

## Kindergarten Readiness

School readiness involves more than just children. School readiness, in the broadest sense, is about children, families, schools, and communities. School readiness describes the capabilities and development of children that are influenced by their families and through their interactions with other people and environments before coming to school.

## Ready Children

Each child's level of readiness will develop in different ways and at varying rates. A ready child is prepared socially, emotionally, physically, and intellectually in a manner that is consistent with the Pennsylvania Early Learning Standards.

## Ready Families

A ready family understands that they are the most important people in their child's life and take an active role in developing their child's school readiness through direct, frequent, and positive involvement in their child's life. Families recognize their role as a child's first teacher while providing a safe environment, promoting good health, developing self-control, fostering excitement and the importance of learning.

## Ready Schools

A ready school is committed to the children, families, and the community it serves. A ready school welcomes children of all abilities and provides opportunities to develop the whole child. Ready schools provide quality educators that value diversity and reinforce each child's individual strengths. Quality learning environments that exhibit a high level of readiness provide access to books, writing and drawing supplies, games, and various other materials that support opportunities to explore and learn.

## Ready Communities

A ready community plays a critical role in supporting families as primary stewards of children's readiness. Community members, organizations, and businesses must work together to support families, schools, and the success of all children.



# Preparing for Kindergarten



[www.ErieTogether.org](http://www.ErieTogether.org)

*For more information, contact  
Sue Moyer, Erie Together Facilitator,  
at 814-456-2937, x231.*

# The Readiness Checklist

Families are young children's **first and most important teachers**. Child care providers also play an important role in helping children learn and grow.

During children's early years, families and child care providers can ensure they are prepared for school by helping children develop the skills listed here.

Visit [www.ErieTogether.org](http://www.ErieTogether.org) for a list of resources designed to help you provide your children with these skills.

[You can find additional resources at these sites:](#)

Born Learning  
[www.bornlearning.org](http://www.bornlearning.org)

United Way Success by 6  
[www.unitedwayerie.org/success-by-6/](http://www.unitedwayerie.org/success-by-6/)

Better Kid Care  
[betterkidcare.psu.edu](http://betterkidcare.psu.edu)

Educational Standards,  
Pennsylvania Department of Education  
[www.pdesas.org](http://www.pdesas.org)

National Association for  
Education of Young Children  
[www.naeyc.org](http://www.naeyc.org)

Northwest Tri-County Intermediate Unit  
[www.iu5.org](http://www.iu5.org)

PA Parent Advisory Council  
[www.spac.k12.pa.us](http://www.spac.k12.pa.us)

Parent Information Resource Center  
[www.center-school.org/pa-pirc](http://www.center-school.org/pa-pirc)

## Social and Emotional Skills

- Independently use the bathroom and wash hands
- Greet others and say please, thank you, and excuse me
- Share with others
- Show respect for self, others, and authority
- Communicate feelings, thoughts, and needs
- Follow classroom routines

## Listening and Speaking

- Follow multiple step directions
- Listen and respond to conversation
- Speak using multiple word sentences
- Ask and answer questions

## Fine and Gross Motor Skills

- Hop, skip, and jump
- Button, tie, snap, and zip
- Hold writing, cutting, and eating utensils appropriately
- Cut, glue, and color
- Dress independently (coat, shoes, boots, etc.)

## Book Handling and Directionality

- Hold books appropriately
- Understand that print contains a message
- Understand that print moves from left to right and top to bottom

## Story Sense/Comprehension

- Make predictions based on pictures and background knowledge
- Retell portions of stories with some understanding of sequence
- Understand the concept of an author and an illustrator
- Make personal connections to stories
- Understand fantasy versus reality
- Identify the beginning and end of a story

- Understand varying types of genres
- Comprehend stories
- Identify characters, events, and problems
- Able to repeat sentences and refrains in books

## Letters and Words

- Recognize and write (capital and lower case) their name
- Identify letters of the alphabet
- Sort letters by name and similar shapes
- Link sounds and symbols
- Recognize environmental print and high frequency words
- Name rhyming words
- Understand the difference between a letter and a word
- Clap syllables with assistance

## Writing

- Draw recognizable detailed pictures
- Explain picture
- Form letters from top to bottom
- Label pictures and objects
- Attempt to spell words using invented spelling
- Understand that print conveys a message

## Mathematics

- Understand the difference between letters and numbers
- Identify colors, shapes, and AB patterns
- Show some sense of different and alike
- Match and sequence objects and pictures
- Count to ten
- Demonstrate one to one correspondence in counting to ten
- Solve puzzles
- Understand simple graphs
- Sort objects