

**COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK, MARYLAND MODEL FOR SCHOOL  
 READINESS, AND MARYLAND GUIDELINES FOR  
 HEALTHY CHILD DEVELOPMENT AND CARE  
 DRAFT JULY, 2005**

<p style="text-align: center;"><b>MARYLAND GUIDELINES FOR            HEALTHY CHILD DEVELOPMENT            AND CARE            (MDHCD)            For 3 year olds</b></p>	<p style="text-align: center;"><b>HEAD START CHILD OUTCOMES            FRAMEWORK            (HS)            For exiting Head Start children</b></p>	<p style="text-align: center;"><b>MARYLAND MODEL FOR READINESS            (MMSR)            For end of pre-kindergarten children</b></p>
<b>Language and Literacy</b>	<b>Language and Literacy</b>	<b>Language and Literacy</b>
<p style="text-align: center;">Literacy</p> <p><b>Phonemic Awareness</b>            Becoming aware of sounds in spoken language</p> <ul style="list-style-type: none"> <li>• Sings simple songs that he has heard many times with a group or on his own</li> <li>• Says a simple rhyme that he has heard many times, with a group or alone</li> <li>• Begins to identify rhyming words when he hears them</li> <li>• Begins to supply the rhyming words in a familiar poem or song</li> <li>• Know that his name starts with an M sound, like mom</li> <li>• Knows how to identify farm animals by the sounds they make</li> <li>• Identifies environmental sounds such as a doorbell, fire engine, or water running</li> </ul>	<p style="text-align: center;">Literacy</p> <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• Shows growing awareness of beginning and ending sounds of words.</li> <li>• Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poem.</li> <li>• Shows growing ability to hear and discriminate separate syllables in words.</li> <li>• Associates sounds with written words, such as awareness that different words begin with the same sound.</li> </ul>	<p><b>1.0 General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade 1.</b></p> <p style="text-align: center;"><b>Phonemic Awareness</b></p> <ol style="list-style-type: none"> <li>1. Discriminates sounds and words             <ol style="list-style-type: none"> <li>a. Tells whether sounds are same or different</li> <li>b. Recognizes that letters represent sounds</li> <li>c. Identifies words by initial sounds in words</li> <li>d. Classifies words by initial sounds</li> </ol> </li> <li>2. Discriminates and produces rhyming words and alliteration             <ol style="list-style-type: none"> <li>a. Repeats rhyming words</li> <li>b. Repeats phrases and sentences with alliteration</li> <li>c. Discriminates rhyming words from non-rhyming words</li> </ol> </li> <li>3. Blends sounds and syllables to form words             <ol style="list-style-type: none"> <li>a. Orally blends syllables into a whole word, such as fun-ny</li> </ol> </li> <li>4. Segments sounds in spoken words and sentences             <ol style="list-style-type: none"> <li>a. Claps words in a sentence</li> <li>b. Identifies the initial sound in a word</li> </ol> </li> </ol>

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<p style="text-align: center;"><b>Literacy</b></p> <p><b>Phonological Awareness</b> Recognizing that symbols have corresponding meaning</p> <ul style="list-style-type: none"> <li>• Knows that the McDonalds sign means that a McDonalds is near</li> <li>• Finds his favorite cereal by the picture on the box</li> <li>• Uses the stop sign in play with the car set</li> <li>• Puts toys away in correctly labeled bins or shelves</li> <li>• Draws attention to parts of words such as syllables by moving or clapping to the beat</li> <li>• Finds his name card on his carpet square and sits there</li> <li>• Sees a letter from his name on a sign and points it out to his mother</li> <li>• Asks what a card says after receiving it in the mail</li> <li>• Sings alphabet song</li> </ul>	<p style="text-align: center;"><b>Literacy</b></p> <p><b>Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>• Shows progress in associating the names of letters with their shapes and sounds.</li> <li>• Increases in ability to notice the beginning letters in familiar words.</li> <li>• Identifies at least 10 letters of alphabet, especially those in their own name.</li> <li>• Progresses from using scribbles, shapes or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>	<p><b>1.0 General Reading Processes: Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.</b></p> <p style="text-align: center;"><b>Phonics</b></p> <ol style="list-style-type: none"> <li>1. Recognizes that letters have corresponding sounds <ol style="list-style-type: none"> <li>a. Recognizes similarities and differences in letter shapes</li> <li>b. Matches familiar consonant sounds to appropriate letters, such as m, b, f, t, p</li> </ol> </li> <li>2. Decodes words in grade-level texts <ol style="list-style-type: none"> <li>a. Identifies and names some upper and lower case letters words, especially those in the student's own name</li> </ol> </li> </ol>

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<p align="center"><b>Literacy</b></p> <p><b>Fluency: Begins to develop fluency by understanding beginning literacy concepts such as the sequence and ideas of stories</b></p> <ul style="list-style-type: none"> <li>• Correctly turns pages of a favorite book</li> <li>• Points to the pictures associated with what you are reading</li> <li>• Listens to models of fluent reading</li> <li>• Recites a familiar nursery rhyme, poem or finger play with expression</li> <li>• Understands simple story plots such as why everyone is running after the Gingerbread Boy</li> <li>• Asks to re-read a favorite story, remembering the funny ending and telling it as you start to read</li> <li>• Makes personal connections with the story</li> <li>• Sings along with the Gingerbread Boy’s song after hearing it several times</li> <li>• Compares two versions of a familiar story, telling if a character was in the other book</li> <li>• Retell a story he has heard several times recently using some of the actual repetitive phrases</li> </ul>	<p align="center"><b>Literacy</b></p> <p><b>Book Knowledge and Appreciation</b></p> <ul style="list-style-type: none"> <li>• Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry</li> <li>• Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.</li> <li>• Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</li> <li>• Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</li> </ul>	<p><b>1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.</b></p> <p align="center"><b>Fluency</b></p> <ol style="list-style-type: none"> <li>1. Engages in imitative reading at an appropriate rate <ol style="list-style-type: none"> <li>a. Listens to models of fluent reading</li> <li>b. Recites nursery rhymes, poems, and finger plays with expression</li> <li>c. Develops beginning sight vocabulary of familiar words, such as first name and color words</li> </ol> </li> </ol>

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<p align="center">Literacy</p> <p>Vocabulary: Expand vocabulary and language usage</p> <ul style="list-style-type: none"> <li>• Uses words to describe the purpose and function of objects</li> <li>• Learns the names of objects new to him</li> <li>• Uses words learned through reading in his own conversation</li> <li>• Discovers the meaning of new words from the context or the pictures</li> <li>• Makes up a story to go with the clothes he is wearing in the Pretend Play center</li> </ul>		<p><b>1.0 General Reading Process: Vocabulary :</b> Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary</p> <p align="center"><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Develops and applies vocabulary through exposure to a variety of texts <ol style="list-style-type: none"> <li>a. Acquires new vocabulary through listening to a variety of texts on a daily basis</li> <li>b. Discusses words and word meanings daily as they are encountered in texts, instruction, and conversation</li> <li>c. Asks questions about unknown objects and words related to topics discussed</li> <li>d. Listens to and identifies the meaning of content - specific vocabulary</li> <li>e. Identifies signs, labels, and environmental print</li> <li>f. Collects and plays with favorite words</li> </ol> </li> <li>2. Develops a conceptual understanding of new words <ol style="list-style-type: none"> <li>a. Uses words to describe size, color, and shapes</li> <li>b. Names common objects shown in pictures</li> </ol> </li> <li>3. Understands, acquires, and uses new vocabulary <ol style="list-style-type: none"> <li>a. Uses illustrations to find meaning of unknown words</li> <li>b. Uses newly learned vocabulary on multiple occasions to reinforce meaning</li> </ol> </li> </ol>

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<p align="center"><b>Literacy</b></p> <p><b>Comprehension: Develop comprehension by demonstrating understanding of text during and after reading.</b></p> <ul style="list-style-type: none"> <li>• Makes and confirms predictions</li> <li>• Uses illustrations to construct meaning</li> <li>• Listens to a variety of fiction and non-fiction materials, including poetry, nursery rhymes, stories, fairy tales and realistic fiction</li> <li>• Asks and answers questions about the story while the caregiver is reading</li> <li>• Answers questions after the story is read</li> <li>• Listens to and discusses a variety of literacy texts representing diverse cultures, perspectives and ethnicities</li> <li>• Begins to understand that stories can be acted out</li> <li>• Begin to listen for rhyming words, claps out rhythms, and chants along with repetitive phrases in poetry or other book</li> <li>• Uses books properly</li> <li>• Points to and names the numbers that he knows in a counting book and counts along</li> <li>• Chooses books at Center Time</li> </ul>	<p align="center"><b>Literacy</b></p> <p><b>Print Awareness and Concepts</b></p> <ul style="list-style-type: none"> <li>• Shows increasing awareness of print in classroom, home and community settings.</li> <li>• Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> <li>• Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> <li>• Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</li> <li>• Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> </ul>	<p><b>1.0 General Reading Process: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning)</b></p> <p align="center"><b>Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates an understanding of concepts of print to determine how print is organized and read       <ol style="list-style-type: none"> <li>a. Understands that speech can be written and read</li> <li>b. Understands that print conveys meaning</li> <li>c. Demonstrates the proper use of a book</li> <li>d. Identifies the title of a book</li> <li>e. Demonstrates that text is read from left to right and top to bottom</li> <li>f. Identifies pictures, shapes, letters, and numerals</li> </ol> </li> <li>2. Uses strategies to prepare for reading (before reading)       <ol style="list-style-type: none"> <li>a. Makes connections to the text using illustrations, photographs from prior knowledge</li> <li>b. Makes predictions by examining the title, cover illustrations/photographs, and familiar author or topic</li> <li>c. Helps set up a purpose for reading</li> </ol> </li> <li>3. Uses strategies to make meaning from text (during reading)       <ol style="list-style-type: none"> <li>a. Uses illustrations to construct meaning</li> <li>b. Makes and confirms predictions</li> <li>c. Connects events, characters, and actions in stories to specific life experiences</li> </ol> </li> </ol>

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		<p><b>Comprehension of Informational Text (continued)</b></p> <ol style="list-style-type: none"> <li><b>4. Demonstrates understanding of text (after reading)</b> <ol style="list-style-type: none"> <li><b>a. Recalls information from text</b></li> <li><b>b. Responds orally to questions</b></li> <li><b>c. Responds to text in a variety of ways (retell, dramatize, draw)</b></li> <li><b>d. Reviews the purpose for reading</b></li> <li><b>e. Retells a story as through reading a book</b></li> </ol> </li> </ol>

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		<p><b>2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate information text.</b></p> <p style="text-align: center;"><b>Comprehension of Information Text</b></p> <ol style="list-style-type: none"> <li><b>1. Develops comprehension skills by reading a variety of informational texts</b> <ol style="list-style-type: none"> <li>a. Listens to nonfiction materials, magazines, resources, newspapers, sample maps and picture dictionaries</li> <li>b. Listens to and reads functional documents by following simple oral or rebus directions: science investigations, recipes, rules, center activities, signs and posters, labels, and classroom schedules</li> <li>c. Listens to and uses personal interest materials, such as books and magazines</li> </ol> </li> <li><b>2. Recognizes and uses text features to facilitate understanding of informational text</b> <ol style="list-style-type: none"> <li>a. Recognizes print features</li> <li>b. Recognizes graphic aids (photographs, drawings, maps)</li> </ol> </li> <li><b>3. Develops knowledge of organizational structure of informational text</b> <ol style="list-style-type: none"> <li>a. Recognizes sequential order</li> </ol> </li> <li><b>4. Determines important ideas and messages in informational text</b> <ol style="list-style-type: none"> <li>a. Retells important facts from a text</li> <li>b. Identifies how someone might use the text</li> </ol> </li> <li><b>5. Evaluates information text</b></li> </ol>

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	<p style="text-align: center;"><b>Literacy Print Awareness and Concepts</b></p> <ul style="list-style-type: none"> <li>• Shows increasing awareness of print in classroom, home and community settings</li> <li>• Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> <li>• Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message</li> <li>• Shows progress in recognizing the association between spoken and written words by following print as it is read aloud</li> <li>• Recognizes a word as unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> </ul>	<p><b>3.0 Comprehension of Literacy Text: Students will read, comprehend, interpret, analyze, and evaluate informational text</b></p> <p style="text-align: center;"><b>Comprehension of Literacy Text</b></p> <ol style="list-style-type: none"> <li>1. Develops comprehension skills by listening to a variety of self-selected and assigned literacy texts <ol style="list-style-type: none"> <li>a. Listens to and discusses a variety of literary texts representing diverse cultures, perspectives, and ethnicities</li> <li>b. Listens to and discusses a variety of different types of fictional literacy text, such as stories, poems and nursery rhymes, realistic fiction, and fairy tales</li> </ol> </li> <li>2. Uses text features to facilitate understanding of literacy texts <ol style="list-style-type: none"> <li>a. Identifies and explains how the title contributes meaning</li> <li>b. Identifies and explains how text features, such as illustrations, punctuations, and print features, contribute to meaning</li> </ol> </li> <li>3. Uses elements of narrative texts to facilitate understanding <ol style="list-style-type: none"> <li>a. Identifies the beginning and end of a story</li> <li>b. Identifies the characters of a story</li> </ol> </li> <li>4. Uses elements of poetry to facilitate understanding <ol style="list-style-type: none"> <li>a. Recognizes that a play has characters, dialogue, scenery, and tells a story read to them</li> </ol> </li> </ol>

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		<p><b>Comprehension of Literacy Text (continued)</b></p> <ol style="list-style-type: none"> <li>5. Uses elements of dramatic text to facilitate understanding               <ol style="list-style-type: none"> <li>a. Recognizes that a play has characters, dialogue, scenery, and tells a story read to them</li> </ol> </li> <li>6. Determines important ideas and messages in literacy texts               <ol style="list-style-type: none"> <li>a. Retells the story by sequencing the main events</li> <li>b. Identifies a personal connection to the text</li> </ol> </li> </ol>

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<p align="center"><b>Literacy</b></p> <p><b>Writing Skills: Developing writing skills by recognizing that drawings, paintings and writing are meaningful representations</b></p> <ul style="list-style-type: none"> <li>• Pretends to take the caregiver’s order, while playing restaurant, by scribbling on a pad with a pencil</li> <li>• Makes a picture with lines coming out of the bottom and sides of a circle and tells the caregiver that it is him</li> <li>• Paints some broad stokes across the paper with a few different colors, and tells the caregiver that it is a rainbow</li> <li>• Begins to control scribbles, perhaps telling his caregiver what they say</li> <li>• Finds his name card on a carpet square and sits there</li> <li>• Shows a friend his work on the wall, and “reads” the teacher writing about it</li> <li>• Dictates a thank you note to do with his picture for the firefighters after their visit</li> </ul> <p><b>Using writing utensils for scribbles and drawings</b></p> <ul style="list-style-type: none"> <li>• Holds a crayon with a pincer grasp, although resting on the ring finger, or starts to hold it correctly, and scribbles with increasing control</li> <li>• Begins to draw representations of people and objects</li> </ul>	<p align="center"><b>Literacy</b></p> <p><b>Early Writing</b></p> <ul style="list-style-type: none"> <li>• Develops understanding that writing is a way of communicating for a variety of purposes</li> <li>• Begins to represent stories and experiences through pictures, dictation, and in play</li> <li>• Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers</li> <li>• Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name</li> </ul>	<p><b>4.0 Writing: Students will compose effective expressive, informational, and persuasive writing</b></p> <p align="center"><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Composes text using the prewriting and drafting strategies of effective writers and speakers       <ol style="list-style-type: none"> <li>a. Recognizes that writing conveys meaning</li> <li>b. Generates ideas by using letter like shapes, symbols, and letters. Dictates words and phrases, and using drawings to represent ideas.</li> </ol> </li> <li>2. Composes oral and visual presentations that express personal ideas       <ol style="list-style-type: none"> <li>a. Writes to express personal ideas using letter like shapes, symbols, and letters</li> <li>b. Contributes to a shared writing experience or topic of interest.</li> <li>c. Uses drawings, letters, or symbols to express personal ideas</li> </ol> </li> <li>3. Identifies how language choices in writing and speaking affect thoughts and feelings       <ol style="list-style-type: none"> <li>a. Identifies and uses words to communicate feelings</li> <li>b. Acquires and uses new vocabulary</li> </ol> </li> </ol>

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<p align="center"><b>Language</b></p> <p><b>Shows understanding and responds to simple directions and requests</b></p> <ul style="list-style-type: none"> <li>• Follows two-step directions, especially if they are part of a familiar routine or have been demonstrated</li> <li>• Gets his coat and starts putting it on when told it is time to get ready to go outside</li> <li>• Takes a napkin from the pile and passes the pile to the next person at the table after being asked to</li> <li>• Listens more attentively to a story than to a group discussion</li> <li>• Listens more easily in a one on one conversation than in a group setting</li> </ul> <p><b>Understands more abstract concepts</b></p> <ul style="list-style-type: none"> <li>• Uses and understands directional words such as around, backward and forward</li> <li>• Understands and starts to use some positional words such as behind, in front of, next to, under and over</li> <li>• Names or points to body parts</li> <li>• Tells his name</li> <li>• Matches the picture cards in a simple game of concentration</li> </ul> <p><b>Demonstrates active listening</b></p> <ul style="list-style-type: none"> <li>• Attends to speaker for longer periods of time</li> <li>• Retells, and relates to what has been heard</li> <li>• Asks questions about what has been heard</li> </ul>	<p align="center"><b>Language</b></p> <p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"> <li>• Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems</li> <li>• Shows progress in understanding and following simple and multiple step directions</li> <li>• Understanding an increasingly complex and varied vocabulary</li> <li>• For non-English-speaking children, progresses in listening to and understanding English</li> </ul>	<p><b>6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information</b></p> <p align="center"><b>Listening</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates active listening strategies <ol style="list-style-type: none"> <li>a. Attends to speaker</li> </ol> </li> <li>2. Comprehends and analyzes what is heard <ol style="list-style-type: none"> <li>a. Determines speaker's general purpose</li> <li>b. Identifies rhythms and patterns of language, including rhyme and repetition</li> <li>c. Demonstrates an understanding of what is heard by retelling and relating prior knowledge</li> <li>d. Follows a set of two or three step directions</li> <li>e. Listens carefully to expand and enrich vocabulary</li> </ol> </li> </ol>

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<p align="center"><b>Language</b> Expresses Thoughts and Ideas Using Conventions of Speech Uses more conventions of speech as he speaks</p> <ul style="list-style-type: none"> <li>• Uses some positional words such as “in front of”, “behind” and “next to”</li> <li>• Does not pronounce all of his words correctly, but can be easily understood most of the time</li> <li>• Uses longer sentences and more grown up words</li> <li>• Uses ‘s’ at the end of word for plurals and ‘ed’ for the past tense</li> <li>• Uses plurals, pronouns and possessive words such as “my” and “his”</li> <li>• Use contractions such as “won’t” and “can’t”</li> <li>• Tells a story with many details</li> </ul>	<p align="center"><b>Language</b> Speaking and Communicating</p> <ul style="list-style-type: none"> <li>• Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes</li> <li>• Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• Uses an increasingly complex and varied spoken vocabulary</li> <li>• Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity</li> <li>• For non-English-speaking children, progresses in speaking English</li> </ul>	<p><b>7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.</b></p> <p align="center"><b>Speaking</b></p> <ol style="list-style-type: none"> <li>1. Uses organization and delivery strategies <ol style="list-style-type: none"> <li>a. Speaks clearly enough to be heard and understood in a variety of settings</li> </ol> </li> <li>2. Makes oral presentations <ol style="list-style-type: none"> <li>a. Speaks in a variety of situations to inform and/or relate experiences, such as retelling stories</li> <li>b. Uses props in situations, such as show-and-tell</li> </ol> </li> </ol>

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<p>Language (continued)  <b>Enters into Conversation</b>  <b>Have more meaningful conversations with peers and adults</b></p> <ul style="list-style-type: none"> <li>• Sing, chant nursery rhymes and talk to a friend or caregiver, an imaginary friend, story about a field tri</li> <li>• Takes his turn in a group discussion</li> <li>• Talks with a friend on the playground about what they are each going to be for Halloween or the dolls and toys he is play with</li> <li>• Tells what he did in the past, what he is currently doing, and what he will do in the</li> <li>• Offers his own information in a group</li> </ul> <p><b>Asks “why” and other questions to keep conversation going</b></p> <ul style="list-style-type: none"> <li>• Asks questions to participate in conversation</li> <li>• Asks the same question he heard another child ask about the toy being shown</li> <li>• Asks “why” questions</li> <li>• Asks why and how questions – how do things work?</li> </ul> <p><b>Demonstrates active listening skills</b></p> <ul style="list-style-type: none"> <li>• Attend to speaker for a longer period of time</li> <li>• Retell, and relate to what has been hear</li> <li>• Ask questions about what has been heard</li> </ul>		