

# SETA Head Start School Readiness Goals

Essential Domains	Domain/Domain Elements	State Preschool Learning Foundations Domain/Strands/sub-strands	SETA School Readiness Goals (with correlating Framework Domain Elements and Observation Instrument - DRDP measures or H.E.L.P. 3-6 Strands)
<p><b>Physical Development &amp; Health</b></p>	<p><b>DOMAIN: PHYSICAL DEVELOPMENT &amp; HEALTH</b></p> <p><b>A) Physical Health Status</b> The maintenance of healthy and age appropriate physical well-being.</p> <p><b>B) Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.</p> <p><b>C) Gross Motor Skills</b> The control of large muscles for movement, navigation, and balance.</p> <p><b>D) Fine Motor Skills</b> The control of small muscles for such purposes as using utensils, self-care, building, and exploring.</p>	<p><b>Domain: Physical Development Health</b></p> <p><b>Strand: Health Habits</b></p> <ul style="list-style-type: none"> <li>1.0 Basic Hygiene</li> <li>2.0 Oral Health</li> <li>3.0 Knowledge of Wellness</li> <li>4.0 Sun safety</li> </ul> <p><b>Strand: Safety</b></p> <ul style="list-style-type: none"> <li>1.0 Injury Prevention</li> </ul> <p><b>Strand: Nutrition</b></p> <ul style="list-style-type: none"> <li>1.0 Nutrition Knowledge</li> <li>2.0 Nutrition Choices</li> </ul> <p><b>Domain: Physical Development</b></p> <p><b>Strand: Active Physical Play</b></p> <ul style="list-style-type: none"> <li>1.0 Active Participation</li> <li>2.0 Cardiovascular Endurance</li> <li>3.0 Muscular Strength, Muscular Endurance and Flexibility</li> </ul> <p><b>Domain: Physical Development</b></p> <p><b>Strand: Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>1.0 Balance</li> <li>2.0 Locomotor Skills</li> <li>3.0 Manipulative Skills</li> </ul> <p><b>Strand: Perceptual-Motor Skills &amp; Movement Concepts</b></p> <ul style="list-style-type: none"> <li>2.0 Spatial Awareness</li> <li>3.0 Directional Awareness</li> </ul> <p><b>Domain: Visual and Performing Arts</b></p> <p><b>Strand: Dance</b></p> <ul style="list-style-type: none"> <li>2.0 Develop Skills in Dance</li> </ul>	<p><b>PHY-1</b> Children will exemplify physical health as well as understand &amp; practice safe and healthy habits. (A,B)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measures</b> (38,41,42,43)</li> <li>• <b>HELP 3-6 Strands</b> (5-8, 6-2A, 6-2B,6-3A, 6-5, 6-6, 6-8, 6-9)</li> </ul> <p><b>PHY-2</b> Children will engage in physical activities that demonstrate the control of both small and large motor skills. (C,D)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measures</b> (38,39,22,40)</li> <li>• <b>HELP 3-6 Strands</b> (3-7A, 3-7B, 3-7C, 3-7F, 3-7G, 3-7H, 4-6A, 4-6B, 4-6D, 4-7C, 4-7D)</li> </ul>

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<b>Social &amp; Emotional Development</b>	<p><b><u>DOMAIN: SOCIAL &amp; EMOTIONAL DEVELOPMENT</u></b></p> <p><b>A) Social Relationships</b> The healthy relationships and interactions with adults and peers</p> <p><b>B) Self-Concept &amp; Self-Efficacy</b> The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> <p><b>C) Self Regulation</b> The ability to recognize and regulate emotions, attention, impulses, and behavior.</p> <p><b>D) Emotional &amp; Behavioral Health</b> A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</p>	<p><b><u>Domain: Social-Emotional Development</u></b></p> <p><b>Strand: Social Interactions</b></p> <p>1.0 Interactions with Familiar Adults 2.0 Interactions with Peers 3.0 Group Participation 4.0 Cooperation and Responsibility</p> <p><b>Strand: Relationships</b></p> <p>1.0 Attachment to Parents 2.0 Close Relationship with Teachers and Caregivers 3.0 Friendships</p> <p><b>Strand: Self</b></p> <p>1.0 Self-Awareness 2.0 Self-Regulation 3.0 Social and Emotional Understanding 4.0 Empathy and Caring 5.0 Initiative in Learning</p> <p><b><u>Domain: History-Social Science</u></b></p> <p><b>Strand: Becoming a Preschool Community Member (Civics)</b></p> <p>2.0 Responsible Conduct</p>	<p><b>SOC-1</b> Children will demonstrate the necessary skills to have healthy relationships &amp; interactions with adults &amp; peers. (A)</p> <ul style="list-style-type: none"> <li>• <b><u>DRDP-PS Measures</u></b> (3,5,7,8,9,10,11,12)</li> <li>• <b><u>HELP 3-6 Strands</u></b> (5-5, 5-6)</li> </ul> <p><b>SOC-2</b> Children will perceive that they are capable of successfully making decisions, accomplishing tasks and meeting goals.(B)</p> <ul style="list-style-type: none"> <li>• <b><u>DRDP-PS Measures</u></b> (1,2)</li> <li>• <b><u>HELP 3-6 Strands</u></b> (5-1, 5-2)</li> </ul> <p><b>SOC-3</b> Children will demonstrate a healthy range of emotional expression &amp; learn positive alternatives to aggressive or isolating behaviors including the ability to recognize and regulate emotions, attention, impulses and behaviors. (C,D)</p> <ul style="list-style-type: none"> <li>• <b><u>DRDP-PS Measures</u></b> (4,5,11,14)</li> <li>• <b><u>Help 3-6 Strands</u></b> (5-4, 2-2, 0-0)</li> </ul>
<b>Approaches to Learning</b>	<p><b><u>DOMAIN: APPROACHES TO LEARNING</u></b></p> <p><b>A) Initiative &amp; Curiosity</b> An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p> <p><b>B) Persistence &amp; Attentiveness</b> The ability to begin and finish activities with persistence and attention.</p> <p><b>C) Cooperation</b></p>	<p><b><u>Domain: Social-Emotional Development</u></b></p> <p><b>Strand: Self</b></p> <p>2.0 Self-Regulation 5.0 Initiative in Learning</p> <p><b>Strand: Social Interaction</b></p> <p>3.0 Group Participation 4.0 Cooperation and Responsibility</p> <p><b><u>Domain: Visual &amp; Performing Arts</u></b></p>	<p><b>LEARN-1</b> Children will demonstrate an interest in varied topics &amp; activities, a desire to learn and creativeness in independent &amp; group learning. (A,C)</p> <ul style="list-style-type: none"> <li>• <b><u>DRDP-PS Measures</u></b> (8,10,12, 28,30)</li> <li>• <b><u>HELP 3-6 Strands</u></b> (5-5)</li> </ul> <p><b>LEARN-2</b> Children will demonstrate</p>

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	<p>An interest and engagement in group experience.</p> <p><b>DOMAIN: CREATIVE ARTS EXPRESSION</b></p> <p><b>D) Music</b> The use of voice and instruments to create sounds.</p> <p><b>E) Creative Movement &amp; Dance</b> The use of the body to move to music and express oneself.</p> <p><b>F) Art</b> The use of a range of media and materials to create drawings, pictures, or other objects.</p> <p><b>G) Drama</b> The portrayal of events, characters, or stories through acting and using props and language.</p>	<p><b>Strand: Visual Art</b> 1.0 Notice, respond and Engage 2.0 Develop Skills in Visual Art 3.0 Create, Invent, and express through Visual Art</p> <p><b>Strand: Music</b> 1.0 Notice, respond and Engage 2.0 Develop Skills in Music 3.0 Create, Invent, and Express through Music</p> <p><b>Strand: Drama</b> 1.0 Notice, respond, and Engage 2.0 Develop Skills to Create, Invent and Express through Drama</p> <p><b>Strand: Dance</b> 1.0 Notice, respond and Engage 2.0 Develop Skills in Dance 3.0 Create, Invent, and Express through Dance</p> <p><b>Domain: Science</b> <b>Strand: Scientific Inquiry</b> 1.0 Observation and Investigation</p> <p><b>Domain: Mathematics</b> <b>Strand: Mathematical Reasoning</b> 1.0 Children use mathematical thinking to solve problems that arise in their everyday environment</p>	<p>persistence and attentiveness while engaged in various activities. (A,B)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measures</b> (28,30,31)</li> <li>• <b>HELP 3-6 Strands</b> (5-5, 1-8)</li> </ul> <p><b>LEARN-3</b> Children will use a wide range of media &amp; materials as well as music, movement and dramatization to creatively express themselves. (D,E,F,G)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measures</b> (38,9)</li> <li>• <b>Help 3-6 Strands</b> (2-7, 4-6A, 1-12)</li> </ul>

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<p><b>Language &amp; Literacy</b></p>	<p><b><u>DOMAIN: LANGUAGE DEVELOPMENT</u></b></p> <p><b>A) Receptive Language</b> The ability to comprehend or understand language.</p> <p><b>B) Expressive Language</b> The ability to use language.</p> <p><b><u>DOMAIN: LITERACY KNOWLEDGE &amp; SKILLS</u></b></p> <p><b>C) Book Appreciation and Knowledge</b> The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p> <p><b>D) Phonological Awareness</b> An awareness that language can be broken into words, syllables, and smaller pieces of sound.</p> <p><b>E) Alphabet Knowledge</b> The names and sounds associated with letters.</p> <p><b>F) Print Concepts &amp; Conventions</b> The concepts about print and early decoding (identifying letter-sound relationships).</p> <p><b>G) Early Writing</b> The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p>	<p><b><u>Domain: Language and Literacy</u></b></p> <p><b>Strand: Listening &amp; Speaking</b></p> <p>1.0 Language Use and Conversation</p> <p>2.0 Vocabulary</p> <p>3.0 Grammar</p> <p><b>Strand: Reading</b></p> <p>1.0 Concepts about Print</p> <p>2.0 Phonological Awareness</p> <p>3.0 Alphabets and Word/Print Recognition</p> <p>4.0 Comprehension and Analysis of Age-Appropriate Text</p> <p>5.0 Literacy Interest and Response</p> <p><b>Strand: Writing</b></p> <p>1.0 Writing Strategies</p>	<p><b>LANG-LIT-1</b> Children will exhibit the ability to comprehend, understand and use language to communicate needs and share ideas.(A,B)</p> <ul style="list-style-type: none"> <li>• <b><u>DRDP-PS Measures</u></b> 13,14,9,15,16)</li> <li>• <b><u>HELP 3-6 Strands</u></b> (2-1A, 2-3)</li> </ul> <p><b>LANG-LIT-2</b> Children will indicate an interest in books, derive meaning and acquire information from stories and other texts. (C)</p> <ul style="list-style-type: none"> <li>• <b><u>DRDP-PS Measures</u></b> (17,18,19)</li> <li>• <b><u>HELP 3-6 Strand</u></b> (1-9)</li> </ul> <p><b>LANG-LIT-3</b> Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound and identify names and sounds associated with each letter. (D,E)</p> <ul style="list-style-type: none"> <li>• <b><u>DRDP-PS Measures</u></b> (20,21)</li> <li>• <b><u>HELP 3-6 Strands</u></b> (2-1A, 1-9)</li> </ul> <p><b>LANG-LIT -4</b> Children will demonstrate an understanding of the concept of print and early decoding. (F)</p> <ul style="list-style-type: none"> <li>• <b><u>DRDP-PS Measure</u></b> (19)</li> <li>• <b><u>HELP 3-6 Strand</u></b> (1-9)</li> </ul> <p><b>LANG-LIT-5</b> Children will display familiarity with writing implements, conventions, and show emerging communication skills through written representations, symbols,</p>

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	<p><b>DOMAIN: ENGLISH LANGUAGE DEVELOPMENT</b></p> <p><b>H) ELD=Receptive English Language Skills</b> The ability to comprehend or understand the English language</p> <p><b>I) Expressive English Language Skills</b> The ability to speak or use English.</p> <p><b>J) Engagement in English Literacy Activities</b> Understanding and responding to books, storytelling, and songs presented in English.</p>	<p><b>Domain: English Language Development</b></p> <p><b>Strand: Listening</b> 1.0 Children Listen with Understanding</p> <p><b>Strand: Speaking</b> 1.0 Children use nonverbal and verbal strategies to communicate with others 3.0 Children use language to create oral narratives about their personal experiences</p> <p><b>Strand: Reading</b> 1.0 Children demonstrate and appreciation and enjoyment of reading and literature 2.0 Children show an increasing understanding of book reading</p>	<p>and letters. (G)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measure</b> (22)</li> <li>• <b>HELP 3-6 Strands</b> (1-11, 4-6A)</li> </ul> <p><b>ELD=</b> <b>LANG-LIT-6</b> Dual language children will demonstrate the ability to understand the English language and speak or use English. (H,I)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measures</b> (23,24)</li> <li>• <b>HELP 3-6 Strands</b> (2-1A, 2-7, 2-3, 2-4B, 5-7)</li> </ul> <p><b>LANG-LIT-7</b> Dual language children will display understanding and respond to books, storytelling, and songs presented in English.(J)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measures</b> (25,26)</li> <li>• <b>HELP 3-6 Strands</b> (2-1A, 2-3, 2-4B, 2-7)</li> </ul>
<b>Cognition &amp; General Knowledge</b>	<p><b>DOMAIN: MATHEMATICS KNOWLEDGE &amp; SKILLS</b></p> <p><b>A) Number Concepts &amp; Quantities</b> The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</p> <p><b>B) Number Relationships &amp; Operations</b> The use of numbers to describe relationships and solve problems.</p> <p><b>C) Geometry &amp; Spatial Sense</b> The understanding of shapes, their properties, and</p>	<p><b>Domain: Mathematics</b></p> <p><b>Strand: Mathematical Reasoning</b> 1.0 Children use mathematical thinking to solve problems that arise in their everyday environment</p> <p><b>Strand: Algebra and Functions (classification &amp; patterning)</b> 1.0 Children begin to sort and classify objects in their everyday environment 2.0 Children begin to recognize simple, repeating patterns</p>	<p><b>COG-1</b> Children will understand that numbers represent quantities &amp; have ordinal properties and will be able to use them to describe relationships. (A,B)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measures</b> (32,33)</li> <li>• <b>HELP 3-6 Strand</b> (1-10)</li> </ul> <p><b>COG-2</b> Children will understand that shapes, their properties and how objects are related to one another including</p>

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	<p>how objects are related to one another.</p> <p><b>D) Patterns</b> The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p> <p><b>E) Measurement &amp; Comparison</b> The understanding of attributes and relative properties of objects as related to size, capacity, and area.</p> <p><b>DOMAIN: SCIENCE KNOWLEDGE &amp; SKILLS</b></p> <p><b>F) Scientific Skills &amp; Method</b> The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</p> <p><b>G) Conceptual Knowledge of the Natural &amp; Physical World</b> The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.</p> <p><b>DOMAIN: SOCIAL STUDIES KNOWLEDGE &amp; SKILLS</b></p> <p><b>H) Self, Family &amp; Community</b> The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.</p> <p><b>I) People &amp; the Environment</b> The understanding of the relationship between people and the environment in which they live.</p> <p><b>J) History &amp; Events</b> The understanding that events happened in the past and how these events relate to one's self,</p>	<p><b>Strand: Number Sense</b></p> <p>1.0 Children begin to understand numbers and quantities in their everyday environment</p> <p>2.0 Children begin to understand number relationships and operations in their everyday environment</p> <p><b>Strand: Geometry</b></p> <p>1.0 Children begin to identify and use common shapes in their everyday environment</p> <p>2.0 Children begin to understand positions in space</p> <p><b>Strand: Measurement</b></p> <p>1.0 Children begin to compare and order objects</p> <p><b>Domain: Science</b></p> <p><b>Strand: Scientific Inquiry</b></p> <p>1.0 Observation and Investigation</p> <p>2.0 Documentation and Communication</p> <p><b>Strand: Physical Science</b></p> <p>1.0 Properties and Characteristics of Non-Living Objects and Materials</p> <p>2.0 Changes in Non-Living Objects and Materials</p> <p><b>Strand: Life Sciences</b></p> <p>1.0 Properties and Characteristics of Living Things</p> <p>2.0 Changes in Living Things</p> <p><b>Strand: Earth Sciences</b></p> <p>1.0 Properties and Characteristics of Earth Materials and Objects</p> <p>2.0 Changes in Earth</p>	<p>recognizing &amp; predicting patterns as well as size, capacity &amp; area of objects. (C,D,E)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measures</b> (34,35,36,37)</li> <li>• <b>HELP 3-6 Strands</b> (1-11, 4-7C, 1-7A, 1-7B, 1-7C)</li> </ul> <p><b>COG-3</b> Children will observe &amp; collect information &amp; use it to ask questions, predict, explain and draw conclusions in their varied environments. (F,G)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measure</b> (27)</li> <li>• <b>HELP 3-6 Strands</b> (1-7A, 1-7B, 1-7C, 4-8)</li> </ul> <p><b>COG-4</b> Children will demonstrate an understanding of self and their role in family, community and the environment in which they live. H,I, J)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measures</b> (6,29)</li> <li>• <b>HELP 3-6 Strands</b> (5-2, 5-4, 5-8)</li> </ul> <p><b>COG-5</b> Children will recognize, understand, analyze a problem &amp; draw on knowledge or experience to seek solutions to a problem. (K)</p> <ul style="list-style-type: none"> <li>• <b>DRDP-PS Measures</b> (27,28)</li> <li>• <b>HELP 3-6 Strands</b> (1-4D)</li> </ul>

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	<p>family, and community.</p> <p><b>K) Reasoning &amp; Problem Solving</b> The ability to recognize, understand and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> <p><b>L) Symbolic Representation</b> The use of symbols or objects to represent something else.</p>	<p><b>Domain: Visual and Performing Arts</b>  <b>Strand: Visual Art</b>            3.0 Create, Invent and express through Visual Art  <b>Strand: Dance</b>            3.0 Create, Invent and Express through Dance</p> <p><b>Domain: Social-Emotional Development</b>  <b>Strand: Social Interaction</b>            2.0 Interactions with Peers</p> <p><b>Domain: History-Social Science</b>  <b>Strand: Self and Society</b>            1.0 Culture and Diversity            3.0 Social Roles and Occupations  <b>Strand: Becoming a Preschool Community Member (Civics)</b>            1.0 Skills for Democratic Participation            2.0 Responsible Conduct            3.0 Fairness and Respect for Other People  <b>Strand: Sense of Place (Geography and Ecology)</b>            1.0 Navigating Familiar Locations            2.0 Caring for the Natural World            3.0 Understanding the Physical World through Drawings and Maps  <b>Strand: Sense of Time (History)</b>            1.0 Understanding past Events            2.0 Anticipating and Planning Future Events            3.0 Personal History            4.0 Historical Changes in People and the World</p>	