

## Boyd County Head Start School Readiness Alignment

Domain (taken from the Head Start Child Development and Early Learning Framework)	Goals	Kentucky Early Childhood Standards Alignment	KY Core Academic Kindergarten Standards	Teaching Strategies Gold Assessment Indicator
Physical Development and Health	<p>(1) Children will demonstrate control of large muscles for movement, navigation and balance</p> <p>(2) Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing and exploring.</p> <p>(3) Children and families will practice healthy and safe habits</p>	<p>Physical development standard 1: demonstrates basic gross and fine motor development. 1.2: performs a variety of loco motor skills with control and balance. 1.3: performs a variety of non-loco motor skills with control and balance. 1.4: combines a sequence of several motor skills with control and balance</p> <p>Physical development standard 1: demonstrates basic gross and fine motor development. 1.5 performs fine motor tasks using eye-hand coordination.</p> <p>Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments. 1.1: demonstrates independent behaviors</p>	<p>Practical living 2.34 students perform physical movement skills effectively in a variety of settings. 2.35 students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.</p> <p>Physical Education Manipulative Skills 1: Discover a variety of ways to manipulate objects</p> <p>Personal Wellness 2.29: students demonstrate skills that promote individual well-being and healthy family relationships. 2.31: students demonstrate the knowledge and skills the need to remain physically healthy and to accept responsibility for their own physical well-being.</p>	<p>4: demonstrates traveling skills. 5: Demonstrates balancing skills. 6: demonstrates gross motor manipulative skills</p> <p>7: Demonstrates fine motor strength and coordination. 7a: uses fingers and hands. 7b: uses writing and drawing tools. 19a: writes name. 19b: writes to convey meaning</p> <p>1c: takes care of own needs appropriately. 29: demonstrates knowledge about self.</p>

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			2.32: students demonstrate strategies for becoming and remaining mentally and emotionally healthy.	
Social and Emotional Development	<p>(1)Children will develop and demonstrate positive interactions and relationships with adults and peers.</p> <p>(2)Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses and behavior.</p>	<p>Health &amp; Mental Wellness Standard 1: demonstrates health/mental wellness in individual and cooperative social environments. 1.2: shows social cooperation.</p> <p>1.1: demonstrates independent behavior. 1.3: applies social problem solving skills.</p>	<p>Practical Living 2.29: students demonstrate skills that promote individual well-being and healthy family relationships. 4.3: students individually demonstrate consistent, responsive and caring behavior. 4.4: students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>3.5: students will demonstrate self-control and self-discipline. 4.1: students effectively use interpersonal skills. 4.3: students individually demonstrate consistent, responsive, and caring behavior. 4.4: students demonstrate the ability to accept the rights and responsibilities for self and others.</p>	<p>2: establishes and sustains positive relationships. 2a: forms relationships with adults. 2b: responds to emotional cues. 2c: interacts with peers. 2d: makes friends. 3: participates cooperatively and constructively in group situations. 3a: balances needs and rights of self and others. 3b: solves social problems.</p> <p>1: regulates own emotions and behaviors. 1a: manages feelings. 1b: follows limits and expectations. 1: regulates own emotions and behaviors. 1a: manages feelings. 1b: follows limits and expectations.</p>

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Approaches to Learning	(1) Creative Arts Expression: Children will demonstrate an interest in and participate in a variety of visual arts, dance, music, and dramatic experiences	Arts & Humanities Standard 1: participates and shows interest in a variety of visual art, dance, music and drama experiences. 1.1: develops skills in and appreciation of visual arts. 1.2: develops skills in and appreciation of dance. 1.3: develops skills in and appreciation of music. 1.4: develops skills in and appreciation of drama.	Arts & Humanities 1.13: students make sense of ideas and communicate ideas with the visual arts. 1.14: students make sense of ideas and communicate them with music. 1.15: students make sense of and communicate ideas with movement.	33: explores the visual arts. 34: explores musical concepts and expression. 35: explores dance and movement concepts. 36: explores drama through actions and language. 18c: retells stories. 14b: engages in socio-dramatic play.
Approaches to Learning	(2) Approaches to Learning: Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning.	Health & Wellness Standard 1: demonstrates health/mental wellness in individual and cooperative social environments. 1.2: shows social cooperation. Social Studies Standard 1: demonstrates basic understanding of the world in which he/she lives. 1.4: recognizes and/or follows rules within the home, school and community.	Practical Living 4.1 students effectively use interpersonal skills. 4.2: uses productive team membership skills. 4.4 demonstrates the ability to accept the rights and responsibilities for self and others.	2: establishes and sustains positive relationships. 2c: interacts with peers. 3: participates cooperatively and constructively in group situations. 3a: balances needs and rights of self and others 11. demonstrates positive approaches to learning. 11b: persists. 11d: shows curiosity and motivation. 11e: shows flexibility and inventiveness in thinking.

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Language and Literacy	<p>(1)Language Development: Children will be able to utilize language to express their wants and needs.</p> <p>(2)Language Development: Children will engage in conversations, follow directions, and comprehend language.</p>	<p>Language Arts Standard 1: demonstrates general skills and strategies of the communication process.</p> <p>1.2 uses language (verbal, signed, symbolic) for a variety of purposes.</p> <p>1.3 communicates with increasing clarity and use of conventional grammar.</p>	<p><i>Language Vocabulary Acquisition and Use</i></p> <p>4. determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>5. with guidance and support from adults, explores word relationships and nuances in word meanings.</p> <p>6. uses words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><i>Conventions of Standard English</i></p> <p>1: demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2: demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Speaking and Listening Comprehension and Collaboration</i></p> <p>1: participates in collaborative conversations with diverse</p>	<p>8: listens to and understands increasingly complex language.</p> <p>8a: comprehends language.</p> <p>8b: follows directions.</p> <p>9: uses language to express thoughts and needs.</p> <p>9a: uses an expanding expressive vocabulary.</p> <p>9b: speaks clearly.</p> <p>9c: uses conventional grammar.</p> <p>9d: tells about another time or place.</p> <p>10: uses appropriate conversational and other communication skills.</p> <p>10a: engages in conversation.</p> <p>10b: uses social rules of language.</p>

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			<p>partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>2: confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. asks and answers questions in order to seek help, get information, or clarify something that is not understood.</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p>4. describes familiar people, places, things and events and, with prompting and support, provides additional detail.</p> <p>5. adds drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. speaks audibly and expresses thoughts, feelings and ideas clearly.</p>	

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Language and Literacy	(3) Literacy Knowledge and Skills: Children will be able to demonstrate knowledge of print and develop the awareness that print conveys meaning.	Language Arts Standard 3: demonstrates general skills and strategies of the reading process. 3.1: listens to and/or responds to reading materials with interest and enjoyment. 3.2: shows interest and understanding of the basic concepts and conventions of print. 3.5: draws meaning from pictures, print and text. 3.6: tells and retells a story.	<p><i>Reading Key Ideas and Details (Literature)</i></p> <p>1: with prompting and support, asks and answers questions about key details in a text.</p> <p>2: with prompting and support, retells familiar stories, including key details.</p> <p>3: with prompting and support, identifies characters, settings, and major events in a story.</p> <p>9: with prompting and support, identifies basic similarities in and differences between two texts on the same topic.</p> <p><i>Key Ideas and Details (Informational)</i></p> <p>1: with prompting and support, asks and answers questions about key details in the text.</p> <p>2: with prompting and support, identifies the main topic and retells key details of a text.</p> <p>3: with prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text.</p>	17: demonstrates knowledge of print and its use. 17a: uses and appreciates books. 17b: uses print concepts. 18: comprehends and responds to books and other texts. 18a: interacts during read-alouds and book conversations. 18b: uses emergent reading skills. 18c: retells stories

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			<p>9: with prompting and support, identifies basic similarities in and between two texts on the same topic.  <i>Craft and Structure (Literature)</i></p> <p>4: asks and answers questions about key details in a text.  <i>Craft and Structure (Informational)</i></p> <p>4: with prompting and support, asks and answers questions about unknown words in a text.  <i>Range and Level of Text Complexity (Literature Informational)</i></p> <p>10: actively engages in group reading activities with purpose and understanding.  <i>Foundational Skills Print Concepts</i></p> <p>1: demonstrates understanding of the organization and basic features of print.</p> <p>4: reads emergent reader texts with purpose and understanding.  <i>Craft and Structure (Informational)</i></p> <p>5: identifies the front cover, back cover, and title page of a book.</p> <p>6: names the</p>	

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			<p>author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.</p> <p><i>Draft and Structure (Literature)</i></p> <p>5: recognizes common types of texts (storybooks, poems).</p> <p>6: with prompting and support, names the author and illustrator of a story and defines the role of each in telling the story.</p> <p><i>Integration of Knowledge and Details (Literature)</i></p> <p>7: with prompting and support, describes the relationship between illustrations and the story in which they appear.</p> <p><i>Integration of Knowledge and Ideas (Informational)</i></p> <p>7: with prompting and support, describes the relationship between illustrations and the text in which they appear.</p> <p>8: with prompting and support, identifies the reasons an author gives to support points in a text.</p>	



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		<p>Language Arts Standard 3: demonstrates general skills and strategies of the reading process.            3.3: demonstrates knowledge of the alphabet.            3.4: demonstrates emergent phonemic/phonological awareness.</p> <p>Language Arts Standard 4: demonstrates competence in the beginning skills and strategies of the writing process.            4.1: understands that the purpose of writing is communication.            4.2: produces marks, pictures and symbols that represent print and ideas.            4.3: explores the physical aspect of writing.</p>	<p><i>English/Language Arts Foundation Skills Print</i>            Concepts 1: demonstrates understanding of the organization and basic features of print.  <i>Phonics and Word Recognition</i>            3: knows and applies grade-level phonics and word analysis skills in decoding words.  <i>Fluency</i>            4: reads emergent reader texts with purpose and understanding.  <i>Phonological Awareness</i>            2: demonstrates understanding of spoken words, syllables, and sounds.</p> <p><i>Writing Production and Distribution of Writing</i>            5: with guidance and support from adults, responds to questions and suggestions from peers and adds details to strengthen writing as needed.            6: with guidance and support from adults, explores a variety of digital tools to produce and publish writing, including in collaboration with peers.  <i>Text Types and</i></p>	<p>15: demonstrates phonological awareness.            15a: notices and discriminates rhyme.            15b: notices and discriminates alliteration.            15c: notices and discriminates smaller and smaller syllables in words.            16: demonstrates knowledge of the alphabet.            16a: identifies and names letters.            16b: uses letter sound knowledge.</p> <p>19: demonstrates emergent writing skills.            19a: writes name.            19b: writes to convey meaning.</p>

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			<p><i>Purposes</i></p> <p>1: uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>2: uses a combination of drawing, dictating, and writing to compose informative, explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3: uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened.</p> <p><i>Research to Build and Present Knowledge</i></p> <p>7: participates in shared research and writing projects.</p> <p>8: with guidance and support from</p>	

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			adults, recalls information from experiences or gathers information from provided sources to answer a question. <i>Speaking and Listening</i> <i>Presentation of Knowledge and Ideas</i> 5: adds drawings or other visual displays to descriptions as desired to provide additional detail. <i>Foundational Skills Fluency</i> 4: reads emergent reader texts with purpose and understanding. <i>Print Concepts</i> 1: demonstrates understanding of the organization and basic features of print.	
Language and Literacy	(3) English Language Development: Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.	Language Arts Standard 1: demonstrates general skills and strategies of the communication process. 1.3: communicates with increasing clarity and use of conventional language.	Language Conventions of Standard English 1: demonstrates command of the conventions of standard English grammar and usage when writing or speaking.	37: demonstrates progress in listening to and understanding English.  38: demonstrates progress in speaking English.

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Cognition and General Knowledge	(2) Mathematics knowledge and skills: Children will use math in everyday routines to count, compare, relate, pattern and problem solve.	<p>Mathematics Standard 1: demonstrates general skills and uses of the concepts of mathematics.</p> <p>1.1: demonstrates understanding of numbers and counting.</p>	<p><i>Counting and Cardinality</i> <i>Know number names and the counting sequence</i> 1: counts to 100 by ones and by tens. 2: counts forward beginning from a given number within the known sequence. <i>Counts to tell the number of objects</i> 3: writes numbers from 0-20. Represents a number of objects with a written numeral 0-20. 4: understands the relationship between numbers and quantities; connect counting to cardinality.</p>	<p>11c: Solves problems</p> <p>20: Uses number concepts and operations</p> <p>20a: counts</p> <p>20b: quantifies</p> <p>20c: connects numerals with their quantities</p> <p>21: Explore and describes spatial relationships and shapes</p> <p>21a: Understands spatial relationships</p> <p>21b: Understands shapes</p>

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			<p>5: counts to answer "how many" questions about as many as 20 objects arranged in a line, a rectangular array, or a circle, or as many as 10 objects in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>Compare numbers</p> <p>6: identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p> <p><i>Measurement and Data. Describe and Compare Measurable Attributes</i></p> <p>1: describes measurable attributes of objects, such as weight. Describes several measurable attributes of an object.</p> <p>2: directly compares two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describes the difference.</p> <p><i>Classifies Objects and Counts the Number of</i></p>	<p>22: Compares and Measures</p> <p>23: Demonstrates knowledge of patterns</p>

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			<i>Objects in Each Category</i> 3: classifies objects into given categories; counts the number of objects in each category and sorts the categories by count.	
Cognition and General Knowledge	(3)Science Knowledge and Skills: Children will engage in exploring their environments through observations, manipulations, asking questions, making predictions and development hypotheses.	Science Standard 1: demonstrates scientific ways of thinking and working. 1.1: explores features of the environment through manipulation. 1.2: investigates simple scientific concepts. 1.3: uses a variety of tools to explore the environment. 1.4: collects, describes and/or records information through a variety of means. 1.5: makes and verifies predictions based on past experiences.	Practical Living 5.1: students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluation, and comparing to solve a variety of problems in real life situations.	24: uses scientific inquiry skills. 25: demonstrates knowledge of characteristics of living things. 26: demonstrates knowledge of physical properties of objects and materials. 27: demonstrates knowledge of Earth's environments. 28: uses tools and other technology to perform tasks.
Cognition and General Knowledge	(4)Social Studies Knowledge and Skills: Children will engage in exploring their family and community, its history and events, and interacting with people and the environment.	Social Studies Standard 1: demonstrates basic understanding of the world in which he/she lives. 1.5: demonstrates understanding of the roles and relationships within his/her family and/or community. 1.6: knows that diversity exists in the world.	Practical Living 2.29: students demonstrate skills that promote individual well-being and healthy family relationships. 4.4: students demonstrate the ability to accept the rights and responsibilities for self and others. Social Studies 2.16: students observe, analyze,	29: demonstrates knowledge about self 30: shows basic understanding of people and how they live. 31: explores change related to familiar people or places. 32: demonstrates simple geographic knowledge.

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			and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.	