

READY FOR SCHOOL

South Carolina's Profile of the Ready Kindergartner



Developed by:



THE READY KINDERGARTNER, with engaged support from parents, caregivers and community, has developed the skills and abilities necessary for achievement at age-appropriate levels. He/she is physically, socially and emotionally prepared to benefit from a quality kindergarten experience.

What does it mean to be **READY FOR SCHOOL?**

All children are ready for kindergarten when they are five years old by September 1 of that school year. But kindergarten readiness is more than a matter of age. For a strong start in school, children need positive relationships and supportive learning environments beginning at birth. It is our responsibility as families, caregivers and communities to nurture the health and development necessary for school success.

South Carolina's Profile of the Ready Kindergartner describes the physical, cognitive, social and emotional signs of school readiness. Because each child develops differently, each child will be ready in different ways. That is why schools and educators must also be ready: prepared to meet the individual needs of students at all levels of readiness and providing whatever support and services are needed for a quality kindergarten experience.

For more information, visit
SCFIRSTSTEPS.ORG

Resources are available to help parents and caregivers foster school readiness from birth through age five.

READY FOR SCHOOL

South Carolina's Profile of the Ready Kindergartner

APPROACHES TO LEARNING & INQUIRY



- Demonstrates eagerness to learn
- Shows curiosity through questioning
- Shows creativity and imagination through pretend play
- Engages in daily opportunities for play and exploration
- Shows willingness to try new things
- Persists in tasks that are challenging
- Maintains attention
- Applies learning to new situations
- Solves problems with materials at hand
- Use senses and observations to learn about the world around them

PHYSICAL DEVELOPMENT, SELF-HELP & MOTOR SKILLS



- Moves with control and balance while walking, running, jumping and climbing
- Uses fingers to control small objects, such as pencils/crayons, scissors, buttons, zippers
- Uses hand-eye coordination to perform simple tasks, like putting together a puzzle
- Independently performs self-help tasks such as toileting, hand washing, tooth brushing and dressing



EMOTIONAL & SOCIAL DEVELOPMENT



- Shares, takes turns and plays well with others
- Follows simple rules and directions
- Expresses emotions through appropriate actions and words
- Adjusts to changes in routine and environment
- Shows self-control
- Shows caring and understanding of others' feelings
- Interacts with familiar adults
- Respects the property of others
- Resolves conflicts using words and adult support
- Makes friends

MATHEMATICAL THINKING



Number Sense

- Counts in sequence up to 20
- Counts up to 10 objects, using one number for each object
- Recognizes up to five objects in a group without counting
- Compares sets of objects by quantity (**more than** or **less than**)
- Describes and compares objects by size (**big** and **small**), length (**long** and **short**) and weight (**light** and **heavy**)
- Understands and uses the terms **first**, **second** and **third**

Matching, Sorting, Classifying

- Recognizes and draws basic shapes, such as circle, square and triangle
- Recognizes and repeats simple repeating patterns, such as triangle, square, triangle, square
- Describes positions of objects using the terms **above** and **below**
- Sorts and classifies up to 10 objects into categories

LANGUAGE & LITERACY DEVELOPMENT



Listening, Speaking and Understanding

- Converses with others, taking turns speaking and listening
- Speaks clearly, expressing ideas and questions
- Uses words to seek help, answer questions and solve problems
- Speaks in complete sentences of at least six to eight words
- Listens to stories and retells them
- Begins to ask questions about stories that are read aloud
- Follows directions and completes tasks that require multiple steps
- Asks and answers "how" and "why" questions

Early Reading

- Shows interest in books and reading
- Holds books upright, turning pages one at a time from front to back
- Knows that printed words have meaning
- Uses pictures in a book to tell and retell the story
- Recognizes and names/reads familiar signs and logos
- Listens to a story being read aloud
- Makes predictions about what will happen next in a story being read aloud
- Begins to follow text from left to right as it is read aloud
- Recognizes and names rhyming words
- Recognizes that letters represent spoken sounds
- Recognizes some upper and lower case letters and their sounds
- Recognizes that spoken words can be represented in written language
- Recognizes written name as well as other familiar words
- Begins to use pictures and text read aloud to learn the meaning of unfamiliar words

Early Writing

- Draws pictures and tells their story
- Writes using a combination of letters, letter-like shapes and scribbles
- Uses drawing and writing during play
- Writes name independently or using an example