

Social, Emotional, Behavioral	Physical, Health, Safety	Speaking, Reading, Writing	Math
<ul style="list-style-type: none"> a. Settles into new groups and situations. b. Cooperates with classmates in group play. c. Understands and follows directions of two or more steps that relate to familiar objects or experiences. d. Responds to instructions, observes rules & routines, follows directions, and cares for class materials with occasional reminders. e. Takes turns in a game situation with toys, materials, and other resources. f. Waits their turn in asking an adult for help with tasks, questions, and problem solving. g. Takes time to do his/her best when working on a task, game or discussion. h. Able to focus on tasks and return to task after interruption or distraction. i. Uses words to express feelings and solve problems. j. Listens respectfully and politely with kindness and empathy. k. Expresses feelings, manages anger appropriately. l. Participates positively in small or large learning, inquiry, and play groups. m. Expresses own ideas, thinking, imagination and questions in many different ways. n. Applies past knowledge, questions, and creativity to new situations. 	<ul style="list-style-type: none"> a. Uses a spoon and fork to feed self. b. Dress themselves [button, snap, belt and zip] c. Pulls caps off markers or glue sticks and replaces them firmly. d. Plays with play-dough and grasps small objects such as beads. e. Uses scissors correctly with thumb up and elbow down. f. Holds writing tools with fingers instead of fist; tripod (three finger) pencil grip. g. Can walk, run, hop, gallop, and jump. h. Can throw, catch, kick and bounce a ball. i. Demonstrates hand washing and teeth brushing skills. j. Understands healthy food choices. k. Utilizes self-toileting skills. l. Demonstrates fire, seatbelt, and pedestrian safety skills. m. Up to date with medical screenings, examinations, vaccinations and other well-child supports. 	<ul style="list-style-type: none"> a. Uses complete four to six word sentences. b. Uses a large working vocabulary. c. May be able to read a few simple sight words. d. Communicates major details and logical sequence of stories with words or pictures. e. Can re-tell or act out a story. f. Can copy, trace, or draw letters. g. Can use, repeat and create rhyming words. h. Recognizes words that start with the same sound. i. Recognizes, names and can produce the sounds of at least ten letters, especially in own name. j. Identifies the difference between upper case and lower case letters. k. Writes first name with capital and lower case letters. l. Pretends to read printed text, reciting language that follows the text, pictures, and order of events – may need prompts from an adult. m. Recognizes the environmental print on many objects; signs, packages, buildings. n. Knows that reading is left to right and top to bottom on printed page, and other ‘concepts of print’. 	<ul style="list-style-type: none"> a. Verbally counts to at least 20. b. Counts 1 to 20 objects accurately with one to one correspondence. c. Tells which number comes next in order by counting. d. Identify groups of objects as having more, less or equal amounts. e. Identifies and names numerals to 10 and connects each to counted objects. f. Identifies and describes basic shapes with correct term; circle, triangle, square, rectangle, cube, rhombus, and sphere. g. Can copy, trace, or draw numbers and two-dimensional shapes. h. Sorts collections of objects into same or similar subgroups. i. Recognizes and names 12 colors; red, blue, yellow, green, orange, purple, brown, black, white, grey, pink, light blue. j. Recognizes, extends and creates simple repeating patterns with colors or sounds.

Acknowledgments – Gladstone & Jennings Lodge Transitions into Modern Kindergarten Committee

These committee members studied and synthesized many 'ready for kindergarten' materials, perspectives and professions into a concise, holistic set. We understand and acknowledge the wide range of children's growth, development, abilities and readiness for modern kindergarten.

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Crystal Laier – Principal, Jennings Lodge and Candy Lane Elementary Schools
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Cheryl Howell – Oregon City School District
Melinda Johnson – Gladstone Kindergarten Teacher
Nancy Tysinger – HeadStart Teacher – Clackamas HeadStart
April Kilstrom – ESD, special education supervisor
Phyllis Hines – Elementary school teacher – Oregon City School District

Study Materials

- 'Ready for Kindergarten' materials from Gladstone, Oregon City, Portland, Pendleton, Ontario, Albany, Bremerton, and Kennewick schools.
- Kentucky University Center for Excellence in Developmental Disabilities
- Teaching Strategies GOLD Assessment System
- US Dept. of Health and Human Services, Head Start Child Development and Early Learning Framework.
- Transitions into kindergarten consultation with Portland State University professors Beth Green and Andy Mashburn.
- "Understanding Parents' Perspectives on the Transition to Kindergarten: What Early Childhood Settings and Schools Can Do for At-Risk Families" Anna M. Malsch, Beth L. Green, and Brianne H. Kothari
- State of Oregon Kindergarten Readiness Assessment [KRA] prototype
- Ready for School Initiative – Oregon Dept. of Education
- Common Core Standards for K-3, Oregon Dept. of Education
- [Making a Difference: 10 Essential Steps to Building a PreK-3 System](#); Linda T. Sullivan-Dudzic, Donna K. Gearn and Kelli J. Leavell (Jan 6, 2010)
- www.Zero to Three.org
- www.recognitionandresponse.org Promoting smooth transitions to kindergarten.
- www.Readyforkindergarten.org