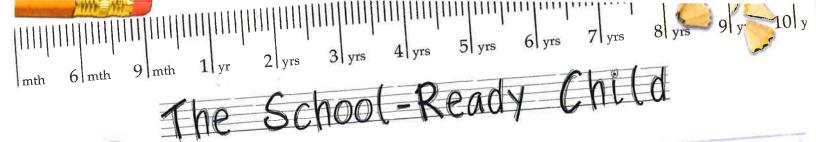


15 Indicators of Kindergarten Readiness

How will you know when your child is ready for kindergarten? All children are unique in the ways they learn, and there are no absolute benchmarks. Here's a list of some of the preschool behaviors that indicate that children are ready for the next stage of school. Watch for these key milestones to emerge as your child learns and grows this year.

General Milestones	Examples
My child asks questions and asks for help when needed.	Your child's arm keeps getting stuck in her sleeve. She tries a few times and then calmly asks for help. A friend comes over and your child eagerly shows some of his toys, and invites the friend to play with him.
My child shares and plays well with others and is starting to cooperate with them.	
My child increasingly shows focus and perseverance, and follows simple directions.	
My child shows increasing self-control.	You put out some materials for a project, and ask your child to wait while you explain the craft. She listens, waits, and follows your simple directions.
My child is curious and motivated to learn and to try new things.	
Literacy Milestones	
My child listens to others, and speaks using new words in complete sentences.	At preschool, your child reads about penguins and then talks about them at home.
My child is interested in print and books.	
My child participates in reading and writing activities.	When reading a book together, your child responds, using a complete sentence: "Look at the bear!"
My child recognizes most letters of the alphabet.	She writes Madelin.
My child is learning to write her/his name.	
Math Milestones	
My child counts to 30.	At the beginning of the year, your child counts to 8 and then loses track. Later in the year, he counts to 20.
My child recognizes 0–9 in print, can match numerals to the number of items, and plays	
Counting games. My child identifies common shapes.	Your child can point to the triangle, circle, and square from a group of shapes.
My child groups things by name, color, shape, or size.	From a group of toys, your child can pick out all of the vehicles.
My child can add small groups of objects.	When playing with bears, she puts two groups of two bears together and exclaims, "Four bears!"





It's All about relationships

Babies know their needs will be met when they have healthy relationships with at least one caring adult. That adult may be a parent, a relative, or another caregiver. More than 6 million children under age three spend some or all of their day being cared for by someone other than their parents.

How do children become ready for school? It starts at birth, with the support of parents and caregivers, when young children acquire the social and emotional skills, knowledge, and attitudes necessary for success in school and life. Some young children face challenges (poverty, parental unemployment, low birth weight, depression in the family, abuse and neglect, etc.) that make their development vulnerable. We need public policies to focus on the healthy development of babies and toddlers as an essential part of preparing children for success.

trust, confidence

Everyday experiences shape Early Learning

For babies, everyday experiences provide opportunities to learn how to operate in the world. In fact, children's academic successes at ages 9 and 10 can be attributed to the amount of words and talk they hear from birth through age 3.

curiosity communication



Emotions

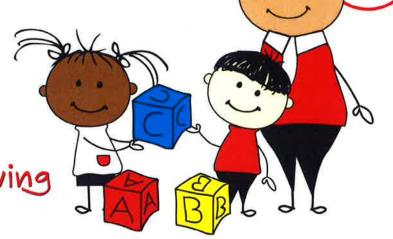
Emotions play a big role in a young child's capacity to learn. Emotions are stored at the core of the brain's architecture, surrounded and integrated with higher level brain functioning.

empathy resilience self control

The importance Of Play

Through play, babies and toddlers explore and make sense of the world around them. Play promotes a love for learning by stimulating and supporting children in their development of skills, concepts, language, communication and concentration.

persistence creativity cooperation problem solving



What a School-Ready child Looks like





Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Baltimore, MD: Brookes.

Petersen, S. (2012). Approaches to learning: Supporting brain development for school success. Zero to Three, 33(1), 24-27.

Powers, S. (2012). From research to practice: Strategies for promoting school readiness in programs serving infants and toddlers. *Zero to Three*, 33(1), 37–42.

U.S. Census Bureau. (2011). Who's minding the kids? Child care arrangements. Retrieved from www.census.gov/hhes/childcare/data/sipp/2010/tables.html

