

School Readiness Indicators

Domain 1: Social and Emotional Development



Children demonstrate a strong and positive self-concept, appropriate self-control and growth in their awareness of their responsibilities when interacting with others.

21st Century Skills: Critical thinking and reasoning; Collaboration; Self-direction

Children are dependent upon their interactions with peers and adults to construct a sense of self and to view themselves as learners. As toddlers, children begin to notice differences among people. They willingly explore these differences as they mature. This natural curiosity about other people helps children to develop a strong sense of identity and provides teachers and families with opportunities to associate schools and programs with a child's home and community.

Ideas of citizenship are based upon meaningful daily events and a classroom environment that ensures that children are aware of and respect another person's interests, preferences and cultural background. When children participate in activities that bring the community into the classroom, they feel good about themselves and find out how different groups of children live. Teachers and family members who help children negotiate the rules, responsibilities and challenging issues that characterize a vibrant learning environment can expose children to a community based upon kindness, equality and justice.

School Readiness Indicators

Domain 1: Social and Emotional Development

<u>Learning Goals from the Building Blocks</u> <i>Topical organization of a content/developmental area</i>	<u>Preschool Grade Level Expectations</u> <i>What do students need to know and be able to do?</i> This column currently shows examples from Building Blocks. In the future, it will reflect benchmarks developed through standards revision process.	<u>School Readiness Indicators</u> <i>How do we know that a student can do it?</i>
Self-Concept	Demonstrates and expresses an awareness of self	<ul style="list-style-type: none"> • Identifies self according to gender, community membership, ethnicity, ability and family membership • Separates from familiar people, places or things • Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments
Self-Control	Demonstrates capacity for self-control	<ul style="list-style-type: none"> • Demonstrates understanding and acceptance of rules and routines within the learning environment • Accepts the consequences of his/her behavior • Uses materials purposefully, respectfully and safely • Effectively manages transitions between activities • Expresses feelings, needs and opinions
Interactions with Others	Develops successful relationships with other members of his/her learning community	<ul style="list-style-type: none"> • Plays, works and interacts easily with one or more children and adults. • Develops friendships with peers • Demonstrates empathy and caring for others • Takes turns in activities • Participates in resolving conflicts and disagreements with others

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Sense of Community	Demonstrates a sense of belonging to the program, family and community	<ul style="list-style-type: none">• Respects the rights of others• Understands and appreciates the relationships, people and places that make up his/her community• Participates in the care of the learning environment• Understands and values similarities and differences among people• Perceive the needs of others and demonstrates growing empathy

School Readiness Indicators

Domain 2: Communication and Language Development

Children develop skills in listening and expressing their thoughts and ideas.

21st Century Skills: Critical thinking; Information literacy; Invention

A rich language environment has an essential impact on the rapid development of a child's brain that occurs during the first years of life. When adults speak with children in a timely, responsive manner, children understand the construction of speech, learn new words and become capable conversationalists. It is important that young children have many opportunities to learn language and practice communication skills in order to obtain information and express themselves in a variety of ways and settings.

Children increase their language and communication skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen and understand others. Teachers must plan for the many ways that children communicate both verbally and non-verbally. Educators must respect and incorporate the rich diversity of families' languages and dialects into the educational environment as children make progress in speaking and understanding English.

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Listening and Understanding	Listens to and understands language	<ul style="list-style-type: none">• Listens to and understands stories, songs and poems• Listens to and understands conversations and questions• Follows directions that involve multiple steps• Waits to take turns during conversations• Listens to and understands English while maintaining home language
Speaking and Communicating	Uses verbal and non-verbal language to express and communicate information	<ul style="list-style-type: none">• Communicates needs or thoughts through non-verbal gestures, actions, expressions and words• Participates in communication around a topic• Uses complex sentences• Communicates clearly enough to be understood by unfamiliar listeners• Begins a conversation with other children and adults• Understands complex and varied vocabulary

School Readiness Indicators

Domain 3: Approaches to Learning

Children demonstrate positive attitudes, habits and learning styles.

21st Century Skills: Critical thinking and reasoning; Collaboration; Self-direction; Invention

As early as infancy children display some of the dispositions and styles of learning that lead to success in school. Some children seem to be born well-organized and bursting with initiative while others require more structure and encouragement while they discover their unique capacity as learners. Adults must ensure that every child has the opportunity to take responsibility in directing their own learning. All children, regardless of innate abilities or the presence of disabilities, are able to learn and be successful.

When children complete a puzzle, construct an elaborate block structure, or ride a tricycle through a maze, they learn when to ask for assistance, seek additional resources and take responsibility for the care of materials. A well-planned learning environment, carefully designed activities and teachers who participate as co-learners will promote in children a willingness to try new experiences and demonstrate persistence in completing projects. As children connect their learning each day to past experiences, they learn how to take initiative to carry their knowledge and skills to a new level of mastery.

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Domain 3: Approaches to Learning

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Persistence	Shows initiative, accepts help, takes risks and works towards completing tasks	<ul style="list-style-type: none">• Invests time in a sustained activity despite distractions and interruptions• Accepts help from another child or adult when encountering a problem• Seeks help when appropriate from another child or adult
Curiosity	Demonstrates curiosity and participates in tasks and challenges	<ul style="list-style-type: none">• Demonstrates an eagerness and interest in learning through questioning and adding ideas.• Shows an interest in people, things and the world around him/her• Chooses to participate in a variety of activities, tasks and play areas
Self Organization	Establishes goals, develops and follows through with plans	<ul style="list-style-type: none">• Understands a task as a series of steps• Organizes oneself and materials in the learning environment• Follows through to complete tasks and activities
Reasoning	Identifies possible solutions to problems	<ul style="list-style-type: none">• Generates different approaches to solving problems• Seeks alternative approaches to problem solving

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Application	Uses prior experiences, sense and knowledge to learn in new ways	<ul style="list-style-type: none">• Communicates about events and experiences• Uses prior knowledge to understand new experiences

School Readiness Indicators

Domain 4: Content Knowledge - Literacy



Children develop skills in writing and reading while exploring print in books and in the environment.

21st Century Skills: Critical thinking; Information literacy

Literacy is the foundation for creating a well-educated and responsible citizen. It is essential that each child arrive in kindergarten able to take advantage of the materials, activities and interactions in the classrooms that nourish literacy. The ways in which children learn to read and write are similar to how they develop language. Just as children seem to be compelled to learn language, children become excited about using pictures and letters to communicate.

The printed word, whether it is in a storybook or in the environment, is the bridge that allows children to connect themselves to distant places, to quality children's literature and to new ideas. Through natural exposure to books and print, and through conversations that prompt children to discuss the people and important events in their lives, children discover that written words are another way to share ideas. A child who enters school experiencing the joy of a storybook, developing awareness of letters of the alphabet and demonstrating the ability to write a few letters, is a child well prepared to learn to read and write.

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Domain 4: Content Knowledge - Literacy

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Early Writing	Uses symbols to represent words and ideas	<ul style="list-style-type: none">• Prints letters in own name• Understands that writing carries a message• Experiments with a variety of writing tools and materials• Uses scribbles, shapes, letter-like symbols and letters to write or represent words or ideas• Dictates ideas, sentences or stories
Early Reading – Phonemic and Phonological Awareness	Knows some letters and the combination of some letter sounds with letter symbols	<ul style="list-style-type: none">• Discriminates and identifies the sounds of language• Demonstrates growing awareness of the beginning sounds of words• Hears and discriminates separate syllables in words• Associates sounds with written words• Recognizes and generates rhymes
Early Reading – Book Knowledge and Appreciation	Understands and appreciates that books and other forms of print have a purpose	<ul style="list-style-type: none">• Attempts to read or tell a story and guesses what happens next• Listens to and talks about a variety of types of literature• Handles and cares for books in a respectful manner

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Early Reading - Comprehension	Understands that spoken and written words have meaning	<ul style="list-style-type: none"> • Retells parts of a story with prompts • Connects information to familiar experiences when being read a story • Demonstrates understanding of the meaning of a story
Early Reading – Print Awareness and Concepts	Recognizes the association between spoken and written words by following print as it is read aloud	<ul style="list-style-type: none"> • Explores and investigates books and other forms of print • Understands that print carries a message • Understands how books are organized • Recognizes some letters and words captured in books and in the environment • Recognizes own name in print • Recognizes individual words in sentences
Early Reading – Alphabet Knowledge	Recognizes that symbols are associated with letters of the alphabet and that they form words	<ul style="list-style-type: none"> • Knows the names of some letters and words • Identifies some letters in print • Knows the names of most letters in own name

School Readiness Indicators

Domain 4: Content Knowledge - Mathematics

Children develop ways to solve problems and think about math.



21st Century Skills: Critical thinking; Information literacy; Invention

Mathematics helps young children make sense of the world around them and understand their physical world. Children are inclined to make comparisons, notice similarities and differences in objects and group their toys and materials. The ability to organize information into categories, quantify data and solve problems helps children to learn about time, space and numbers.

When children play in the sandbox, cook applesauce and complete a puzzle, they are engaging in activities that allow them to develop the thinking skills that are naturally used in daily life. Children learn the uses of mathematics to describe and explore relationships among objects and materials in the environment. They increasingly develop the vocabulary and skills to measure, describe patterns and to express order and position.

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Numbers and Operations	Counts and groups objects and numbers	<ul style="list-style-type: none"> Matches, sorts, places in a series and regroups objects according to one characteristic Uses numbers and counting as a means for solving problems Predicts and measures quantity Uses one-to-one correspondence in counting objects and matching groups of objects Associates a number of objects with names and symbols for numbers Uses words such as more than, less than and add/subtract to express some number concepts
Geometry and Spatial Sense	Recognizes and creates shapes and an awareness of position in space	<ul style="list-style-type: none"> Describes and names common shapes found in the natural environment Understands the arrangement, order and position of objects that are on top of, next to, on the bottom, underneath, beside and in front of other objects Groups objects according to their shape and size
Patterns and Measurement	Recognizes and creates patterns, compares and measures time and quantity	<ul style="list-style-type: none"> Groups a number of similar objects into simple categories Understands that events take place in the past, present or future Orders, compares or describes objects according to size, length, height and weight using standard or non-standard forms of measurement

School Readiness Indicators

Domain 4: Content Knowledge - Science



Children will understand and use the scientific method of asking questions, observing and recording their findings and discussing their conclusions.

21st Century Skills: Critical thinking and reasoning; Information literacy; Collaboration; Invention

Children are captivated by the natural world and by physical events. They insist that teachers and family members answer their questions about the world around them. By cultivating their sense of wonder, we help children to become scientific thinkers.

Children can learn to use the scientific method in their everyday life. The questions that children ask about insects flying, making a shadow or mixing paints are transformed into hypotheses about their world. They use their senses and scientific tools to observe, collect and interpret data and draw conclusions. Communicating their findings informally in conversations or through the documentation of results, lead children to ask new questions and to continue the cycle of scientific investigation.

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Scientific Knowledge	Demonstrates knowledge about the development of the natural and physical world	<ul style="list-style-type: none">• Collects, describes and learns to record information through discussion, drawings and charts• Uses tools and his/her senses to make observations, gather and record information and make predictions about what might happen• Investigates changes in materials and cause-effect relationships• Asks and pursues his/her questions through simple investigations
Scientific Skills and Methods	Uses scientific tools and methods to learn about the world	<ul style="list-style-type: none">• Explores the natural processes of growing, changing and adapting to the environment• Makes simple observations, predictions, explanations and generalizations based on real life experiences• Explores time, temperature and cause-effect relationships based on everyday experiences

School Readiness Indicators

Domain 5: Physical Well-Being and Motor Development

Young children's future health and well-being are directly related to strengthening their large and small muscles, using their sensory experiences and practicing healthy behavior.



21st Century Skills: Collaboration; Self-Direction

Children use their senses and bodies to explore their physical environment. They investigate and practice with intensity the motions that lead to the mastery of fine and large motor tasks. How a child learns to sit, walk or hold a spoon has implications for how the child understands space, coordinates thinking and holds a pencil. Children often describe their competence according to their physical accomplishments.

Children enthusiastically explore how to move their bodies. Children may need encouragement to adapt sensible health habits. They appreciate learning how to enhance their strength, balance, muscle control and coordination.

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Gross Motor	Demonstrates control, balance and coordination	<ul style="list-style-type: none">• Demonstrates strength and stamina in movement activities• Demonstrates body and space awareness to move and stop with control over speed and direction• Demonstrates coordination and balance with a variety of playground equipment
Fine Motor	Demonstrates hand-eye coordination, strength, control and ability to manipulate object	<ul style="list-style-type: none">• Demonstrates strength to perform fine motor tasks• Uses hand-eye coordination to perform fine motor tasks with a variety of manipulative materials• Uses variety of tools for various learning activities
Healthy Habits	Understands how daily activity and healthy behavior promote overall personal health and safety	<ul style="list-style-type: none">• Demonstrate safety awareness when purposefully using materials.• Performs self-care skills independently when eating, dressing, toileting and washing hands• Shows care for personal belongings• Understands that some foods have nutritional value

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Senses	Uses all their senses and understands how their senses work together	<ul style="list-style-type: none">• Discriminates between a variety of sights, smells, sounds, textures and tastes• Explores and learns to tolerate a wide variety of sensory input.• Combines and uses different senses depending on the activity