



What Your Child Should Know and Be Able to Do Upon Entering Kindergarten

Source: [Public Library of Charlotte & Mecklenburg County](#)

Care for Personal Needs

- Can blow nose, cover sneeze
- Is independent in using the toilet
- Can wash own hands
- Can snap, button, zipper or belt own pants
- Can take off and put on coat
- Can tie shoes
- Recognizes own possessions: jacket, lunchbox, etc.
- Can eat unassisted
- Can use silverware
- Will put away toys when asked

Social

- Will listen to an adult and do as told
- Can cooperate with other children
- Can play with other children without hitting or biting
- Can sit for short periods (15 min.)
- Can follow a rule
- Understands and follows oral directions

Intellectual

- Shows an interest in books and reading
- Holds book and turns pages correctly
- Knows some songs, rhymes
- Participates in rhyming games
- Identifies some letters (especially those in own name)
- Identifies labels and signs in the environment
- Pretends to read and write
- Knows first and last name
- Knows names of family members
- Can tell about an experience
- Can tell and retell familiar stories

- ___ Can communicate personal needs
- ___ Has had a variety of experiences such as library, park, zoo, grocery store, post office
- ___ Can use crayons, pencil, scissors
- ___ Expresses ideas with drawings
- ___ Is willing to try to complete a task

Health

- ___ Has had all required immunizations
- ___ Has had a health check-up
- ___ Receives medical care when sick
- ___ Receives dental check-ups regularly
- ___ Eats at regular times each day
- ___ Gets eight or more hours of sleep at night
- ___ Can run, jump, climb, swing and use balls

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http://www.education.com/reference/article/Ref_What_your_child/

Kindergarten Readiness Checklist

Source: [Get Ready to Read \(National Center for Learning Disabilities\)](#)

This is a short checklist that helps you keep track of skills that children have mastered as they move through the pre-kindergarten year. You can use one checklist for each child, and check off skills in the fall, winter and late spring. Some children will not possess all of the skills included here, but that will not prevent them from entering school. This is simply a list of skills that will give you, as an early education professional, a place to begin in preparing children for entering kindergarten.

Child's Name: _____ Date of Birth: _____

Expressive and Receptive Language

	Fall	Winter	Spring
Speaks in complete sentences most of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and follows directions with at least two steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Understands vocabulary related to position, direction, size and comparison:

like/different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
top/bottom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
first/last	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
big/little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
up/down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Makes simple predictions and comments about a story being read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Approach to Learning and Cognition

	Fall	Winter	Spring
Matches two like pictures in a set of five pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classifies (same/different, alike/not alike) objects by physical features:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organizes objects that go together in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Recognizes, copies or repeats patterning sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Demonstrates the ability to correctly put in order or sequence up to three story pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Participates in repeating a familiar song, poem, finger play and/or nursery rhyme

Retells a simple story after listening to a story with pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Does simple puzzles (up to four 4 pieces)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Identifies or points to five (5) colors

Phonological Awareness and Print Knowledge

Fall

Winter

Spring

Recognizes own name in print

Points to and/or recognizes letters in own name

Attempts to write letters in own name

Recognizes familiar signs, words and logos in the child's environment

Demonstrates book awareness:

Cover and back of book

Left to right order

Words are read top to bottom

Book handling:

holding book right side up

beginning/ending

Identifies two words that rhyme/sound the same when given rhyming picture words

Recognizes ten alphabet letter names (may include those in own name) by pointing to requested letter

Matches three letters with the sounds they make

Uses symbols or drawings to express ideas.

Mathematics

	Fall	Winter	Spring
Counts number of objects in small group (up to five objects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matches a numeral (0-5) to a group with that number of objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of "adding to" and "taking away" using objects up to five	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranges numerals in order 1-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies/points to three shapes			
	Circle	<input type="checkbox"/>	<input type="checkbox"/>
	Square	<input type="checkbox"/>	<input type="checkbox"/>
	Triangle	<input type="checkbox"/>	<input type="checkbox"/>
Counts in sequence 1-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands concepts of more and less up to five objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social/Emotional

	Fall	Winter	Spring
Identifies self as a boy or girl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows first and last name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows parent's first and last name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes needs known	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interacts with other children

Demonstrates independence in personal care (washing hands, dressing, bathroom use)

Separates from parents by appearing comfortable and secure without parent

Physical Development

	Fall	Winter	Spring
Uses writing and drawing tools and child-sized scissors with control and intention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Copies figures such as:

(straight line)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O (circle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Square	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demonstrates gross motor skills:

Hops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jumps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Runs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catches and bounces ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These Kindergarten Readiness Indicators have been adapted by the National Center for Learning Disabilities, Inc, with permission from the Arkansas Department of Human Resources, Division of Child Care and Early Childhood Education.

What Does My Child's Stage of Development Have to do With His Readiness for School?

Source: [Gesell Institute of Human Development](#)

When children reach the age that makes them eligible to start school, there is suddenly an expectation that they should all have the same skills and abilities and should all behave in exactly the same ways. While research has shown that every child goes through the same stages of development in the same order, it is important to remember that each child has his or her own unique rate and way of development.⁴

Furthermore, for each individual child, social development may differ from physical development, intellectual development may differ from emotional, and so forth. Even children of the exact same age differ remarkably from one another in size and shape and in what they know and can do.

In an ideal world, a child's chronological age would be exactly matched to where that child is on the path of development. Dr. Arnold Gesell, a pioneer in his field, was the first researcher to point out that a child's developmental age (or stage of development) may be different from his or her actual age in years—the chronological age. Developmental age refers to how a child behaves socially, emotionally, physically, and intellectually on a continuum.⁵

In the United States, Kindergarten is considered the first year of formal schooling, and specific behaviors in all areas of development are expected. These expectations may or may not be consistent with your child's natural, developmental stage at this time. Your child's ability to meet these demands in Kindergarten is closely connected to how successful he or she will feel in school.⁶ This is precisely why understanding whether your child's developmental level matches the school's expectations is so important.

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<http://www.education.com/reference/article/does-my-childs-stage-development-readiness/>

Academic Readiness Indicators

Author: C.R. Smith

Source: [Pearson Allyn Bacon Prentice Hall](#)

- Reciting the order of the alphabet; singing the alphabet song
- Pointing to alphabet letters as they are named
- Naming letters of the alphabet speedily and accurately
- Identifying rhyming words; adding a rhyming word where appropriate in a story
- Identifying which dictated words begin with a given sound, the same sound, or different sounds
- Clapping to the number of syllables heard in a word
- Segmenting dictated words into individual syllables and sounds; blending syllables and sounds into words
- Discriminating the position of sounds in words
- Naming common colors, shapes, objects, body parts, and signs (such as *McDonald's* and *Coca-Cola*)
- Comprehending age-appropriate vocabulary
- Recognizing and writing one's name
- Copying designs (circle, cross, square, X, triangle)
- Copying letters and simple words
- Telling one's full name, address, telephone number, and birthday
- Reciting familiar nursery rhymes
- Completing sequences (*breakfast, lunch, _____ ; yesterday, today, _____*)
- Completing analogies (*in daytime it is light, at night it is _____ : birds fly, fish _____*)
- Responding to various question forms (how many, where, who, what, why, what if, which)
- Telling simple stories
- Succeeding at simple concentration-type games requiring matching pictures from memory
- Attending to a task for a reasonable period of time until done (such as a simple puzzle, listening to a story, a clay project)
- Developing friendships and playing cooperatively
- Succeeding on readiness tests that, in addition to the above skills, sample: vocabulary use, number concepts (*more-less*, matching sets, counting to ten, *beginning-middle-end, first-second-third*), numeral recognition to ten, sentence memory and comprehension, opposites, visual discrimination, following two- and three-step directions, categorization, substituting initial and final sounds in words, and general knowledge

[Learning Disabilities: The Interaction of Students and their Environments](#)

[Buy this book »](#)

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<http://www.education.com/reference/article/academic-readiness-indicators/>

Is Your Child Ready for Kindergarten?

Author: [KristinStanberry](#)

Source: [Education.com](#)

Starting kindergarten is a big step – and an exciting rite of passage – for young children (and their parents). You love your child and want him to get off to a good start in school. Maybe you have doubts about his development, or you simply don't know what will be required of him in the kindergarten classroom.

Below are some of the key developmental milestones a child will ideally have reached by the time he starts kindergarten. These requirements aren't set in stone, however, and [not every child will have mastered every skill](#) by the time he sets foot in the classroom.

Kindergarten readiness involves four areas of development: Intellectual, physical, social/emotional, and self-care.

Intellectual Development

The ABC's of academic success in kindergarten require that your child:

- Is interested in books and reading.
- Holds a book upright and turns the pages.
- Knows some songs and rhyming games.
- Identifies some letters (especially those in his name).
- Identifies labels and signs at home and in the neighborhood.
- Pretends to read and write.
- Knows his first and last name, names of family members.
- Can describe an experience and tell a familiar story.

Physical Development

Kindergarteners use their bodies as well as their brains! To thrive in kindergarten, your child will need both small and large motor skills, such as:

- Drawing with crayons, pens, and pencils, with control.
- Copying simple figures and shapes, such as a straight line, circle, and square.
- Running, jumping, and hopping.
- Bouncing and catching a ball.

Social and Emotional Development

School and learning involve more than academics. A key to success in kindergarten (and beyond) is being able to get along with others. In kindergarten, your child should be able and willing to:

- Listen to an adult and follow simple directions.
- Cooperate and play well with other children.
- Sit still for short periods (15 minutes or less).

Taking Care of Personal Needs

Taking care of one's personal needs is not only practical, it's also a sign of independence and growth. And, for most young children, it's a source of great pride! To start kindergarten, your child should be able to:

- Use the bathroom without assistance.
- Wash his hands.
- Eat without help, using utensils.
- Dress himself and work snaps, buttons, and zippers
- Tie his shoes.
- Recognize his own belongings (such as a jacket or lunchbox).

Want more details? Check out this [kindergarten readiness checklist](#)

How You Can Help Your Preschooler Gear Up For Kindergarten

As your child's first teacher – and her loving parent – you're in a perfect position to prepare her for kindergarten. If she attends preschool, make sure she's in a program that provides a fun and stimulating learning environment. Whether she's in preschool or not, you can help her grow if you:

- **Read to your child daily.** Visit your public library for children's story hour, and borrow books to enjoy together at home. Snuggle up and read bedtime stories.
- **Build her vocabulary** with everyday conversation. Discuss your daily routines, interesting experiences, and feelings. Listen to what she says, and correct her gently when necessary. Avoid using "baby talk."
- **Support her "social/emotional I.Q."** Classroom learning will require your child to listen and follow directions and cooperate with others. She'll also need to manage her emotions – and be sensitive to the feelings of others. Be sure you provide clear guidance in these skills, and let her practice them one-on-one (with a sibling or friend) and in groups (both formal and informal).
- **Let your child play and create.** Whether it's exploring outdoors, building a castle out of Lego's, or finger painting, play is a critical to developing your child's imagination, creativity, critical thinking skills, and problem-solving ability.

[Find more helpful tips for nurturing learning in your preschooler](#)

Let the Professionals Weigh In

If you have any questions or concerns about your child's readiness to start kindergarten, don't think you have to go it alone. If your child attends preschool, her teachers should be able to help

you decide whether she needs extra time or special help to prepare. And your child's pediatrician can also be a source of insight and information regarding your child's development.

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<http://www.education.com/reference/article/child-ready-kindergarten-skills/>

How Do I Know If My Child Is Ready for Kindergarten?

Source: [Gesell Institute of Human Development](#)

We are often asked this question at Gesell Institute, and although we have been answering it for decades and have been criticized in the past for advocating “the gift of time” and simply delaying Kindergarten entry as a solution for young children, it is clear that today's answer to this question is more complex than ever. As more and more educational research findings have been released, we strive for our work at the Institute to reflect current research and best practices. While many of the issues surrounding school readiness are not as black and white as research briefs or news sound bites may make it seem, it is important to respect and understand what research tells us, all the while remembering that there are individual differences from child to child.

Regardless, turning five by the cut-off date designated by your state or school district is not necessarily the best answer when determining whether or not your child should start school. The average Kindergarten environment in today's schools is quite different from that of years past. Many schools have extremely high expectations for Kindergarten children and are actually delivering a curriculum that is more suitable for a first grade child. Therefore, asking – and answering – the question, “Is my child ready?” is both more complicated and more relevant than ever.

We believe that schools should not treat all children as ready for the same thing at the same time. Differences in children's rates of growth should help to plan and guide school structure and curriculum. Schools should be made to fit children as they are, and not the other way around. We urge schools and programs to be flexible in order to meet the needs of all children as they grow and develop through the stages of childhood. We also recognize that this is not always feasible, especially with today's demands for accountability and increased test scores, and we aim to provide parents and teachers with the most helpful information to inform their decisions about individual children.

We strive to help parents understand their preschooler's development, as well as to view him or her as a whole child—socially, emotionally, physically, and intellectually, especially in consideration of his or her overall “readiness” for formal academic work. We often find ourselves searching for another word for readiness – what our work is actually about is helping to match a child's level of development with the most appropriate school experience.

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<http://www.education.com/reference/article/how-do-i-know-if-my-child-ready-kindergarten/>