



Chautauqua Opportunities, Inc.

Early Learning Outcomes

Alignment Framework

School Readiness Goals

Head Start/Early Head Start

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
Birth to Five			Emotional & Behavioral Self-Regulation:			
A1	Goal P-ATL 1. Child manages emotions with increasing independence.	SE- Objective 1(a): Regulates own emotions and behaviors-manages feelings	Child expresses feelings, needs, opinions and desires in a way that is appropriate to the situation. Child appropriately names types of emotions (e.g. frustrated, happy, excited, and sad) and associates them with different facial expressions, words and behaviors. Child demonstrates an ability to independently modify their behavior in different situations.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanded expressive vocabulary</p> <p>Describes and tells the use of many familiar items.</p> <p>Regulates own emotions and behaviors</p> <p>Manages feelings</p> <p>Comforts self by seeking out special object or person</p>	Children will demonstrate an increase in their ability to recognize and regulate emotions, impulses and behavior.	Child growth and development 1.2 Encourages children’s social and emotional development
A2	Goal P-ATL 2. Child follows classroom rules and routines and increasing independence.	SE- Objective 1(b): Regulates own emotions and behaviors-Follows limits and expectations.	Child displays an understanding of the purpose of rules. Child engages easily in routine activities (story time, snack time, circle time). Child uses material purposefully, safely and respectfully as set by group rules. Child applies rules in new, but similar, situations. Child demonstrates the ability to create new rules for different situations.	<p>Regulates own emotions and behaviors</p> <p>Follows limits and expectations</p> <p>Applies rules in new but similar situations</p>	Children will demonstrate an increase in their ability to recognize and regulate emotions, impulses and behavior.	Child growth and development 1.2 Encourages children’s social and emotional development
A3	Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	SE- Objective 1(b): Regulates own emotions and behaviors-Follows limits and expectations.	Child displays an understanding of the purpose of rules. Child engages easily in routine activities (ex: story time, snack time, circle time). Child uses material purposefully, safely and respectfully as set by group rules. Child applies rules in new, but similar, situations. Child demonstrates the ability to create new rules for different situations.	<p>Participates cooperatively and constructively in group situations</p> <p>Solves social problems</p> <p>Seeks adult help to resolve social problems</p>	Children will demonstrate an increase in their ability to recognize and regulate emotions, impulses and behavior.	Child growth and development 1.3 Helps children achieve self-regulation and acquire coping skills
A4	Goal P-ATL 4. Child manages actions, words and behavior with increasing independence.	SE- Objective 1(a): Regulates own emotions and behaviors-manages feelings	Child expresses feelings, needs, opinions and desires in a way that is appropriate to the situation. Child appropriately names types of emotions (e.g. frustrated, happy, excited, and sad) and associates them with different facial expressions, words and behaviors. Child demonstrates an ability to independently modify their behavior in different situations.	<p>Shows basic understanding of people and how they live</p> <p>Participates cooperatively and constructively in group situations</p> <p>Solves social problems</p> <p>Seeks adult help to resolve social problem</p>	Children will demonstrate an increase in their ability to recognize and regulate emotions, impulses and behavior.	Child growth and development 1.3 Helps children achieve self-regulation and acquire coping skills

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
Birth to Five Cognitive Self-Regulation (Executive Functioning)						
B1	Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	SE- Objective 1(a): Regulates own emotions and behaviors-manages feelings	Child easily separates himself/herself from parents or caregiver. Child transitions, with minimal supports, between routine activities and new or unexpected occurrences. Child adjusts behavior as appropriate for different settings and/or events. Child uses multiple adaptive strategies to cope with change (e.g. seeking social support from an adult or peer, taking deep breaths, engaging in another activity).	Establishes and sustains positive relationships Forms relationships with adults Manages separation without distress and engages with trusted adults	Children will demonstrate an increase in their ability to recognize and regulate emotions, impulses and behavior.	Child growth and development 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development
B2	Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	Cognitive-Objective 11(a): Demonstrates positive approaches to learning-Attends and engages	Child interacts with a variety of materials through play. Child participates in multiple play activities with same material. Child engages in pretend and imaginative play – testing theories, acting out imagination. Child self-selects play activity and demonstrates spontaneity. Child uses “trial and error” method to figure out a task, problem, etc. Child demonstrates awareness of connections between prior and new knowledge.	Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments	Children will demonstrate an increase in their ability to begin and finish activities with persistence and attention.	Child growth and development 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development
B3	Goal P-ATL 7. Child persists in tasks.	Cognitive-Objective 11(b): Demonstrates positive approaches to learning-Persists.	Child maintains focus on a task. □ Child seeks assistance when the next step seems unclear or appears too difficult □ Child modifies strategies used to complete a task.	Demonstrates positive approaches to learning Persists Practices an activity many times until successful	Children will demonstrate an increase in their ability to begin and finish activities with persistence and attention.	Child growth and development 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development
B4	Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	Cognitive-Objective 12(b): Remembers and experiences-Makes connections.	Child asks questions using who, what, how, why, when, where, what if. Child expresses an interest in learning about and discussing a growing range of ideas. Child actively explores how things in the world work. Child investigates areas of interest. Child takes objects and materials apart and attempts to reassemble them (e.g. puzzles, models, nuts and bolts). Child seeks out activities and materials that support his/her curiosity. Child willingly engages in new experiences and activities.	Regulates own emotions and behaviors Follows limits and expectations Applies rules in a new but similar situation	Children will demonstrate an increase in their ability to begin and finish activities with persistence and attention.	Child growth and development 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development
B5	Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	Cognitive-Objective 11(b): Demonstrates positive approaches to	Child chooses materials/props and uses novel ways to represent ideas, characters, and objects. Child identifies additional materials to complete a task. Child experiments and seeks additional clarity to further his/her knowledge. Child seeks additional clarity to	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking	Children will demonstrate an increase ability to seek solutions to a problem.	Child growth and development 1.2 Encourages children’s s social and emotional development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
		learning-Shows flexibility and inventiveness in thinking.	further his/her knowledge. Child seeks out connections, relations and assistance from peers and adults to complete a task Child communicates more than one solution to a problem.	Changes plans if a better idea is thought of or proposed		
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
Birth to Five Initiative and Curiosity						
C1	Goal P-ATL 10. Child demonstrates initiative and independence.	Cognitive-Objective 11(d): Demonstrates positive approaches to learning-Shows curiosity and motivation.	Child chooses materials/props and uses novel ways to represent ideas, characters, and objects. Child identifies additional materials to complete a task. Child experiments and seeks additional clarity to further his/her knowledge. Child seeks additional clarity to further his/her knowledge. Child seeks out connections, relations and assistance from peers and adults to complete a task. Child communicates more than one solution to a problem.	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations	Children will demonstrate an increase in their ability to begin and finish activities with persistence and attention.	Child growth and development 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development
C2	Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	Cognitive-Objective 11(d): Demonstrates positive approaches to learning-Shows curiosity and motivation.	Child asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers”. Child recognizes that people depend on “community helpers” to provide goods and services. Child identifies the tools and equipment that correspond to various roles and jobs. Child takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song. Child indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.” Child talks about a parent’s, a relative’s or a neighbor’s job.	Demonstrates knowledge about self	Children will demonstrate an increase in understanding of relationships between people and the environment in which they live.	Child growth and development 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development
Birth to Five Creativity						
D1	Goal P-ATL 12. Child expresses creativity in thinking and communication.	Cognitive-Objective 11(d): Demonstrates positive approaches to learning-Shows flexibility and inventiveness in thinking.	Child experiments with a variety of mediums and methods of using art materials (such as: using a big brush to paint broad strokes, combining colors, etc.). Child shows an interest in what can be created with tools, texture, color and technique. Child uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake). Child chooses materials and subjects with intent and purpose. Child paints, draws and constructs models based on observations.	Uses language to express thoughts and needs Explores musical concepts and expressions	Children will demonstrate an increase in ability to seek solutions to a problem.	Child growth and development 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
D2	Goal P-ATL 13. Child uses imagination play and interactions with others.	Cognitive-Objective 14(b): Engages in sociodramatic play.	Child represents fantasy, real-life, imagination, and literature through dramatic play. Child assumes the role of something or someone else and be able to speak in the appropriate manner and tone. Child participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story. Child uses basic props, and costume pieces to establish time, setting, and character.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else.	Children will demonstrate an increase in ability to use a range of media and materials to create drawings, pictures, or other objects.	Child growth and development 1.8 Facilitates children’s play to encourage motor, cognitive, language, social, and emotional development

Relationships with Adults

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
Birth to Five						
D3	Goal P-SE 1. Child engages in and maintains positive relationship and interactions with adults.	SE- Objective 2(a): Establishes and sustains positive relationships-Forms relationships with adults.	Child interacts with significant adults. Child seeks guidance from primary caregivers, teachers and other familiar adults. Child transitions into unfamiliar setting with the assistance of familiar adults.	Establish and sustains positive relationships Forms relationships with adults Engages with trusted adults and resources and to share mutual interests	Children will demonstrate an increase in understanding of relationships between people and the environment in which they live.	Child growth and Development 1.2 Encourages children’s Social and emotional development
D4	Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	SE- Objective 2(a): Establishes and sustains positive relationships-Forms relationships with adults.	Child seeks input from others about a problem. Child uses multiple pro-social strategies to resolve conflicts (ex. Trade, take turns, problem solve). Child uses and accepts compromise, with assistance.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children	Children will demonstrate an increase in understanding of relationships between people and the environment in which they live.	Child growth and Development 1.2 Encourages children’s Social and emotional development

Relationships With Other Children

E1	Goal P-SE 3. Child engages in and maintains positive	SE- Objective 2(c): Establishes and sustains	Child approaches children already engage in play. Child interacts with other children (e.g. in play, conversation, etc.) Child shares materials and toys with	Establishes and sustains positive relationships	Children will demonstrate an increase in their ability to recognize	Child growth and Development 1.2 Encourages children’s
-----------	--	--	---	---	---	---

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
	interactions and relationship with other children.	positive relationships- Interacts with peers.	other children. Child sustains interactions by cooperating, helping, and suggesting new ideas for play. Child develops close friendship with one or more peers. Child offers support to another child or shows concern when a peer seems distressed.	Interacts with peers Establishes and sustains positive relationships Uses successful strategies for entering group	and regulate emotions, impulses and behavior.	Social and emotional development
E2	Goal P-SE 4. Child engages in cooperative play with other children.	SE- Objective 2(c): Establishes and sustains positive relationships- Interacts with peers.	Child approaches children already engage in play. Child interacts with other children (e.g. in play, conversation, etc.) Child shares materials and toys with other children. Child sustains interactions by cooperating, helping, and suggesting new ideas for play. Child develops close friendship with one or more peers. Child offers support to another child or shows concern when a peer seems distressed.	Establishes and sustains positive relationships Initiates, joins in, and sustains positive interactions with a small group of two to three children	Children will demonstrate an increase in their ability to recognize and regulate emotions, impulses and behavior.	Child growth and Development 1.2 Encourages children's Social and emotional development
E3	Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	SE-Objective 3(b): Participates cooperatively and constructively in group situations- Solves social problems.	Child seeks input from others about a problem. Child uses multiple pro-social strategies to resolve conflicts (ex. Trade, take turns, problem solve). Child uses and accepts compromise, with assistance.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Resolves social problems through negotiation and compromise	Children will demonstrate an increase in ability to seek solutions to a problem.	Child growth and Development 1.3 Helps children achieve self-regulation and acquire coping skills
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
Birth to Five Emotional Functioning						
F1	Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and other.	SE- Objective 2(c): Establishes and sustains positive relationships- Responds to emotional cues.	Child describes himself/herself using several different characteristics. Child identifies self as being part of a family and identifies being connected to at least one significant adult. Child demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.). Child exhibits self-confidence by attempting new tasks independent of prompting or reinforcement. Child compares and/or contrasts self to others (ex. physical characteristics, preferences, feelings, abilities). Child identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others. Child displays accomplishment, contentment, and	Shows basic understanding of people and how they live Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately	Children will demonstrate an increase in their ability to recognize and regulate emotions, impulses and behavior.	Child growth and Development 1.2 Encourages children's Social and emotional development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
			acknowledgement when completing a task or solving a problem by himself/herself (ex. wants to show a peer or adult).			
F2	Goal P-SE 7. Child expresses care and concern toward others.	SE- Objective 2(c): Establishes and sustains positive relationships- Responds to emotional cues.	Child approaches children already engaged in play. Child interacts with other children (e.g. in play, conversation, etc.). Child shares materials and toys with other children. Child sustains interactions by cooperating, helping, and suggesting new ideas for play. Child develops close friendship with one or more peers. Child offers support to another child or shows concern when a peer seems distressed.	Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately	Children will demonstrate an increase in their ability to recognize and regulate emotions, impulses and behavior.	Child growth and Development 1.2 Encourages children’s Social and emotional development
F3	Goal P-SE 8. Child manages emotions with increasing independence.	SE- Objective 1(a): Regulates own emotions and behaviors- manages feelings	Child expresses feelings, needs, opinions and desires in a way that is appropriate to the situation. Child appropriately names types of emotions (e.g. frustrated, happy, excited, and sad) and associates them with different facial expressions, words and behaviors. Child demonstrates an ability to independently modify their behavior in different situations.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describe and tells the use of many familiar items	Children will demonstrate an increase in their ability to recognize and regulate emotions, impulses and behavior.	Child growth and Development 1.3 Helps children achieve self-regulation and acquire coping skills
Birth to Five						
Sense of Identity and Belonging						
G1	Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	SE-Objective 3(a): Participates cooperatively and constructively in group situations- Balances needs and rights of self and others	Child describes himself/herself using several different characteristics. Child identifies self as being part of a family and identifies being connected to at least one significant adult. Child demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender culture, etc.). Child exhibits self-confidence by attempting new tasks independent of prompting or reinforcement. Child compares and/or contrasts self to others (ex. Physical characteristics, preferences, feelings, abilities). Child identifies the range of feels he/she experiences, and that his/her feeling may change over time, as the environment changes, and in response to the behavior of others. Child displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (ex. Wants to show a peer or adult).	Demonstrates knowledge about self	Children will demonstrate an increase in understanding of relationships between people and the environment in which they live.	Child growth and Development 1.2 Encourages children’s Social and emotional development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
G2	Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	SE-Objective 1(a) Regulates own emotions and behaviors – Manages feelings	Child identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. Child discusses that each person has likes and dislikes. Child describes how each person is unique and important.	Demonstrate knowledge about self	Children will demonstrate an increase in their ability to recognize and regulate emotions, impulses and behavior.	Child growth and Development 1.2 Encourages children’s Social and emotional development
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
G3	Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	SE-Objective 2(a)(b)(c) Establishes and sustains positive relationships	Child identifies as a member of a family. Child identifies family members, family characteristics and functions. Child adopts the roles and functions of family members. Child states how families are similar and different. Child describes his own community and/or cultural group. Child describes how people within a community are alike and different (e.g. eat different foods, wear different clothing; speak different languages). Child recognizes some community workers and describes what they do. Child understands that communities are similar and different. Child demonstrates and describes that all people need others.	Shows basic understanding of people and how they live	Children will demonstrate an increase in understanding of relationships between people and the environment in which they live.	Child growth and Development 1.2 Encourages children’s Social and emotional development
Birth to Five Attending and Understanding						
H1	Goal P-LC 1. Child attends to communication and language from others.	Lang-Objective 8(a) Uses language to express thoughts and needs- Comprehends language	Child attends to sounds in language. (e.g., recognizes rhymes; hears alliteration; identifies initial sounds in words). Child is able to retell a story read to him/her. (e.g., dramatization; verbal retelling; creative movement) Child demonstrates the ability to sequence events after listening. (e.g., to a story; on a class trip; in the classroom). Child demonstrates he/she can understand and follow spoken directions. Child uses new vocabulary acquired through listening. Child demonstrates he/she listens attentively for a variety of purposes. (e.g., for enjoyment; to gain and share information; to perform a task; to learn what happened; to follow directions)	Listens to and understands increasingly complex language. Comprehends language	Children will demonstrate an increase in their ability to comprehend and use language.	Child growth and Development 1.6 Supports children’s language and literacy development
H2	Goal P-LC 2. Child understands and responds to increasingly complex	Lang-Objective 8(a) Uses language to express thoughts	Child attends to sounds in language. (e.g., recognizes rhymes; hears alliteration; identifies initial sounds in words. Child is able to retell a story read to him/her.	Listens to and understands increasingly complex language	Children will demonstrate an increase in their awareness that language can be broken down into	Child growth and Development 1.6 Supports children’s

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
	communication and language from others.	and needs-Comprehends language Lang-Objective 9(a) Uses language to express thoughts and needs-Uses an expanding expressive vocabulary	(e.g., dramatization; verbal retelling; creative movement) Child demonstrates the ability to sequence events after listening. (e.g., to a story; on a class trip; in the classroom). Child demonstrates he/she can understand and follow spoken directions. Child uses new vocabulary acquired through listening. Child demonstrates he/she listens attentively for a variety of purposes. (e.g., for enjoyment; to gain and share information; to perform a task; to learn what happened; to follow directions)	Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories	words, syllables, and smaller pieces of sound.	language and literacy
Birth to Five Communicating and Speaking						
I1	Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	Lang-Objective 8(a) Uses language to express thoughts and needs-Comprehends language Lang-Objective 9(a) Uses language to express thoughts and needs-Uses an expanding expressive vocabulary	Child verbally participates in small or large group activities for storytelling, singing, or finger plays. Child uses language to communicate, and to negotiate rules, ideas, and plans for a variety of activities. (includes sign language). Child uses relevant or appropriate gestures to communicate ideas. Child uses language to express ideas, feelings, needs, and relationships. Child speaks clearly using volume, speed, sentence structure, and vocabulary for the message to be understood. Child speaks to persuade, express a point of view or opinion, and/or to give instructions. Child asks questions to clarify directions. Child chooses a variety of descriptive words to tell a story. Child demonstrates an expressive vocabulary (e.g., child shows increasing sophistication in choice of words). Child dictates simple stories and descriptions that express his/her intended meanings. Child participates in conversations one on one, in small or large groups, to get or provide an answer or learn something new.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories	Children will demonstrate an increase in their ability to comprehend and use language.	Child growth and Development 1.6 Supports children’s language and literacy development
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
I2	Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	Lang-Objective 10(b) Uses appropriate conversational and other communication	Child attends to sounds in language. (e.g., recognizes rhymes; hears alliteration; identifies initial sounds in words). Child is able to retell a story read to him/her. (e.g., dramatization; verbal retelling; creative movement). Child demonstrates the ability to sequence events after listening. (e.g., to a story; on a class trip; in the classroom). Child demonstrates he/she can	Uses appropriate conversational and other communication skills Uses social rules of language	Children will demonstrate an increase in their awareness that language can be broken down into words, syllables, and smaller pieces of sound.	Child growth and Development 1.2 Encourages children’s Social and emotional development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
		skills-Uses social rules of language	understand and follow spoken directions. Child uses new vocabulary acquired through listening. Child demonstrates he/she listens attentively for a variety of purposes. (e.g., for enjoyment; to gain and share information; to perform a task; to learn what happened; to follow directions).	Uses acceptable language and social rules while communicating with others; may need reminders		
I3	Goal P-LC 5. Child expresses himself in increasingly long, detailed and sophisticated ways.	Lang-Objective 9(a) Uses language to express thoughts and needs-Uses an expanding expressive vocabulary	Child uses visual media to represent an actual experience (e.g., field trip or other event). Child uses facial expressions, body language and gestures to express their ideas. Child uses a variety of materials (e.g., art, print and non-print media, and dramatic play props) for creative expression and representation. Child creates and interprets a simple map that represents various aspects of the environment. Child uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., banana for a telephone). Child reviews and reflects on his/her own representations.	<p>Uses language to express thoughts and needs</p> <p>Uses and expanding expressive vocabulary</p> <p>Incorporates a new, less familiar, or technical words in everyday conversations</p> <p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar; long, complex sentences and follows most grammatical rules</p>	Children will demonstrate an increase in their awareness that language can be broken down into words, syllables, and smaller pieces of sound.	Child growth and development 1.6 Supports children’s language and literacy development
Birth to Five						
Vocabulary						
J1	Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	Lang-Objective 9(a) Uses language to express thoughts and needs-Uses an expanding expressive vocabulary	Child verbally participates in small or large group activities for storytelling, singing, or finger plays. Child uses language to communicate, and to negotiate rules, ideas, and plans for a variety of activities. (includes sign language). Child uses relevant or appropriate gestures to communicate ideas. Child uses language to express ideas, feelings, needs, and relationships. Child speaks clearly using volume, speed, sentence structure, and vocabulary for the message to be understood. Child speaks to persuade, express a point of view or opinion, and/or to give instructions. Child asks questions to clarify directions. Child chooses a variety of descriptive words to tell a story. Child demonstrates an expressive vocabulary (e.g., child shows increasing sophistication in choice of words). Child dictates simple stories and descriptions that express his/her intended meanings. Child participates in conversations one on one, in small or large groups, to get or provide an answer or learn something new.	<p>Uses language to express thoughts and needs</p> <p>Uses and expanding expressive vocabulary</p> <p>Incorporates a new, less familiar, or technical words in everyday conversations</p> <p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar; long, complex sentences and follows most grammatical rules</p>	Children will demonstrate an increase in their awareness that language can be broken down into words, syllables, and smaller pieces of sound.	Child growth and development 1.6 Supports children’s language and literacy development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
J2	Goal P-LC 7. Child shows understanding of word categories and relationships among words.	Lang-Objective 8(a) Uses language to express thoughts and needs- Comprehends language	Child makes sense of pictures and symbols in books and environment. Child identifies emotions by observing faces in pictures and faces of peers and adults. Child asks appropriate questions about visual text. Child recognizes that there are a variety of different formats for viewing and that they serve different purposes. Child uses electronic media for play, personal inquiry, and learning. Child makes inferences and draws conclusions based on information from visual media. Child identifies relevant and irrelevant information, pictures, and symbols related to a familiar topic. Child uses vocabulary relevant to visual media.	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>	Children will demonstrate an increase in their awareness that language can be broken down into words, syllables, and smaller pieces of sound.	Child growth and development 1.6 Supports children’s language and literacy development

Phonological Awareness

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
--	------------------------------------	----------------	------------------------------	---------------------	------------------------	------------------------

Birth to Five

K1	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	<p>Literacy-Objective 15 (a) Demonstrates phonological awareness- Notices and discrimination rhyme</p> <p>Literacy-Objective 15 (c) Demonstrates phonological awareness- Notices and discriminates smaller and smaller units of sound</p>	Child identifies initial sounds in words. Child recognizes words that rhyme in familiar games, songs, and stories. Child matches or produces words that rhyme. Child taps the number of syllables in a given word. Child counts or taps the number of words in a sentence. Child pronounces words, one sound at a time. Child identifies/recognizes alliteration. Child is able to blend individual sounds to say a word. Child manipulates phonemes.	<p>Demonstrates phonological awareness</p> <p>Notices and discriminates smaller and smaller units of sound</p> <p>Verbally separates and blends onset rime</p>	Children will demonstrate an increase in their awareness that language can be broken down into words, syllables, and smaller pieces of sound.	Child growth and development 1.6 Supports children’s language and literacy development
-----------	---	---	---	--	---	---

Birth to Five

Print and Alphabet Knowledge

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
L1	Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print work (conventions of print).	Literacy-Objective 17(a)(b) Demonstrates knowledge of print and its uses-Uses and appreciates books and uses print concepts	Child shows an interest in a range of texts (e.g., alphabet books, stories, poetry, informational text, magazines, etc.). Child engages in “reading” (e.g., looks at pictures in book; pretends to read). Child brings books to adult and asks to be read to. Child initiates conversations about a book or print in the environment. Child wants to reread a book that has been read to him/her.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers	Children will demonstrate an increase in their ability to comprehend and use language.	Child growth and development 1.6 Supports children’s language and literacy development
L2	Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	Literacy-Objective 16 (a)(b) Demonstrates knowledge of the alphabet-Identifies and names letters Uses letter-sound knowledge	Child demonstrates an understanding that letters in written words stand for sounds in spoken words. Child demonstrates the ability to recite the alphabet by rote memory. Child identifies letters of the alphabet. Child identifies sounds typically associated with letters that are frequently used. Child uses letter/sound correspondence to identify simple words.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name	Children will demonstrate an increase in their awareness that language can be broken down into words, syllables, and smaller pieces of sound.	Child growth and development 1.6 Supports children’s language and literacy development
Birth to Five Comprehension and Test Structure						
M1	Goal P-LIT 4. Child demonstrates and understanding of narrative structure through storytelling/re-telling.	Literacy-Objective 15 (a)(b)(c) Demonstrates phonological awareness	Child attends to sounds in language. (e.g., recognizes rhymes; hears alliteration; identifies initial sounds in words). Child is able to retell a story read to him/her. (e.g., dramatization; verbal retelling; creative movement). Child demonstrates the ability to sequence events after listening. (e.g., to a story; on a class trip; in the classroom). Child demonstrates he/she can understand and follow spoken directions. Child uses new vocabulary acquired through listening. Child demonstrates he/she listens attentively for a variety of purposes. (e.g., for enjoyment; to gain and share information; to perform a task; to learn what happened; to follow directions)	Demonstrates phonological awareness Notice and discriminate rhyme Notice and discriminate alliteration Notice and discriminate smaller and smaller units of sound	Children will demonstrate an increase in their awareness that language can be broken down into words, syllables, and smaller pieces of sound.	Child growth and development 1.6 Supports children’s language and literacy development
M2	Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	Literacy Objective 18 (a)(b)(c) Comprehends during read-alouds and book conversations	Child correctly identifies meanings of words in read-alouds, in conversation, and descriptions of everyday items in the world (e.g., faucet, school bus, and umbrella). Child correctly identifies words related to pictures (e.g., Show me the white dog.). Child makes use of new vocabulary in an appropriate manner.	.Interacts during read-alouds and book conversations Uses emergent reading skills Retells stories	Children will demonstrate an increase in their awareness that language can be broken down into words, syllables, and smaller pieces of sound.	Child growth and development 1.6 Supports children’s language and literacy development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
			Child uses strategies to figure out word meanings (e.g., looks at pictures, asks someone, uses context clues). Child uses previous experiences and acquired vocabulary to demonstrate a bigger understanding of the world around him/her (direct observation, field trips, family activities) and the world beyond him/her (text, media, social interactions).			
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
Birth to Five Writing						
M3	Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	Literacy Objective 19 Demonstrates emergent writing skills (a)(b)	Child creates drawings, pictures, signs, or other graphics to represent a word or concept. Child demonstrates an understanding that writing conveys meaning. Child demonstrates an understanding that writing comes in different forms (e.g., lists, notes, labels, stories). Child dictates ideas to be written down by an adult. Child uses unconventional forms (marks, lines) of writing to convey a message. Child “writes” his/her name. Child applies alphabetic principle to what he/she writes using sound, invented spelling, and approximations. Child clusters letters to form “words,” “phrases,” or “sentences”. Child participates in shared writing experiences. Child writes and draws spontaneously to communicate meaning. Child shares writing and drawings with others. Child writes some uppercase and lowercase manuscript letters, especially those that appear in his/her own name. Child uses computers and other forms of technology to express his/her ideas.	Writes name Writes to convey meaning	Children will demonstrate an increase in their awareness that language can be broken down into words, syllables, and smaller pieces of sound.	Child growth and development 1.4 Supports children’s gross, fine, and graphomotor development
Birth to Five Mathematics Development Counting and Cardinality						
N1	Goal P-MATH 1. Child knows number names and the count sequence.	Mathematics Objective 20 Uses number concepts and operations (a)	Child distinguishes between numbers and letters. Child is able to understand that a number represents a quantity. Child is able to count to 20 by ones. Child uses one to one correspondence when counting to ten. Child is able to count with understanding and recognize “how many” in sets of objects. Child counts a set of objects and recognizes that the last counting word tells “how many”. Child recognizes and describes the concept of zero.	Counts Verbally counts (not always in the correct order) Verbally counts to 10; counts up to five objects accurately, using one number name for each object.	Children will demonstrate an increase in understanding that numbers represent quantities and have ordinal properties.	Child growth and development 1.5 Supports children’s cognitive development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
N2	Goal P-MATH 2. Child recognizes the number of objects in a small set.	Mathematics Objective 20 Uses number concepts and operations (b)	Child sorts objects into equal groups. Child sorts, categorizes, classifies, and orders objects by one attribute. Child sorts, categorizes, classifies and orders objects by more than one attribute. Child recognizes, describes, reproduces, and extends patterns. Child explains how objects are organized.	Quantifies Demonstrates understanding of the concepts of one, two, and more Recognizes and names number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts.	Children will demonstrate an increase in understanding that numbers represent quantities and have ordinal properties.	Child growth and development 1.5 Supports children’s cognitive development
N3	Goal P-MATH 3. Child understands the relationship between numbers and quantities.	Mathematics Objective 20 Uses number concepts and operations (b)	Child distinguishes between numbers and letters. Child is able to understand that a number represents a quantity. Child is able to count to 20 by ones. Child uses one to one correspondence when counting to ten. Child is able to count with understanding and recognize “how many” in sets of objects. Child counts a set of objects and recognizes that the last counting word tells “how many”. Child recognizes and describes the concept of zero.	Quantifies Demonstrates understanding of the concepts of one, two, and more Recognizes and names number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts.	Children will demonstrate an increase in understanding that numbers represent quantities and have ordinal properties.	Child growth and development 1.5 Supports children’s cognitive development
N4	Goal P-MATH 4. Child compares numbers.	Mathematics Objective 20 Uses number concepts and operations (b)(c)	Child compares the number of objects using vocabulary such as, more, less, greater than, fewer, and/or equal. Child demonstrates an understanding of “adding more” items to a set of items (If we add two more apples to the three apples we have five apples). Child demonstrates an understanding of subtracting, (taking away) from a set of items. (If we have 5 oranges on the table and one orange is removed, we have four oranges left on the table.) Child accurately uses vocabulary words related to addition and subtraction (add, subtract, plus, and minus, etc.).	Connects numerals with their quantities. Quantifies Demonstrates understanding of the concepts of one, two, and more	Children will demonstrate an increase in understanding that numbers represent quantities and have ordinal properties.	Child growth and development 1.5 Supports children’s cognitive development
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
N5	Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	Mathematics Objective 20 Uses number concepts and operations (c) Literacy	Child creates drawings, pictures, signs, or other graphics to represent a word or concept. Child demonstrates an understanding that writing conveys meaning. Child demonstrates an understanding that writing comes in different forms (e.g., lists, notes, labels, stories). Child dictates ideas to be written down by an adult. Child uses unconventional forms (marks, lines) of writing to convey a message. Child “writes”	Connects numerals with their quantities Writes to convey meaning	Children will demonstrate an increase in understanding that numbers represent quantities and have ordinal properties.	Child growth and development 1.5 Supports children’s cognitive development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
		Objective 19 Demonstrates emergent writing skills	his/her name. Child applies alphabetic principle to what he/she writes using sound, invented spelling, and approximations. Child clusters letters to form “words,” “phrases,” or “sentences”. Child participates in shared writing experiences. Child writes and draws spontaneously to communicate meaning. Child shares writing and drawings with others. Child writes some uppercase and lowercase manuscript letters, especially those that appear in his/her own name. Child uses computers and other forms of technology to express his/her ideas.			
Birth to Five			Operations and Algebraic Thinking			
O1	Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	Mathematics Objective 20 Uses number concepts and operations (b)	Child compares the number of objects using vocabulary such as, more, less, greater than, fewer, and/or equal. Child demonstrates an understanding of “adding more” items to a set of items (If we add two more apples to the three apples we have five apples). Child demonstrates an understanding of subtracting, (taking away) from a set of items. (If we have 5 oranges on the table and one orange is removed, we have four oranges left on the table.) Child accurately uses vocabulary words related to addition and subtraction (add, subtract, plus, and minus, etc.).	Quantifies Demonstrates understanding of the concepts of one, two, and more Recognizes and names number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts	Children will demonstrate an increase in understanding that numbers represent quantities and have ordinal properties.	Child growth and development 1.5 Supports children’s cognitive development
O2	Goal P-MATH 7. Child understands simple patterns.	Mathematics Objective 22 Compares and Measures	Child sorts objects into equal groups. Child sorts, categorizes, classifies, and orders objects by one attribute. Child sorts, categorizes, classifies and orders objects by more than one attribute. Child recognizes, describes, reproduces, and extends patterns Child explains how objects are organized.	Makes simple comparisons between the two objects Compares and orders a small set of objects as appropriate according to size, length, weight, area, and volume	Children will demonstrate an increase in understanding that numbers represent quantities and have ordinal properties.	Child growth and development 1.5 Supports children’s cognitive development
Birth to Five			Measurement			
P1	Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	Mathematics Objective 22 Compares and Measures	Child describes and compares measurable attributes. Child uses correct vocabulary that describes length, height, weight, volume and size such as: small, big, short, tall, empty, full, heavy and light. Child will use standard and non-standard methods to measure and make comparisons.	Makes simple comparisons between the two objects Compares and orders a small set of objects as appropriate according to size, length, weight, area, and volume	Children will demonstrate an increase in understanding that numbers represent quantities and have ordinal properties.	Child growth and development 1.5 Supports children’s cognitive development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
Birth to Five Geometry and Spatial Sense						
Q1	Goal P-MATH 9. Child identifies, describes, compares and composes shapes.	Mathematics Objective 21 Explores and describes spatial relationships and shapes (b)	Child points to square, triangle, rectangle, circle, when asked. Child names: square, triangle, rectangle, circle. Child finds shapes in the environment. Child matches two items of the shape regardless of size. Child sorts objects by shape. Child builds, compares, and contrasts two and three dimensional shapes. Child describes whether or not two shapes are the same. Child sequences different shapes to make patterns. Child decides which piece will fit into a space in a puzzle.	Understands shapes Matches two identical shapes Identifies a few basic shapes (circle, square, triangle) Describes basic two-and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation	Children will demonstrate an increase in understanding that numbers represent quantities and have ordinal properties.	Child growth and development 1.5 Supports children’s cognitive development
Q2	Goal P-MATH 10. Child explores the positions of objects in space.	Mathematics Objective 21 Explores and describes spatial relationships and shapes (a)	Child identifies first, last, and other simple words (e.g., next, second, last) related to order or position. Child describes object locations with spatial words such as top, bottom; up, down; in front of, behind; over and under. Child reproduces a simple pattern model. (Red bead is first, yellow bead is second, and blue bead is last)	Follows simple directions related to position (in, on, under, up, down) Follows simple directions related to proximity (beside, between, next to) Uses and responds appropriately to positional words indicating location, direction, and distance	Children will demonstrate an increase in understanding that numbers represent quantities and have ordinal properties.	Child growth and development 1.5 Supports children’s cognitive development
Birth to Five Scientific Reasoning Scientific Inquiry						
R1	Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	Science & Technology Objective 26 Demonstrates knowledge of the physical properties of objects and materials	Child investigates and identifies properties of soil, rocks, and minerals. <input type="checkbox"/> Child investigates and identifies physical properties and characteristics of water (solid, liquid, and gas). <input type="checkbox"/> Child makes simple observations of the characteristics and movements of sun, moon, stars, and clouds. <input type="checkbox"/> Child observes and discusses changes in weather and seasons using common weather related vocabulary (rainy, sunny, snowy, windy, cloudy, etc.).	Examines, describes, and measures the observable features of an object Demonstrates understanding that objects are made from one or more materials Communicates the physical properties of objects and materials can change	Children will demonstrate an increase in their understanding of concepts and facts related to the natural and physical world and naturally occurring relationships.	Child growth and development 1.5 Supports children’s cognitive development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
			<input type="checkbox"/> Child expresses ways the environment provides natural resources that are needed by people (wood for lumber to build shelter, water for drinking). <input type="checkbox"/> Child demonstrates ways that each person is responsible for protecting our planet (recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).			
R2	Goal P-SCI 2. Child engages in scientific talk.	Science & Technology Objective 24 Uses scientific inquiry skills	Child observes and discusses similarities, differences, and categories of plants and animals. Child identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows. Child explains why plants and animals need water and food. Child describes simple life cycles of plants and animals. Child describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.). Child recognizes that plants and animals have some characteristics of their “parents”. Child observes, describes, and compares the habitats of plants and animals. Child observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.	Observes and explores things in the environment Reacts to change Manipulates objects to understand their properties Connects new observations to what he/she already knows Identifies problems, makes predictions, thinks of ways to solve problems, and tries possible solutions Represent his/her thinking through drawing, dramatizing, graphing, or making models	Children will demonstrate an increase in their understanding of concepts and facts related to the natural and physical world and naturally occurring relationships.	Child growth and development 1.6 Supports children’s language and literacy development
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
R3	Goal P-SCI 3. Child compares and categorizes observable phenomena.	Science & Technology Objective 24 Uses scientific inquiry skills Objective 28	Child describes, compares, and categorizes objects based on their properties. Child uses senses to explore different environments (classroom, playground, field trips). Child recognizes and describes the effect of his/her own actions on objects. Child describes tools and their specific functions (e.g., hammer for pounding nails). Child uses a variety of tools to explore the world and learn how things work (such as magnifiers and	Observes and explores things in the environment Reacts to change Manipulates objects to understand their properties	Children will demonstrate an increase in their understanding of concepts and facts related to the natural and physical world and naturally occurring relationships.	Child growth and development 1.5 Supports children’s cognitive development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
		Uses tools and other technology to perform tasks	balance scales). Child investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.) Child describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces. Child explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).	<p>Connects new observations to what he/she already knows</p> <p>Identifies problems, makes predictions, thinks of ways to solve problems, and tries possible solutions</p> <p>Represent his/her thinking through drawing, dramatizing, graphing, or making models</p> <p>Shows understanding that different tools and technology are used in different places for different purposes, e.g., finding information, communicating, and designing</p> <p>Demonstrate the appropriate use of various tools and technology</p>		
Birth to Five Reasoning and Problem-Solving						
S1	Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	Science & Technology Objective 24 Uses scientific inquiry skills	Child uses senses to gather, explore, and interpret information. Child manipulates and observes objects in his or her surroundings to develop conclusions. Child makes observations and describes changes in objects, living things, and natural events in the environment. Child organizes his or her observations of objects and events by identifying, classifying, etc. Child asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation. Child makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.	<p>Observes and explores things in the environment</p> <p>Reacts to change</p> <p>Manipulates objects to understand their properties</p> <p>Connects new observations to what he/she already knows</p> <p>Identifies problems, makes predictions, thinks of ways to solve problems, and tries possible solutions</p> <p>Represent his/her thinking through drawing, dramatizing, graphing, or making models</p>	Children will demonstrate an increase in ability to seek solutions to a problem.	Child growth and development 1.5 Supports children’s cognitive development
S2	Goal P-SCI 5. Child plans and conducts investigations and experiments.	Science & Technology Objective 24 Uses scientific inquiry skills	Child gives oral, written or graphic explanations of what he/she wants to learn. Child uses a variety of tools and materials to test predictions through active experimentation. (Child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.) Child replicates or changes the	Represent his/her thinking through drawing, dramatizing, graphing, or making models	Children will demonstrate an increase in ability to seek solutions to a problem.	Child growth and development 1.5 Supports children’s cognitive development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
			experimental approach. Child records and organizes data using graphs, charts, science journals, or other means of recording.			
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
S3	Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	Science & Technology Demonstrates knowledge of the characteristics of living things Objective 25	Child compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned. Child identifies cause and effect relationships. Child verifies predictions by explaining “how” and “why”. Child makes age appropriate, logical conclusions about investigations. Child shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.	Shows growing ability to classify living and nonliving things Communicates about the characteristics of living things Demonstrates understanding that living things grow, change, and reproduce Demonstrate awareness that living things go through a growth cycle	Children will demonstrate an increase in ability to seek solutions to a problem.	Child growth and development 1.5 Supports children’s cognitive development
Birth to Five Gross Motor						
T1	Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	Physical Objective 4 Demonstrates traveling skills Objective 5 Demonstrates balancing skills	Child displays an upright posture when standing or seated. Child maintains balance during sitting, standing and movement activities. Child runs, jumps, walks in a straight line and hops on one foot. Child climbs stairs using alternating feet. Child puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	Moves to explore immediate environment Experiments with different ways of moving Moves purposefully from place to place with control Demonstrates balancing skills Balances while exploring immediate environment Experiments with different ways of balancing	Children will demonstrate control of large muscles for movement, navigation and balance.	Child growth and development 1.4 Supports children’s gross, fine, and graphomotor development

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
				Sustains balance during simple movement experiences		
T2	Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	Physical Objective 6 Demonstrates gross-motor manipulative Skills	Child navigates age appropriate playground equipment. Child peddles a tricycle. Child throws, catches, or kicks a large, light-weight ball (8"-10"). Child participates in a series of large motor movements or activities such as dancing, follow the leader, or Simon Says.	Reaches, grasps, and releases objects Manipulates balls or similar objects with stiff body movements Manipulates balls or similar items with flexible body movements Manipulates balls or similar objects with a full range of motion	Children will demonstrate control of large muscles for movement, navigation and balance.	Child growth and development 1.4 Supports children's gross, fine, and graphomotor development
Birth to Five Fine Motor						
U1	Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	Physical Objective 7 Demonstrates fine-motor strength and coordination	Child uses pincher grasp (index finger and thumb). Child demonstrates ability to engage in finger plays. Child uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively. Child manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.). Child uses buttons, zippers, snaps and hooks and loop tape successfully.	Uses fingers and hands Uses writing and drawing tools	Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, manipulation.	Child growth and development 1.4 Supports children's gross, fine, and graphomotor development
Birth to Five Healthy, Safety, and Nutrition						
V1	Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	Social/Emotional Objective 1(c) Regulates own emotions and behaviors	Child shows growing independence are using basic personal hygiene skills, such as washing hands, brushing teeth, toileting, etc. Child exhibits self-help skills when dressing, cleaning up after self, participating in meals, etc. Child demonstrates ways to prevent spreading germs to other people. Child recognizes and communicated when experiencing symptoms of illness.	Indicates needs and wants; participates as adult attends needs Demonstrates confidence in meeting own needs Seek to do things for self	Children will increase their ability to demonstrate healthy and safe habits.	Child growth and development 1.1 Applies the cycle of assessment, planning, implementation, and evaluation to support children's healthy development
V2	Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	Social/Emotional Objective 1(c) Regulates own emotions and behaviors	Child recognizes the importance of good nutrition, water, rest and sleep in order to be healthy. Child talks about food choices in relationship to allergies and overall health. Child relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles). Child describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.	Takes responsibility for own well-being Tells why some foods are good for you Takes care of personal belongings	Children will increase their ability to demonstrate healthy and safe habits.	Child growth and development 1.1 Applies the cycle of Assessment, planning, implementation, and evaluation to support children's healthy development
	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of

	Head Start Early Learning Outcomes	TSG Assessment	NYS Early Learning Alignment	Creative Curriculum	School Readiness Goals	Core Body of Knowledge
						Knowledge
V3	Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	Social/ Emotional Objective 1 (b) Follows limits and expectations	Child verbalizes and demonstrates safety rules such as, hold and adult’s hand when walking on sidewalks or near a street. Child communicates to peers and adults when observing unsafe behavior, e.g., Tommy is throwing rocks. Child understands that some practices could be unsafe, e.g. playing with matches, playing near a busy street, not wearing a bike helmet. Child demonstrates knowledge of bus safety, i.e., crosses in front of the bus after the drive signals, looks both ways before crossing a street at any time, etc. Child participates in fire evacuation drills, understand what the alarm bell is, the need to go to a safe location and the importance of remaining calm and quiet. Child explains how to get help in emergency situations.	Responds to changes in an adults voice Accepts redirection from adults Manages, classroom rules, routines, and transitions with occasional reminders Applies rules in new but similar situations	Children will increase their ability to demonstrate healthy and safe habits.	Child growth and development 1.1 Applies the cycle of Assessment, planning, implementation, and evaluation to support children’s healthy development