



School Readiness Skills and Concepts

This document is part of the Family Five video course "*Preparing your Child for School*"

The checklist includes everything your child may be tested for upon entering school. It will help you track learning milestones for your child.

Not all schools will look for all skills, but if your child enters school able to do most of the items listed, they will be well prepared to enter kindergarten. **The video lesson which addresses the skill is listed *in italics*.** Watch that video to learn simple and fun at-home activities you can do with your child.

If you have any questions about what your child is learning now, or what they need to know by kindergarten, ask someone at your school or Head Start.

Remember that you are your child's first and most important teacher!

ACADEMIC AND COGNITIVE DEVELOPMENT

1. When asked, my child can recite:
 - First and last name—*Lesson: Personal Information*
 - Birthday—*Personal Information*
 - Phone Number—*Personal Information*
 - Address—*Personal Information*
2. My child can:
 - Re-tell simple stories, with events in the correct order--*Sequencing Stories*
 - Arrange at least three picture cards into the correct order—*Sequencing Stories*
 - Identify five colors—*Problem Solving*
 - Solve simple 3-step problems—*Problem Solving*



MATHEMATICS

1. My child can sort items by:—*Patterns and Sorting*
 - Color and shape
 - Size and color
 - Size and shape
2. My child can:
 - Recognize and repeat a pattern—*Patterns and Sorting*
 - Rote count from 1-10—*Counting*
 - Rote count from 11-20—*Counting*
 - Rote count from 21-30—*Counting*
 - Count objects by touch counting—*Counting*
 - Identify groups of items with **more**, **less** or the **same** amount of items—*Counting*
 - Match amount of items to a numeral—*Counting and Match Items to Quantity*
 - Recognize (at a glance) a number of items, up to 5 items—*Match Items to Quantity*
 - Combine two groups of items and count the resulting group to arrive at a total amount (up to 10 items)—*Sums*
3. My child understands:
 - The last number spoken when counting items, represents a TOTAL amount of items—*Match Items to Quantity*
 - The order or arrangement of items does not impact how many items are present—*Match Items to Quantity*

LITERACY

1. My child can:
 - Sing the alphabet song—*Alphabet*
 - Recite the alphabet without singing—*Alphabet*
 - Read uppercase letters—*Sight Recognition of Letters*
 - Read lowercase letters—*Sight Recognition of Letters*
 - Identify the front of a book—*Print Concepts*
 - Identify the back of a book—*Print Concepts*
2. My child understands:
 - Reading is done left to right, and top to bottom—*Print Concepts*
 - A book has a title—*Print Concepts*
 - A book has an author—*Print Concepts*
 - A book may have an illustrator—*Print Concepts*



LANGUAGE DEVELOPMENT

1. My child can:

- Reproduce small units of sound, such as the sound for letters such as b, s, m, w...
--*Speech Sounds*
- Reproduce blend sounds such as /th/ in throw and /fr/ as in free--*Speech Sounds*
- Use words to make their needs known
- Use words to identify body parts—*Vocabulary*
- Use everyday words such as kitchen, pencil, crayon, desk, brother, etc. –
Vocabulary
- Speak in complete sentences—*Fluency and Articulation*
- Speak so others can understand him at least 90% of the time—*Fluency and Articulation*

PHYSICAL DEVELOPMENT

1. My child can:

- Stand on one foot for at least 8 seconds (both feet)—*Gross Motor Skills*
- Stand on each foot with eyes closed (2-3 seconds) —*Gross Motor Skills*
- Hop on one foot (both feet) —*Gross Motor Skills*
- Run in a straight line—*Gross Motor Skills*
- Run and maneuver around objects—*Gross Motor Skills*
- Walk backwards for up to five steps—*Gross Motor Skills*
- Jump over a line—*Gross Motor Skills*
- Bounce a ball—*Gross Motor Skills*
- Kick a non-moving ball—*Gross Motor Skills*
- Pedal and steer a tricycle—*Gross Motor Skills*
- Comfortably hold a pencil—*Visual and Fine Motor Skills*
- Use children’s scissors to cut a straight line—*Visual and Fine Motor Skills*
- Use scissors to cut out objects—*Visual and Fine Motor Skills*
- Write their first and last name—*Visual and Fine Motor Skills*

2. My child can draw a (an):

- straight line—*Visual and Fine Motor Skills*
- Circle—*Visual and Fine Motor Skills*
- Square—*Visual and Fine Motor Skills*
- Triangle—*Visual and Fine Motor Skills*
- X—*Visual and Fine Motor Skills*
- Diamond—*Visual and Fine Motor Skills*



SOCIAL AND EMOTIONAL DEVELOPMENT

1. My child can:

- Identify his or her gender—*Social and Emotional*
- Follow simple 3-step instructions—*Social and Emotional*
- Share with others—*Social and Emotional*
- Take turns—*Social and Emotional*
- Self-regulate behavior when upset, angry, sad, etc. —*Social and Emotional*
- Separate from parents with limited stress—*Social and Emotional*
- Interact with peers and adults (not withdrawn) —*Social and Emotional*

2. My child understands:

- What touching is appropriate and inappropriate—*Social and Emotional*