

Kindergarten Readiness Indicator Checklist

Connection of the Kindergarten Readiness Indicators with the Arkansas Child Development and Early Learning Standards for Teachers

Arkansas’s Definition of School Readiness: School ready children have the social and academic knowledge, skills and behaviors for school success and lifelong learning. School readiness occurs when families, schools and communities support and serve ALL children, so they are successful in school and in life.

This list of indicators identifies skills, knowledge and behaviors that will help children be prepared for that special day, going to kindergarten. The checklist is NOT a test. It is a tool for parents/families to use as they help their child make the transition to kindergarten. On the left side of the chart are the kindergarten readiness indicators and on the right side of the chart are the child development and early learning standards which have been adopted by Arkansas.

The Kindergarten Readiness Indicator Checklist

Arkansas Child Development & Early Learning Standards

Social & Emotional Development	
Relationship with Others <input type="checkbox"/> Separates from caregiver to other trusted adult <input type="checkbox"/> Shares, takes turns and plays cooperatively with other children	SE1. Relationships with Others SE1.1 Forms trusting relationships with nurturing adults SE1.2 Interacts with peers
Emotional Expression and Understanding <input type="checkbox"/> Expresses basic emotions such as happy, sad, mad, or scared <input type="checkbox"/> Responds sympathetically to others’ distress with words and actions	SE2. Emotional Expression and Understanding SE2.1 Experiences, expresses, and regulates a range of emotions SE2.2 Interprets and responds to the feelings of others
Self-Awareness and Self-Concept <input type="checkbox"/> Recognizes similarities and differences in self and others (for example, boy or girl, hair and skin color)	SE3. Self-Awareness and Self-Concept SE3.1 Shows awareness of self as unique individual SE3.2 Demonstrates competence and confidence
Cognitive Development	
Approaches to Learning <input type="checkbox"/> Is curious, interested and willing to try new things <input type="checkbox"/> Completes a task such as working a puzzle	CD1. Approaches to Learning CD1.1 Shows curiosity and a willingness to try new things CD1.2 Shows persistence in approaching tasks
Executive Function <input type="checkbox"/> Adapts to new situations <input type="checkbox"/> Focuses and pays attention during an activity such as, during story time <input type="checkbox"/> Engages in memory games such as, “What’s Missing” and simple memory matching card games	CD2. Executive Function CD2.1 Focuses and sustains attention CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts CD2.3 Regulates impulses and behaviors CD2.4 Holds and manipulates information in memory
Logic and Reasoning <input type="checkbox"/> Uses number and letter like forms and/or drawings to represent ideas or feelings	CD3. Logic and Reasoning CD3.1 Uses reasoning and planning ahead to solve problems and reach goals CD3.2 Engages in symbolic and abstract thinking

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Physical Development & Health

Gross Motor

- Gallops, slides, hops, leaps and skips
- Steers a tricycle, balances on beam or sand-box edge
- Catches ball with both hands
- Tosses or throws balls
- Kicks moving ball while running

Fine Motor

- Pours liquids without spilling and builds with Legos® or blocks
- Uses a 3-point finger grip on pencil, crayon or paint brush
- Makes a variety of lines and shapes such as ○, __, +, □ and △
- Uses scissors correctly to cut simple shapes and pictures
- Buttons, zips, laces and buckles

Health and Well-Being

- Names a variety of foods and begins to classify food items as either fruits or vegetables
- Is aware of safe behavior and follows basic safety rules and routines
- Takes responsibility for personal self-care routines such as handwashing, brushing teeth, dressing and toileting
- Can express own health needs such as, “I’m hungry”, “My head hurts”, “I’m tired.”

PH1. Gross Motor

- PH1.1 Demonstrates locomotor skills
- PH1.2 Shows stability and balance
- PH1.3 Demonstrates gross-motor manipulative skills

PH2. Fine Motor

- PH2.1 Demonstrates fine-motor strength, control, and coordination
- PH2.2 Adjusts grasp and coordinates movements to use tools

PH3. Health and Well-Being

- PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
- PH3.2 Shows awareness of safe behavior
- PH3.3 Engages in a variety of developmentally appropriate physical activities
- PH3.4 Takes appropriate actions to meet basic needs

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Arkansas Child Development & Early Learning Standards

Language Development

Receptive Language

- Understands an increasing number and variety of words for objects, for actions, and to describe things
- Comprehends who, what, why and where questions
- Performs three-step directions

Expressive Language

- Uses four to six word sentences
- Tells increasingly detailed stories or ideas
- Communicates clearly enough to be understood by most people

Communication Skills

- Takes turns in conversation with others

English Language Development of Dual Language Learners

- Responds to the English language
- Speaks and expresses self in English

LD1. Receptive Language

- LD1.1 Understands and responds to language (in child's home language)

LD2. Expressive Language

- LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)

LD3. Communication Skills

- LD3.1 Communicates using social and conversational rules

LD4. English Language Development of Dual Language Learners

- LD4.1 Demonstrates progress in attending to, understanding, and responding to English
- LD4.2 Demonstrates progress in speaking and expressing self in English

Emergent Literacy

Engagement in Literacy Experiences and Understanding of Books and Stories

- Listens, tells and engages in story being read
- Participates in singing songs and saying rhymes
- Retells stories from favorite books and personal experiences

Phonological Awareness

- Decides if two words rhyme for example, cat and bat

Knowledge and Use of Books, Print, and Letters

- Holds books right-side up, turns pages one at a time from front-to-back
- Recognizes print they see in their everyday life (for example, stop-signs and logos for Wal-Mart and McDonald's)
- Recognizes and names some letters of the alphabet, especially in their own name
- Produces the correct sounds for some of the letters of the alphabet
- Writes some letters correctly, especially those in own name

EL1. Engagement in literacy experiences and understanding of stories and books

- EL1.1 Shows interest in literacy experiences
- EL1.2 Engages in read-alouds and conversations about books and stories

EL2. Phonological Awareness

- EL2.1 Notices and manipulates the sounds of language

EL3. Knowledge and Use of Books, Print, and Letters

- EL3.1 Responds to features of books and print
- EL3.2 Shows knowledge of the shapes, names, and sounds of letters
- EL3.3 Demonstrates emergent writing skills

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Arkansas Child Development & Early Learning Standards

Mathematical Thinking

Number Concepts and Operations

- Counts in sequence up to 20
- Understands and uses terms such as first, second and last
- Counts objects using one number for each object
- Recognizes up to four objects in a group without counting
- Recognizes numerals 1-10

Algebraic Thinking

- Sorts objects by color, shape and size
- Recognizes and repeats patterns such as triangle, square, triangle, square

Measurement and Comparison

- Measures and compares height of objects
- Arranges objects from shortest to longest, (for example, shoe sizes or different lengths of yarn)

Geometry and Spatial Sense

- Recognizes and names familiar shapes such as square, triangle, circle, and rectangle
- Understands and uses words such as inside, outside, up, down, over and under

MT1. Number Concepts and Operations

- MT1.1 Demonstrates number sense and an understanding of quantity
- MT1.2 Explores combining and separating groups (numerical operations)

MT2. Algebraic Thinking

- MT2.1 Uses classification and patterning skills

MT3. Measurement and Comparison

- MT3.1 Participants in exploratory measurement activities and compares objects

MT4. Geometry and Spatial Sense

- MT4.1 Explores and describes shapes and spatial relationships

Science & Technology

Scientific Practices

- Asks questions about the world around them (for example, "What do plants need to grow?")

Knowledge of Science Concepts

- Recognizes that living things change over time (for example, babies grow and become adults and seeds grow and become plants).

Knowledge of Science Content

- Recognizes and names these five colors: red, blue, yellow, green and black
- Uses simple technology devices such as touch screen, e-book reader or digital camera

ST1. Scientific Practices

- ST1.1 Engages in the scientific process to collect, analyze, and communicate information

ST2. Knowledge of Science Concepts

- ST2.1 Demonstrates knowledge of core science ideas and concepts

ST3. Knowledge of Science Content

- ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials
- ST3.2 Uses tools and engineering practices to explore and solve problems
- ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play

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Social Studies	
<p>Family, Community and Culture</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knows own first and last name, age, and knows names of family members 	<p>SS1. Family, Community, and Culture</p> <p>SS1.1 Demonstrates positive connection to family and community</p>
<p>History and Geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands and talks about today, yesterday, tomorrow, after lunch, day and night <input type="checkbox"/> Is aware of familiar buildings and special places in the community such as, home, school, grocery store, and park 	<p>SS2. History and Geography</p> <p>SS2.1 Shows awareness of sequence and change over time</p> <p>SS2.2 Demonstrates simple geographic knowledge</p>
Creativity & Aesthetics	
<p>Music and Movement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enjoys singing and moving to the beat and speed of music 	<p>CA1. Music and Movement</p> <p>CA1.1 Explores through listening, singing, creating, and moving to Music</p>
<p>Visual Arts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explores drawing with crayons and markers 	<p>CA2. Visual Arts</p> <p>CA2.1 Explores, manipulates, creates, and responds to a variety of art media</p>
<p>Drama</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enjoys pretend play (for example, rocking a baby doll, driving a truck or pretending to talk on a toy telephone) 	<p>CA3. Drama</p> <p>CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</p>