughts and ideas</p>
<p>Indicators by 36 months</p> <p>Shows understanding of the meaning of common words used in daily activities. Attends to new words used in conversation with others. Understands most positional words, such as on, under, up, or down.</p>	<p>At 36 months</p> <p>Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations</p>
<p>Goal IT-LC 8 Child uses an increasing number of words in communication and conversation with others.</p>	
<p>Birth to 9 Months: May use signs or verbalizations for familiar people or objects.</p> <p>8 to 18 Months: Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.</p> <p>16 to 36 Months: Uses an increasing number of words in communication and conversation with others and adds</p>	<p>Birth to 8 months: Responds to sights and sounds Responds to frequently heard sounds and words</p> <p>9 to 18 months: Shows understanding of gestures and words Shows increased understanding of words and gestures</p>



HEAD START ALIGNMENT

<p>new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language.</p>	<p>19 to 36 months: Pays attention to and tries to participate in conversations Participates in conversations</p>
<p>Indicators by 36 months Shows rapid growth in number of words or signs used in conversation with others. Demonstrates a vocabulary of at least 300 words in home language. Asks questions about the meaning of new words.</p>	<p>At 36 months Participates in conversations</p>
<p>Emergent Literacy</p>	<p>IV. Understanding and Communicating</p>
<p>Goal IT-LC 9 Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.</p>	
<p>Birth to 9 Months: Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs. 8 to 18 Months: Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs. 16 to 36 Months: Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.</p>	<p>Birth to 8 months: Responds to sights and sounds Responds to sights and sounds 9 to 18 months: Shows understanding of gestures and words Shows increased understanding of words and gestures 19 to 36 months: Follows simple directions and suggestions consistently Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p>
<p>Indicators by 36 months Repeats simple familiar rhymes or sings favorite songs. Retells familiar stories using props.</p>	<p>At 36 months Understands questions, some abstract concepts, and simple directions</p>
<p>Goal IT-LC 10 Child handles books and relates them to their stories or information.</p>	
<p>Birth to 9 Months: Explores a book by touching it, patting it, or putting it in mouth.</p>	<p>Birth to 8 months: Responds to sights and sounds Responds to frequently heard sounds and words</p>



HEAD START ALIGNMENT

<p>8 to 18 Months: Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.</p> <p>16 to 36 Months: Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.</p>	<p>9 to 18 months: Shows understanding of gestures and words Shows increased understanding of words and gestures</p> <p>19 to 36 months: Follows simple directions and suggestions consistently Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p>
<p>Goal IT-LC 11 Child recognizes pictures and some symbols, signs, or words.</p>	
<p>Birth to 9 Months: Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.</p> <p>8 to 18 Months: Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.</p> <p>16 to 36 Months: Recognizes and uses some letters or numbers, such as letters in one’s name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.</p>	<p>Birth to 8 months: Responds to sights and sounds Responds to frequently heard sounds and words</p> <p>9 to 18 months: Shows understanding of gestures and words Shows increased understanding of words and gestures</p> <p>19 to 36 months: Follows simple directions and suggestions consistently Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p>
<p>Indicators by 36 months</p> <p>Points to and names some letters or characters in their names. Recognizes familiar signs on a building or street. Attributes meaning to some symbols, such as a familiar logo or design.</p>	<p>At 36 months</p> <p>Understands questions, some abstract concepts, and simple directions</p>
<p>Goal IT-LC 12 Child comprehends meaning from pictures and stories.</p>	
<p>Birth to 9 Months: Looks at picture books and listens to an adult talk about pictures in a book.</p>	<p>Birth to 8 months: Responds to sights and sounds Responds to frequently heard sounds and words</p>



HEAD START ALIGNMENT

<p>8 to 18 Months: Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.</p> <p>16 to 36 Months: Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.</p>	<p>9 to 18 months: Shows understanding of gestures and words Shows increased understanding of words and gestures</p> <p>19 to 36 months: Follows simple directions and suggestions consistently Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p>
<p>Indicators by 36 months</p> <p>Uses pictures as a guide to talk about a story that has been read. Asks or answers questions about what is happening in a book or story. Identifies the feelings of characters in a book or story.</p>	<p>At 36 months</p> <p>Understands questions, some abstract concepts, and simple directions</p>
<p>Goal IT-LC 13 Child makes marks and uses them to represent objects or actions.</p>	<p>The Ounce Scale – Physical Development VI. Movement and Coordination</p>
<p>Birth to 9 Months: Emerging</p> <p>8 to 18 Months: Makes marks on a paper with a large crayon or marker to explore writing materials.</p> <p>16 to 36 Months: Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.</p>	<p>Birth to 8 months: Holds things briefly before they drop from fingers Uses both hands with intention and purpose</p> <p>9 to 18 months: Coordinates eyes with hands while holding and exploring objects Uses hands to engage in a variety of activities and social games</p> <p>19 to 36 months: Uses hands and eyes to accomplish a variety of activities Demonstrates eye-hand coordination while manipulating and exploring objects</p>
<p>Indicators by 36 months</p> <p>Draws pictures using scribbles and talks with others about what they have made. Draws straight lines or curved lines. Makes letter-like marks or scribbles on paper.</p>	<p>At 36 months</p> <p>Uses fingers, hands, and eyes to engage in a variety of activities</p>



HEAD START ALIGNMENT

PRESCHOOL	Work Sampling for Head Start H3 & H4
<p>Language and Communication</p>	<p><i>V. Language Development</i> <i>II. Social and Emotional Development</i></p>
<p>Attending and Understanding</p>	<p>A. Receptive Language A. Social Relationships</p>
<p>Goal P-LC 1. Child attends to communication and language from others.</p>	
<p>36 to 48 Months: Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.</p> <p>48 to 60 Months: Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.</p>	<p>H3 V.A.1 Gains meaning by listening. II.A.2 Interacts with familiar adults.</p> <p>H4 V.A.1 Gains meaning by listening. II.A.2 Interacts easily with familiar adults.</p>
<p>Indicators by 60 months</p> <p>Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others. Shows ongoing connection to a conversation, group discussion, or presentation.</p>	<p>At 60 months:</p> <p>V.A.1 Gains meaning by listening. II.A.2 Interacts easily with familiar adults.</p>
<p>Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</p>	
<p>36 to 48 Months: Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.</p> <p>48 to 60 Months: Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.</p>	<p>H3 V.A.1 Gains meaning by listening. V.A.2 Follows two-step directions.</p> <p>H4 V.A.1 Gains meaning by listening. V.A.2 Follows two- or three-step directions.</p>

HEAD START ALIGNMENT

<p>Indicators by 60 months</p> <p>Shows an ability to recall (in order) multiple step directions. Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?” Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then. Shows an understanding of talk related to the past or future.</p> <p>Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</p>	<p>At 60 months</p> <p>V.A.2 Follows two- or three-step directions.</p> <p>XI. English Language Development (H4)</p> <p><i>A. Receptive English Language Skills</i></p> <p>A.1 Gains meaning by listening.</p> <p>A.2. Follows directions</p>
<p>Communicating and Speaking</p>	<p><i>B. Expressive Language</i></p>
<p>Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.</p>	
<p>36 to 48 Months:</p> <p>Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.</p> <p>48 to 60 Months:</p> <p>Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.</p>	<p>H3</p> <p>V.B.3 Uses expanded vocabulary and language for a variety of purposes.</p> <p>H4</p> <p>V.B.3 Uses expanded vocabulary and language for a variety of purposes.</p>
<p>Indicators by 60 months</p> <p>Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</p> <p>Uses language, spoken or sign, to clarify a word or statement when misunderstood.</p> <p>Children who are DLLs may switch between their languages.</p>	<p>At 60 months</p> <p>V.B.3 Uses expanded vocabulary and language for a variety of purposes.</p> <p>XI. English Language Development (H4)</p> <p><i>B. Expressive English Language Skills</i></p> <p>XI. B. 1. Speaks in social situations</p>
<p>Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p>	
<p>36 to 48 Months:</p> <p>Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for</p>	<p>H3</p> <p>V.B.2 Follows rules for conversation.</p>



HEAD START ALIGNMENT

<p>different situations.</p> <p>48 to 60 Months:</p> <p>Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.</p>	<p>H4</p> <p>V.B.2 Follows rules for conversation.</p>
<p>Indicators by 60 months</p> <p>Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</p> <p>With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</p>	<p>At 60 months</p> <p>V.B.2 Follows rules for conversation.</p>
<p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>	
<p>36 to 48 Months:</p> <p>Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.</p> <p>48 to 60 Months:</p> <p>Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>	<p>H3</p> <p>V.B.1 Speaks clearly enough to be understood by most listeners.</p> <p>B.1 Speaks clearly enough to be understood without contextual clues.</p>
<p>Indicators by 60 months</p> <p>Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</p> <p>Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.</p> <p>Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and</p>	<p>At 60 months</p> <p>V.B.1 Speaks clearly enough to be understood without contextual clues.</p>



HEAD START ALIGNMENT

answer a variety of question types.	
Vocabulary	<i>B. Expressive Language</i>
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	
<p>36 to 48 Months:</p> <p>Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.</p> <p>48 to 60 Months:</p> <p>Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p>	<p>H3</p> <p>V.B.3 Uses expanded vocabulary and language for a variety of purposes.</p> <p>H4</p> <p>V.B.3 Uses expanded vocabulary and language for a variety of purposes.</p>
<p>Indicators by 60 months</p> <p>Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.</p> <p>Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</p> <p>With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes.</p> <p>With support, forms guesses about the meaning of new words from context clues.</p>	<p>At 60 months</p> <p>V.B.3 Uses expanded vocabulary and language for a variety of purposes.</p>
Goal P-LC 7. Child shows understanding of word categories and relationships among words.	
<p>36 to 48 Months:</p> <p>Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.</p> <p>48 to 60 Months:</p> <p>Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.</p>	<p>H3</p> <p>V.B.3 Uses expanded vocabulary and language for a variety of purposes.</p> <p>H4</p> <p>V.B.3 Uses expanded vocabulary and language for a variety of purposes.</p>



HEAD START ALIGNMENT

<p>Indicators by 60 months</p> <p>Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. Discusses new words in relation to known words and word categories, as “It fell to the bottom when it sank”, or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.” Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs. Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy. Shows an ability to distinguish similar words such as “I don’t like it. I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold it’s frosty.”</p>	<p>At 60 months</p> <p>V.B.3 Uses expanded vocabulary and language for a variety of purposes.</p>
<p>Literacy</p>	<p>VI. Literacy Knowledge & Skills</p>
<p>Phonological Awareness</p>	<p>B. Phonological Awareness</p>
<p>Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.</p>	
<p>36 to 48 Months:</p> <p>Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.</p> <p>48 to 60 Months:</p> <p>Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.</p>	<p>H3</p> <p>VI.B.1 Demonstrates beginning phonological awareness.</p> <p>H4</p> <p>VI.B.1 Demonstrates phonological awareness.</p>
<p>Indicators by 60 months</p> <p>Provides one or more words that rhyme with a single given target, such as “What rhymes with log?” Produces the beginning sound in a spoken word, such as “Dog begins with /d/.” Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound.”</p>	<p>At 60 months</p> <p>VI.B.1 Demonstrates phonological awareness.</p> <p>XI. English Language Development (H4)</p> <p>A. Receptive English Language Skills</p> <p>XI.A.3. Develops awareness of the sounds of English.</p>
<p>Print and Alphabet Knowledge</p>	<p>C. Alphabet Knowledge</p> <p>D. Print Concepts & Conventions</p>



HEAD START ALIGNMENT

<p>Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</p>	
<p>36 to 48 Months: Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult, “What does this say?” or “Read this”.</p> <p>48 to 60 Months: Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.</p>	<p>H3 VI.C1.Begins to develop knowledge of letters. VI.D.1 Uses scribbles and unconventional shapes to write.</p> <p>H4 VI.C1.Begins to develop knowledge of letters. VI.D.1 Understands purposes for writing.</p>
<p>Indicators by 60 months</p> <p>Understands that print is organized differently for different purposes, such as a note, list, or storybook. Understands that written words are made up of a group of individual letters. Begins to point to single-syllable words while reading simple, memorized texts. Identifies book parts and features, such as the front, back, title, and author.</p>	<p>At 60 months</p> <p>VI.C1.Begins to develop knowledge of letters. VI.D.1 Understands purposes for writing.</p>
<p>Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.</p>	
<p>36 to 48 Months: Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one’s name, or naming some letters that are encountered often.</p> <p>48 to 60 Months: Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.</p>	<p>H3 VI.C1.Begins to develop knowledge of letters.</p> <p>H4 VI.C1.Begins to develop knowledge of letters.</p>
<p>Indicators by 60 months</p> <p>Names 18 upper- and 15 lower-case letters. Knows the sounds associated with several letters.</p>	<p>At 60 months</p> <p>VI.C1.Begins to develop knowledge of letters.</p>
<p>Comprehension and Text Structure</p>	<p>A. Book Appreciation & Knowledge</p>
<p>Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.</p>	



HEAD START ALIGNMENT

<p>36 to 48 Months: With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.</p> <p>48 to 60 Months: Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.</p>	<p>H3 VI.A.1 Shows appreciation and some understanding for books. VI.A.2 Begins to recount key ideas and details from text.</p> <p>H4 VI.A.1 Shows appreciation and understanding of books and reading. VI.A.2 Recounts some key ideas and details from text.</p>
<p>Indicators by 60 months</p> <p>Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.</p> <p>Tells fictional or personal stories using a sequence of at least 2–3 connected events.</p> <p>Identifies characters and main events in books and stories.</p>	<p>At 60 months</p> <p>VI.A.1 Shows appreciation and understanding of books and reading. VI.A.2 Recounts some key ideas and details from text.</p> <p>XI. English Language Development (H4) <i>C. Engagement in English Literacy Activities</i> XI.C.1 Shows appreciation and understanding of books and reading.</p>
<p>Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.</p>	
<p>36 to 48 Months: Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.</p> <p>48 to 60 Months: With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</p>	<p>H3 VI.A.2 Begins to recount key ideas and details from text.</p> <p>H4 VI.A.2 Recounts some key ideas and details from text.</p>
<p>Indicators by 60 months</p> <p>Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”</p>	<p>At 60 months</p> <p>VI.A.2 Recounts some key ideas and details from text.</p>



HEAD START ALIGNMENT

<p>Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.</p> <p>Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</p>	
<p>Writing</p>	<p><i>E. Early Writing</i></p>
<p>Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.</p>	
<p>36 to 48 Months: Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.</p> <p>48 to 60 Months: Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.</p>	<p>H3 VI.E.1. Uses scribbles and unconventional shapes to write. VI.E.2 Explores the use of various drawing and art tools.</p> <p>H4 VI.E.1. Uses letter-like shapes, symbols, and letters to convey meaning. VI.E.2 Shows beginning control of writing, drawing, and art tools.</p>
<p>Indicators by 60 months</p> <p>Creates a variety of written products that may or may not phonetically relate to intended messages. Shows an interest in copying simple words posted in the classroom. Attempts to independently write some words using invented spelling, such as K for kite. Writes first name correctly or close to correctly. Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</p>	<p>At 60 months</p> <p>VI.E.1. Uses letter-like shapes, symbols, and letters to convey meaning. VI.E.2 Shows beginning control of writing, drawing, and art tools.</p>
<p>INFANTS AND TODDLERS</p>	<p>The Ounce Scale – Birth to 42 Months</p>
<p>Cognition</p>	<p>The Ounce Scale – Cognitive Development</p>
<p>Exploration and Discovery – Developmental Progression</p>	<p>V. Exploration and Problem Solving</p>
<p>Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.</p>	
<p>Birth to 9 Months:</p>	<p>Birth to 8 months:</p>



HEAD START ALIGNMENT

<p>Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.</p> <p>8 to 18 Months:</p> <p>Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.</p> <p>16 to 36 Months:</p> <p>Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.</p>	<p>Pays attention to what is happening in the environment</p> <p>Attends to what is happening in the environment</p> <p>9 to 18 months:</p> <p>Shows understanding of things in the environment during exploration</p> <p>Gains new understanding while exploring the environment</p> <p>19 to 36 months:</p> <p>Explores the environment and learns how things work</p> <p>Explores new ways to do things and shows beginning understanding of concepts such as color, size, matching, and weight</p>
<p>Indicators by 36 months</p> <p>Learns about characteristics of people and properties and uses of objects through the senses and active exploration. Experiments with everyday objects or materials to answer “What?”, “Why?” or “How?” questions.</p>	<p>At 36 months</p> <ul style="list-style-type: none"> • Explores and understands in more detailed and abstract ways
<p>Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.</p>	
<p>Birth to 9 Months:</p> <p>Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.</p> <p>8 to 18 Months:</p> <p>Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.</p> <p>16 to 36 Months:</p> <p>Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.</p>	<p>Birth to 8 months:</p> <p>Makes things happen, quite often unintentionally</p> <p>Makes things happen</p> <p>9 to 18 months:</p> <p>Makes expected things happen</p> <p>Uses toys and other objects with a purpose</p> <p>19 to 36 months:</p> <p>Expects specific results when playing with toys and other objects</p> <p>Uses reasoning skills and imagination when planning ways to make things happen</p>



HEAD START ALIGNMENT

<p>Indicators by 36 months</p> <p>Makes simple predictions about what will happen next, such as in a story or in everyday routines. Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.</p>	<p>At 36 months</p> <p>Plans before taking action</p>
<p>Memory</p>	<p>V. Exploration and Problem Solving</p>
<p>Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.</p>	
<p>Birth to 9 Months: Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.</p> <p>8 to 18 Months: Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.</p> <p>16 to 36 Months: Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.</p>	<p>Birth to 8 months: Pays attention to what is happening in the environment Displays short-term memory</p> <p>9 to 18 months: Demonstrates memory Shows increased memory skills</p> <p>19 to 36 months: Shows increasing memory for details and routines Begins to understand consequences when re-creating familiar events and following routines</p>
<p>Goal IT-C 4. Child recognizes the stability of people and objects in the environment.</p>	
<p>Birth to 9 Months: Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.</p> <p>8 to 18 Months: Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.</p>	<p>Birth to 8 months: Pays attention to what is happening in the environment Attends to what is happening in the environment</p> <p>9 to 18 months: Shows understanding of things in the environment during exploration Gains new understanding while exploring the environment</p>



HEAD START ALIGNMENT

<p>16 to 36 Months: Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.</p>	<p>19 to 36 months: Explores the environment and learns how things work Explores new ways to do things and shows beginning understanding of concepts such as color, size, matching, and weight</p>
<p>Indicators by 36 months Notices who is missing from a familiar group, such as family at dinner or children in a playgroup. Looks in several different places for a toy that was played with a few days before.</p>	<p>At 36 months Explores and understands in more detailed and abstract ways</p>
<p>Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.</p>	
<p>Birth to 9 Months: Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed. 8 to 18 Months: Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat. 16 to 36 Months: Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.</p>	<p>Birth to 8 months: Pays attention to what is happening in the environment Displays short-term memory 9 to 18 months: Demonstrates memory Shows increased memory skills 19 to 36 months: Shows increasing memory for details and routines Begins to understand consequences when re-creating familiar events and following routines</p>
<p>Indicators by 36 months Recalls a similar family event when hearing a story read. Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside. Repeats simple rules about expected behavior, such as, "We wash out hands before we eat."</p>	<p>At 36 months Shows ability to figure things out.</p>
<p>Reasoning and Problem-Solving</p>	<p>V. Exploration and Problem Solving</p>
<p>Goal IT-C 6. Child learns a variety of strategies in solving problems.</p>	
<p>Birth to 9 Months:</p>	<p>Birth to 8 months:</p>



HEAD START ALIGNMENT

<p>Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.</p> <p>8 to 18 Months: Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.</p> <p>16 to 36 Months: Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.</p>	<p>Makes things happen, quite often unintentionally</p> <p>Makes things happen</p> <p>9 to 18 months: Makes expected things happen</p> <p>Uses toys and other objects with a purpose</p> <p>19 to 36 months: Expects specific results when playing with toys and other objects</p> <p>Uses reasoning skills and imagination when planning ways to make things happen</p>
<p>Indicators by 36 months</p> <p>Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help. Tries to solve the same problem in several different ways at different times.</p>	<p>At 36 months</p> <p>Plans before taking action</p>
<p>Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.</p>	
<p>Birth to 9 Months: Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.</p> <p>8 to 18 Months: Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.</p> <p>16 to 36 Months: Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.</p>	<p>Birth to 8 months: Makes things happen, quite often unintentionally</p> <p>Makes things happen</p> <p>9 to 18 months: Makes expected things happen</p> <p>Uses toys and other objects with a purpose</p> <p>19 to 36 months: Expects specific results when playing with toys and other objects</p> <p>Uses reasoning skills and imagination when planning ways to make things happen</p>
<p>Indicators by 36 months</p> <p>Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper. Plans ways to solve problems based on knowledge and experience, such as getting</p>	<p>At 36 months</p> <p>Plans before taking action</p>



HEAD START ALIGNMENT

<p>a stool to reach a book that is on a shelf after trying to reach it on tiptoes.</p>	
<p>Emergent Mathematical Thinking</p>	<p>IV. Understanding and Communicating</p>
<p>Goal IT-C 8. Child develops sense of number and quantity.</p>	
<p>Birth to 9 Months: Attends to quantity in play with objects, such as reaching or looking for more than one object.</p> <p>8 to 18 Months: Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty.</p> <p>16 to 36 Months: Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.</p>	<p>Birth to 8 months: Uses sounds and body movements to communicate Uses a variety of sounds and motions to communicate</p> <p>9 to 18 months: Uses consistent sounds, verbal expressions, and gestures to communicate Uses consistent sounds, gestures, and some words to communicate</p> <p>19 to 36 months: Uses a growing number of words and puts several words together Uses words and some conventions of speech to express thoughts and ideas</p>
<p>Indicators by 36 months</p> <p>Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order. Identifies “more” or “less” with a small number of items without needing to count them. Uses fingers to show how old they are.</p>	<p>At 36 months</p> <ul style="list-style-type: none"> • Uses words and some conventions of speech to express thoughts, ideas, and commenting on observations
<p>Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.</p>	<p>V. Exploration and Problem Solving</p>
<p>Birth to 9 Months: Explores or examines objects and watches objects when they move.</p> <p>8 to 18 Months: Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.</p>	<p>Birth to 8 months: Makes things happen, quite often unintentionally Makes things happen</p> <p>9 to 18 months: Makes expected things happen</p>



HEAD START ALIGNMENT

<p>16 to 36 Months: Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.</p>	<p>Uses toys and other objects with a purpose 19 to 36 months: Expects specific results when playing with toys and other objects Uses reasoning skills and imagination when planning ways to make things happen</p>
<p>Indicators by 36 months Does puzzles with interlocking pieces, different colors and shapes. Understands some effects of size or weight when picking up or moving objects.</p>	<p>At 36 months Shows ability to figure things out</p>
<p>Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.</p>	
<p>Birth to 9 Months: Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy. 8 to 18 Months: Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll. 16 to 36 Months: Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.</p>	<p>Birth to 8 months: Makes things happen, quite often unintentionally Makes things happen 9 to 18 months: Makes expected things happen Uses toys and other objects with a purpose 19 to 36 months: Expects specific results when playing with toys and other objects Uses reasoning skills and imagination when planning ways to make things happen</p>
<p>Indicators by 36 months Sorts toys or other objects by color, shape or size. Orders some objects by size. Identifies characteristics of people, such as, "Mom has black hair like me".</p>	<p>At 36 months Shows ability to figure things out</p>
<p>Imitation and Symbolic Representation and Play</p>	<p>IV. Understanding and Communicating</p>
<p>Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.</p>	



HEAD START ALIGNMENT

<p>Birth to 9 Months: Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.</p> <p>8 to 18 Months: Imitates what other people did earlier, such as wiping up a spill or closing a door.</p> <p>16 to 36 Months: Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.</p>	<p>Birth to 8 months: Responds to sights and sounds Responds to sights and sounds</p> <p>9 to 18 months: Shows understanding of gestures and words Shows increased understanding of words and gestures</p> <p>19 to 36 months: Follows simple directions and suggestions consistently Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p>
<p>Indicators by 36 months</p> <p>Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table. Imitates someone else’s conversation, such as in pretend play or on a toy phone.</p>	<p>At 36 months</p> <p>Understands questions, some abstract concepts, and simple directions</p>
<p>Goal IT-C 12. Child uses objects or symbols to represent something else.</p>	
<p>Birth to 9 Months: Emerging</p> <p>8 to 18 Months: Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.</p> <p>16 to 36 Months: Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.</p>	<p>Birth to 8 months: Responds to sights and sounds Responds to sights and sounds</p> <p>9 to 18 months: Shows understanding of gestures and words Shows increased understanding of words and gestures</p> <p>19 to 36 months: Follows simple directions and suggestions consistently Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p>
<p>Indicators by 36 months</p> <p>Uses familiar objects to represent something else. Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough. Understands that</p>	<p>At 36 months</p> <p>Understands questions, some abstract concepts, and simple directions</p>



HEAD START ALIGNMENT

some symbols have meaning, such as a sign or a drawing.	
Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	
<p>Birth to 9 Months: Emerging</p> <p>8 to 18 Months: Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.</p> <p>16 to 36 Months: Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.</p>	<p>Birth to 8 months: Responds to sights and sounds Responds to sights and sounds</p> <p>9 to 18 months: Shows understanding of gestures and words Shows increased understanding of words and gestures</p> <p>19 to 36 months: Follows simple directions and suggestions consistently Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories</p>
<p>Indicators by 36 months</p> <p>Seeks to involve others in pretend or make-believe play. Looks for props to use when telling or making up a story. Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.</p>	<p>At 36 months</p> <p>Understands questions, some abstract concepts, and simple directions</p>
PRESCHOOL	Work Sampling for Head Start H3 & H4
Mathematics Development	VII. Mathematics Knowledge & Skills
Counting and Cardinality	
Goal P-MATH 1. Child knows number names and count sequence.	A. Number Concepts & Quantities
<p>36 to 48 Months: Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one”, “two”, “three” versus “onetwothree”.</p> <p>48 to 60 Months: Says or signs more number words in sequence.</p>	<p>H3 VII.A.1 Shows interest in counting. H4 VII.A.1 Counts with understanding.</p>



HEAD START ALIGNMENT

<p>Indicators by 60 months Counts verbally or signs to at least 20 by ones.</p>	<p>At 60 months: VII.A.1 Counts with understanding.</p>
<p>Goal P-MATH 2. Child recognizes the number of objects in a small set.</p>	
<p>36 to 48 Months: Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).</p> <p>48 to 60 Months: Quickly recognizes the number of objects in a small set (referred to as “subitizing”)</p>	<p>H3 VII.A.2. Shows interest in quantity. H4 VII.A.2. Shows beginning understanding of number and quantity.</p>
<p>Indicators by 60 months Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.</p>	<p>At 60 months VII.A.2. Shows beginning understanding of number and quantity.</p>
<p>Goal P-MATH 3. Child understands the relationship between numbers and quantities.</p>	<p><i>B. Number Relationships and Operations</i></p>
<p>36 to 48 Months: Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).</p> <p>48 to 60 Months: Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (referred to as “cardinality”).</p>	<p>H3 VII.B.1 Begins to reason quantitatively. H4 VII.B.1 Reasons quantitatively and begins to use some tools.</p>
<p>Indicators by 60 months When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. Counts and answers “How many?” questions for approximately 10 objects. Accurately counts as many as 5 objects in a scattered configuration. Understands that each successive number name refers to a quantity that is one larger. Understands that the last number said represents the number of objects in a set.</p>	<p>At 60 months VII.B.1 Reasons quantitatively and begins to use some tools.</p>
<p>Goal P-MATH 4. Child compares numbers.</p>	



HEAD START ALIGNMENT

<p>36 to 48 Months: Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.</p> <p>48 to 60 Months: Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.</p>	<p>H3 VII.B.4 Shows understanding of some comparative words.</p> <p>H4 VII.B.3 Uses words and representations to describe mathematical ideas.</p>
<p>Indicators by 60 months</p> <p>Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. Identifies and uses numbers related to order or position from first to tenth.</p>	<p>At 60 months</p> <p>VII.B.3 Uses words and representations to describe mathematical ideas.</p>
<p>Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.</p>	
<p>36 to 48 Months: Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.</p> <p>48 to 60 Months: Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.</p>	<p>H3 VII.B.1 Begins to reason quantitatively.</p> <p>H4 VII.B.1 Reasons quantitatively and begins to use some tools.</p>
<p>Indicators by 60 months</p> <p>Associates a number of objects with a written numeral 0–5. Recognizes and, with support, writes some numerals up to 10.</p>	<p>At 60 months</p> <p>VII.B.1 Reasons quantitatively and begins to use some tools.</p>
<p>Operations and Algebraic Thinking</p>	
<p>Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.</p>	<p><i>B. Number Relationships and Operations</i></p>



HEAD START ALIGNMENT

<p>36 to 48 Months: Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, “You have 3 grapes and get 1 more. How many in all? Child counts out 3 the counts out 1 more then counts all 4: “1, 2, 3, 4. I have 4!”</p> <p>48 to 60 Months: Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.</p>	<p>H3 VII.B.2 Begins to understand addition and subtraction.</p> <p>H4 VII.B.2 Understands and begins to apply addition and subtraction to problems.</p>
<p>Indicators by 60 months</p> <p>Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.</p> <p>Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.</p> <p>With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “One, two, three...” and then counts on “Four, five!” (keeping track with fingers). When counting back for subtraction, such as taking away 3 from 5, counts “Five, four, three, two!” (keeping track with fingers)</p>	<p>At 60 months</p> <p>VII.B.2 Understands and begins to apply addition and subtraction to problems.</p>
<p>Goal P-MATH 7. Child understands simple patterns.</p>	<p><i>D. Patterns</i></p>
<p>36 to 48 Months: Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.</p> <p>48 to 60 Months: Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.</p>	<p>H3 VII.D.1 Shows understanding of some comparative words.</p> <p>H4 VII.D.1 Begins to recognize patterns and makes simple generalizations.</p> <p>VII.D.2 Orders, compare, and describes objects according to a single attribute.</p>
<p>Indicators by 60 months</p> <p>Fills in missing elements of simple patterns.</p> <p>Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</p>	<p>At 60 months</p> <p>VII.D.1 Begins to recognize patterns and makes simple generalizations.</p> <p>VII.D.2 Orders, compare, and describes objects according to a single attribute.</p>



HEAD START ALIGNMENT

Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	
Measurement	
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	E. Measurement & Comparison
36 to 48 Months: With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child. 48 to 60 Months: With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	H3 VII.E.1 Participates in measuring activities. H4 VII.E.1 Participates in measuring activities.
Indicators by 60 months Measures using the same unit, such as putting together snap cubes to see how tall a book is. Compares or orders up to 5 objects based on their measurable attributes, such as height or weight. Uses comparative language, such as shortest, heavier, or biggest.	At 60 months VII.E.1 Participates in measuring activities.
Geometry and Spatial Sense	
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	C. Geometry and Spatial Sense
36 to 48 Months: Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations. 48 to 60 Months: Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	H3 VII.C.2 Identifies several shapes. VII.C.3 Begins to explore composing and decomposing shapes. H4 VII.C.2 Begins to understand and describe the attributes of shapes. VII.C.3 Composes and decomposes shapes.
Goal P-MATH 10. Child explores the positions of objects in space.	
36 to 48 Months: Begins to understand spatial vocabulary. With adult support, follows directions involving their	H3 VII.C.1. Shows understanding of several positional words.



HEAD START ALIGNMENT

<p>own position in space, such as “Stand up and stretch your arms to the sky.”</p> <p>48 to 60 Months:</p> <p>Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”</p>	<p>H4</p> <p>VII.C.1.Shows understanding of and uses several positional words.</p>
<p>Indicators by 60 months</p> <p>Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind. Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”</p>	<p>At 60 months</p> <p>VII.C.1.Shows understanding of and uses several positional words.</p>
<p>Scientific Reasoning</p>	<p>Science Knowledge & Skills</p>
<p>Scientific Inquiry</p>	
<p>Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p>	<p><i>A. Scientific Skills & Method</i></p>
<p>36 to 48 Months:</p> <p>Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.</p> <p>48 to 60 Months:</p> <p>Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.</p>	<p>H3</p> <p>VIII.A.2 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.</p> <p>H4</p> <p>VIII.A.2 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.</p>
<p>Indicators by 60 months</p> <p>Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations. Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope. Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky. Represents observable phenomena with pictures, diagrams, and 3-D models.</p>	<p>At 60 months</p> <p>VIII.A.2 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.</p>
<p>Goal P-SCI 2. Child engages in scientific talk.</p>	
<p>36 to 48 Months:</p> <p>Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes</p>	<p>H3</p> <p>VIII.A.2 Communicates experiences, observations, and ideas</p>



HEAD START ALIGNMENT

<p>repeats new words offered by adults.</p> <p>48 to 60 Months:</p> <p>Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.</p>	<p>with others through conversations, representations, and/or behavior.</p> <p>H4</p> <p>VIII.A.2 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.</p>
<p>Indicators by 60 months</p> <p>Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure. Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</p>	<p>At 60 months</p> <p>Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.</p>
<p>Goal P-SCI 3. Child compares and categorizes observable phenomena.</p>	
<p>36 to 48 Months:</p> <p>Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.</p> <p>48 to 60 Months:</p> <p>With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.</p>	<p>H3</p> <p>VIII.A.1. Uses senses and simple tools to explore.</p> <p>H4</p> <p>VIII.A.1. Uses senses and simple tools to explore solutions to problems.</p>
<p>Indicators by 60 months</p> <p>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound. Uses measurement tools, such as a ruler, balance scale, eye-dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.</p>	<p>At 60 months</p> <p>VIII.A.1. Uses senses and simple tools to explore solutions to problems.</p>
<p>Reasoning and Problem-Solving</p>	<p>IV. Logic & Reasoning</p>
<p>Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.</p>	<p><i>A. Reasoning & Problem Solving</i></p>
<p>36 to 48 Months:</p> <p>Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball</p>	<p>H3</p> <p>IV.A.1. Shows interest in solving problems.</p>



HEAD START ALIGNMENT

<p>will be heavier than the ping pong ball.”</p> <p>48 to 60 Months:</p> <p>Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.</p>	<p>H4</p> <p>IV.A.1. Begins to make sense of problems and uses simple strategies to solve them.</p>
<p>Indicators by 60 months</p> <p>Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”. Gathers information about a question by looking at books or discussing prior knowledge and observations. Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think plants need water to grow.” or “I think adding yellow paint to purple will make brown.”</p>	<p>At 60 months</p> <p>IV.A.1. Begins to make sense of problems and uses simple strategies to solve them.</p>
<p>Goal P-SCI 5. Child plans and conducts investigations and experiments.</p>	<p><i>B. Conceptual Knowledge of the Natural & Physical World</i></p>
<p>36 to 48 Months:</p> <p>With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.</p> <p>48 to 60 Months:</p> <p>With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snack.</p>	<p>H3</p> <p>VIII.B.1 Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.</p> <p>H4</p> <p>VIII.B.1 Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.</p>
<p>Indicators by 60 months</p> <p>Articulates steps to be taken and lists materials needed for an investigation or experiment. Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others. Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.</p>	<p>At 60 months</p> <p>Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds</p>
<p>Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>	
<p>36 to 48 Months:</p> <p>With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be</p>	<p>H3</p> <p>VIII.A.2 Communicates experiences, observations, and ideas with others through conversations, representations, and/or</p>



HEAD START ALIGNMENT

<p>supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”</p> <p>48 to 60 Months:</p> <p>With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.</p>	<p>behavior.</p> <p>H4</p> <p>VIII.A.2 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.</p>
<p>Indicators by 60 months</p> <p>Analyzes and interprets data and summarizes results of investigation. Draws conclusions, constructs explanations, and verbalizes cause and effect relationships. With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results. Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</p>	<p>At 60 months</p> <p>Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.</p>
<p>INFANTS AND TODDLERS</p>	<p>The Ounce Scale – Birth to 42 Months</p>
<p>Perceptual, Motor, and Physical Development</p>	<p>The Ounce Scale – Cognitive Development Physical Development</p>
<p><i>Perception – Developmental Progression</i></p>	<p><i>V. Exploration and Problem Solving</i></p>
<p>Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.</p>	
<p>Birth to 9 Months:</p> <p>Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.</p> <p>8 to 18 Months:</p> <p>Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.</p> <p>16 to 36 Months:</p>	<p>Birth to 8 months:</p> <p>Pays attention to what is happening in the environment Attends to what is happening in the environment</p> <p>9 to 18 months:</p> <p>Shows understanding of things in the environment during exploration Gains new understanding while exploring the environment</p> <p>19 to 36 months:</p>



HEAD START ALIGNMENT

<p>Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.</p>	<p>Explores the environment and learns how things work Explores new ways to do things and shows beginning understanding of concepts such as color, size, matching, and weight</p>
<p>Indicators by 36 months</p> <p>Combines information gained through the senses to understand objects, experiences, and interactions. Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something. Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.</p>	<p>At 36 months</p> <p>Explores and understands in more detailed and abstract ways</p>
<p>Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.</p>	<p>Physical Development VI. Movement and Coordination</p>
<p>Birth to 9 Months: Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.</p> <p>8 to 18 Months: Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.</p> <p>16 to 36 Months: Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.</p>	<p>Birth to 8 months: Reaches towards things that capture their attention Changes body positions</p> <p>9 to 18 months: Changes position and begins to move from place to place Moves from place to place</p> <p>19 to 36 months: Shows increasing coordination and balance, and combines actions to participate in play activities Shows coordination skills while moving around and engaging in play activities</p>
<p>Indicators by 36 months</p> <p>Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.</p> <p>Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.</p>	<p>At 36 months</p> <p>Demonstrates increased body control and combines several movements when participating in play activities</p>



HEAD START ALIGNMENT

Gross Motor	
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	VI. Movement and Coordination
<p>Birth to 9 Months: Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.</p> <p>8 to 18 Months: Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.</p> <p>16 to 36 Months: Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.</p>	<p>Birth to 8 months: Gaining control of head and body Changes body positions</p> <p>9 to 18 months: Changes position and begins to move from place to place Moves from place to place</p> <p>19 to 36 months: Shows increasing coordination and balance, and combines actions to participate in play activities Shows coordination skills while moving around and engaging in play activities</p>
Indicators by 36 months Coordinates movements and actions for a purpose. Walks and runs, adjusting speed or direction depending on the situation.	At 36 months Demonstrates increased body control and combines several movements when participating in play activities
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	
<p>Birth to 9 Months: Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.</p> <p>8 to 18 Months: Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.</p> <p>16 to 36 Months: Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.</p>	<p>Birth to 8 months: Gaining control of head and body Changes body positions</p> <p>9 to 18 months: Changes position and begins to move from place to place Move from place to place</p> <p>19 to 36 months: Shows increasing coordination and balance, and combines</p>



HEAD START ALIGNMENT

	actions to participate in play activities Shows coordination skills while moving around and engaging in play activities
<p>Indicators by 36 months</p> <p>Notices who is missing from a familiar group, such as family at dinner or children in a playgroup.</p> <p>Looks in several different places for a toy that was played with a few days before.</p>	<p>At 36 months</p> <p>Demonstrates increased body control and combines several movements when participating in play activities</p>
<p>Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment. DEVELOPMENTAL</p>	<p>V. Exploration and Problem Solving</p>
<p>Birth to 9 Months:</p> <p>Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.</p> <p>8 to 18 Months:</p> <p>Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.</p> <p>16 to 36 Months:</p> <p>Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.</p>	<p>Birth to 8 months:</p> <p>Pays attention to what is happening in the environment</p> <p>Attends to what is happening in the environment</p> <p>9 to 18 months:</p> <p>Shows understanding of things in the environment during exploration</p> <p>Gains new understanding while exploring the environment</p> <p>19 to 36 months:</p> <p>Explores the environment and learns how things work</p> <p>Explores new ways to do things and shows beginning understanding of concepts such as color, size, matching, and weight</p>
<p>Indicators by 36 months</p> <p>Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book. Adjusts position of body to fit through or into small spaces.</p>	<p>At 36 months</p> <p>Explores and understands in more detailed and abstract ways</p>
<p>Fine Motor</p>	
<p>Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.</p>	<p>VI. Movement and Coordination</p>



HEAD START ALIGNMENT

<p>Birth to 9 Months: Coordinates hands and eyes when reaching for and holding stable or moving objects.</p> <p>8 to 18 Months: Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.</p> <p>16 to 36 Months: Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.</p>	<p>Birth to 8 months: Holds things briefly before they drop from fingers</p> <p>Uses both hands with intention and purpose</p> <p>9 to 18 months: Coordinates eyes with hands while holding and exploring objects</p> <p>Uses hands to engage in a variety of activities and social games</p> <p>19 to 36 months: Uses hands and eyes to accomplish a variety of activities</p> <p>Demonstrates eye-hand coordination while manipulating and exploring objects</p>
<p>Indicators by 36 months</p> <p>Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes. Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.</p>	<p>At 36 months</p> <p>Uses fingers, hands, and eyes to engage in a variety of activities</p>
<p>Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.</p>	
<p>Birth to 9 Months: Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.</p> <p>8 to 18 Months: Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.</p> <p>16 to 36 Months: Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.</p>	<p>Birth to 8 months: Holds things briefly before they drop from fingers</p> <p>Uses both hands with intention and purpose</p> <p>9 to 18 months: Coordinates eyes with hands while holding and exploring objects</p> <p>Uses hands to engage in a variety of activities and social games</p> <p>19 to 36 months: Uses hands and eyes to accomplish a variety of activities</p> <p>Demonstrates eye-hand coordination while manipulating and exploring objects</p>



HEAD START ALIGNMENT

<p>Indicators by 36 months</p> <p>Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self. Coordinates use of both hands to put things together, such as connecting blocks or linking toys.</p>	<p>At 36 months</p> <p>Uses fingers, hands, and eyes to engage in a variety of activities</p>
<p>Goal IT-PMP 8. Child adjusts reach and grasp to use tools.</p>	
<p>Birth to 9 Months:</p> <p>Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.</p> <p>8 to 18 Months:</p> <p>Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.</p> <p>16 to 36 Months:</p> <p>Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.</p>	<p>Birth to 8 months:</p> <p>Holds things briefly before they drop from fingers</p> <p>Uses both hands with intention and purpose</p> <p>9 to 18 months:</p> <p>Coordinates eyes with hands while holding and exploring objects</p> <p>Uses hands to engage in a variety of activities and social games</p> <p>19 to 36 months:</p> <p>Uses hands and eyes to accomplish a variety of activities</p> <p>Demonstrates eye-hand coordination while manipulating and exploring objects</p>
<p>Indicators by 36 months</p> <p>Adjusts grasp with ease to new tools and materials. Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads. Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.</p>	<p>At 36 months</p> <p>Uses fingers, hands, and eyes to engage in a variety of activities</p>
<p>Health, Safety, and Nutrition</p>	<p>VI. Movement and Coordination</p>
<p>Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.</p>	
<p>Birth to 9 Months:</p> <p>Emerging</p> <p>8 to 18 Months:</p>	<p>Birth to 8 months:</p> <p>Holds things briefly before they drop from fingers</p> <p>Uses both hands with intention and purpose</p>



HEAD START ALIGNMENT

<p>Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.</p> <p>16 to 36 Months: Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.</p>	<p>9 to 18 months: Coordinates eyes with hands while holding and exploring objects Begins to participate in self-help activities</p> <p>19 to 36 months: Participates in self-help activities Participates in self-help activities</p>
<p>Indicators by 36 months</p> <p>Shows increasing independence in self-care routines with guidance from adults. Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.</p>	<p>At 36 months</p> <p>Accomplishes many self-help activities</p>
<p>Goal IT-PMP 10. Child uses safe behaviors with support from adults.</p>	
<p>Birth to 9 Months: Emerging</p> <p>8 to 18 Months: Emerging</p> <p>16 to 36 Months: Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.</p>	<p>Birth to 8 months: Holds things briefly before they drop from fingers Uses both hands with intention and purpose</p> <p>9 to 18 months: Coordinates eyes with hands while holding and exploring objects Begins to participate in self-help activities</p> <p>19 to 36 months: Participates in self-help activities Participates in self-help activities</p>
<p>Indicators by 36 months</p> <p>Cooperates with adults when in unsafe situations, such as taking an adult’s hand to cross a street or being cautious around an unfamiliar dog. Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.</p>	<p>At 36 months</p> <p>Accomplishes many self-help activities</p>
<p>Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.</p>	



HEAD START ALIGNMENT

<p>Birth to 9 Months: Emerging</p> <p>8 to 18 Months: Shows interest in new foods that are offered.</p> <p>16 to 36 Months: Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.</p>	<p>Birth to 8 months: Holds things briefly before they drop from fingers Uses both hands with intention and purpose</p> <p>9 to 18 months: Coordinates eyes with hands while holding and exploring objects Begins to participate in self-help activities</p> <p>19 to 36 months: Participates in self-help activities Participates in self-help activities</p>
<p>Indicators by 36 months</p> <p>Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious. Sometimes makes nutritious choices with support from an adult. Communicates to adults when hungry, thirsty, or has had enough to eat.</p>	<p>At 36 months</p> <p>Accomplishes many self-help activities</p>
<p>PRESCHOOL</p>	<p>Work Sampling for Head Start H3 & H4</p>
<p>Perceptual, Motor, and Physical Development</p>	<p>I. Physical Development & Health</p>
<p>Gross Motor</p> <p>Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.</p>	<p>B. Gross Motor Skills</p>
<p>36 to 48 Months: Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p> <p>48 to 60 Months: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities</p>	<p>H3 I.B.1 Moves with some balance and control.</p> <p>H4 I.B.1 Moves with increased balance and control.</p>



HEAD START ALIGNMENT

<p>of increasing levels of intensity for sustained periods of time.</p>	
<p>Indicators by 60 months</p> <p>Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg. Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music. Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</p>	<p>At 60 months:</p> <p>I.B.1 Moves with increased balance and control.</p>
<p>Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.</p>	
<p>36 to 48 Months:</p> <p>Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.</p> <p>48 to 60 Months:</p> <p>Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.</p>	<p>H3</p> <p>I.B.2 Coordinates basic movement patterns to perform simple tasks.</p> <p>H4</p> <p>I.B.2 Coordinates combined movement patterns to perform simple tasks.</p>
<p>Indicators by 60 months</p> <p>Demonstrates awareness of own body and other people’s space during interactions. Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball. When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children. Changes directions when moving with little difficulty.</p>	<p>At 60 months:</p> <p>I.B.2 Coordinates combined movement patterns to perform simple tasks.</p>
<p><i>Fine Motor</i></p>	
<p>Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.</p>	<p><i>C. Fine Motor Skills</i></p>
<p>36 to 48 Months:</p> <p>Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.</p>	<p>H3</p> <p>I.C.1 Begins to use strength and control to perform simple tasks.</p> <p>I.C.2 Uses eye-hand coordination to perform simple tasks.</p> <p>I.C.3 Explores the use of various drawing and art tools.</p>



HEAD START ALIGNMENT

<p>48 to 60 Months: Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.</p>	<p>H4 I.C.1 Use emerging strength and control to perform simple tasks. I.C.2 Uses eye-hand coordination to perform tasks. I.C.3 Shows beginning control of writing, drawing, and art tools.</p>
<p>Indicators by 60 months Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.</p>	<p>At 60 months: I.C.1 Use emerging strength and control to perform simple tasks. I.C.2 Uses eye-hand coordination to perform tasks. I.C.3 Shows beginning control of writing, drawing, and art tools.</p>
<p>Health, Safety, and Nutrition</p>	
<p>Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.</p>	<p><i>A. Health Knowledge, and Practice</i></p>
<p>36 to 48 Months: Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision. 48 to 60 Months: Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.</p>	<p>H3 I.A.1 Begins to perform self-care tasks. H4 I.A.1 Performs some self-care tasks independently.</p>
<p>Indicators by 60 months Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose. Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.</p>	<p>At 60 months I.A.1 Performs some self-care tasks independently.</p>
<p>Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.</p>	
<p>36 to 48 Months:</p>	<p>H3</p>



HEAD START ALIGNMENT

<p>Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.</p> <p>48 to 60 Months: Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.</p>	<p>I.A.1 Begins to perform self-care tasks.</p> <p>H4</p> <p>I.A.1 Performs some self-care tasks independently.</p>
<p>Indicators by 60 months</p> <p>Identifies a variety of healthy and unhealthy foods. Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. Moderates food consumption based on awareness of own hunger and fullness.</p>	<p>At 60 months</p> <p>I.A.1 Performs some self-care tasks independently.</p>
<p>Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.</p>	
<p>36 to 48 Months: Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.</p> <p>48 to 60 Months: Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.</p>	<p>H3</p> <p>I.A.2 Follows basic safety rules with reminders.</p> <p>H4</p> <p>I.A.2 Follows basic safety rules with reminders.</p>
<p>Indicators by 60 months</p> <p>Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings. Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</p>	<p>At 60 months</p> <p>I.A.2 Follows basic safety rules with reminders.</p>

800.627.7271 |  PsychCorp | PearsonClinical.com

Copyright © 2015 Pearson Education, Inc. or its affiliate(s). All rights reserved. The Work Sampling System, Always Learning, Pearson, design for Psi, and PsychCorp are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s). 5101390 10/15