

Kindergarten Readiness

“Professionals Edition”

McLoughlin Early Childhood [P3] Committee

Beneficial skills and abilities

Gladstone / Jennings / Oregon City early childhood cluster of schools, providers and agencies

Approaches to Learning		Child Well-Being	Pre-Academic Factors	
Cognitive Development	Social & Emotional Development	Physical development, Health & Safety	Language & Literacy	Numeracy & General Knowledge
<ul style="list-style-type: none"> a. Participates positively in small or large learning, inquiry, and play groups. b. Applies past knowledge, questions, and creativity to new situations. c. Communicating clearly - listening and responding appropriately. d. Uses words to express feelings and solve problems. e. Thinking experientially and creatively - playfully gathering data through all their senses and using observation to interpret their experiences. f. Expresses own ideas, thinking, imagination and questions in many different ways. g. Focusing attention - The child manages impulsivity by delaying gratification in order to achieve a bigger goal h. Noticing relationships and making connections among spoken and written language or numbers and the quantities they represent. i. Collaborating with others toward a shared goal. Building on other’s ideas and resources. 	<ul style="list-style-type: none"> a. Settles into new groups and situations. b. Cooperates with classmates in group play. c. Expresses feelings, manages anger appropriately. d. Responds to instructions, observes rules & routines, follows directions, and cares for class materials with only occasional reminders. e. Takes turns in a game situation with toys, materials, and other resources. f. Understands and follows directions of two or more steps that relate to familiar objects or experiences g. Waits their turn in asking an adult for help with tasks, questions, and problem solving. h. Able to focus on tasks and return to task after interruption or distraction. i. Listens attentively and politely with kindness and empathy. j. Delays gratification in order to achieve a bigger goal k. Takes time to do his/her best when working on a task. 	<ul style="list-style-type: none"> a. Up to date with medical screenings, examinations, vaccinations and other well-child supports. b. Uses a spoon and fork to feed self. c. Dress themselves [button, snap, belt and zip] d. Utilizes self-toileting skills. e. Plays with play-dough and grasps small objects such as beads. f. Holds writing tools with fingers instead of fist; tripod (three finger) pencil grip. g. Pulls caps off markers or glue sticks and replaces them firmly h. Can walk, run, hop, gallop, and jump. i. Uses scissors correctly with thumb up and elbow down j. Can throw, catch, kick and bounce a ball. k. Demonstrates hand washing and teeth brushing skills. l. Understands healthy food choices. m. Demonstrates fire, seatbelt, and pedestrian safety skills. 	<ul style="list-style-type: none"> a. Speaks complete four to six word sentences. b. Can re-tell or play out a story. c. Can copy or trace letters. d. Can use, repeat and create rhyming words. e. Recognizes words that start with the same sound. f. Recognizes, names and can produce the sounds of at least ten letters, especially in own name. g. Uses a large working vocabulary. h. May be able to read a few beginning sight words. i. Communicates major details and logical sequence of stories with words or pictures j. Recognizes and names upper case and lower case letters. k. Writes first name with capital and lower case letters. l. Pretends to read printed text, reciting language that follows the text, pictures, and order of events – may need prompts from an adult. m. Recognizes the environmental print on many objects; signs, packages, buildings. n. Knows that reading is left to right and top to bottom on printed page, and other ‘concepts of print’. 	<ul style="list-style-type: none"> a. Can copy or trace numbers and two-dimensional shapes. b. Recognizes and names several colors; red, blue, yellow, green, orange, purple, brown, black, white... c. Sorts collections of objects into groups by characteristics. d. Identify groups of objects as having more, less or same. e. Verbally counts to 20. f. Identifies and names numerals to 10 and connects each to counted objects. g. Counts 1 to 20 objects accurately with one to one correspondence. h. Names and describes basic shapes; circle, triangle, square, i. Can draw numbers and two-dimensional shapes. j. Recognizes, extends and creates simple repeating patterns; colors or sounds. k. Observes, describes, and discusses living things and natural processes l. Names and describes rectangle, cube, rhombus, and sphere shapes. m. Uses senses and tools to gather information and participate in simple investigations by asking questions, making predictions and drawing conclusions. n. Observes, describes, and discusses properties of materials and transformation of substances.

Welcome! The Kindergarten Readiness chart is about skills and abilities that are helpful for *entering* kindergarten. It was developed by the McLoughlin Early Childhood Committee of professionals working for schools, providers, and agencies of greater Gladstone and Oregon City. Their professional and parenting experiences were blended with child development frameworks such as TS Gold utilized by HeadStart, early learning frameworks and standards of the US and Oregon Departments of Education, the Oregon Kindergarten Assessment, plus considerable study of early childhood systems in Bremerton, Washington and several Oregon communities working on improving child & family readiness and transitions into today's kindergartens.

The content and layout of our Kindergarten Readiness chart is in continuous improvement. This is the second edition. All feedback and suggestions are very welcome. The parent's version of the material is available in a flyer of 20 recommended skills for entering Kindergarten.

The Professional's Edition was crafted with the pre-school teacher or childcare worker in mind. It provides guidance for what skills and abilities are helpful for children entering kindergarten. The information can be shared with parents and extended families for their extensive role in preparing their children for school. The skills and abilities listed in each column tend to be more fundamental at the top of each column and more advanced at the bottom of the page. The chart does not intent to describe *how* the skills and abilities are to be learned. Please see the website of the Gladstone Center for Children and Families [<http://gladstone.k12.or.us/center/home/useful-links/>] for materials and links for *how* families and providers can prepare learning environments and opportunities for toddlers and pre-school children.

For more information please contact:

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