

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS

Developmental Progression		Indicators
36 to 48 months	48 to 60 months	By 60 months
LANGUAGE AND COMMUNICATION		
VOCABULARY		
P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.		
Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	<ul style="list-style-type: none"> • Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities. • Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. • With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes. • With support, forms guesses about the meaning of new words from context clues.
LITERACY		
PRINT AND ALPHABET KNOWLEDGE		
P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).		
Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	<ul style="list-style-type: none"> • Understands that print is organized differently for different purposes, such as a note, list, or storybook. • Understands that written words are made up of a group of individual letters. • Begins to point to single-syllable words while reading simple, memorized texts. • Identifies book parts and features, such as the front, back, title, and author.