



Montana Small Schools Alliance

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Kindergarten Readiness
and Early Learning Standards

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An Introduction to This Guide

The Kindergarten Readiness and Early Learning Standards are designed to help parents and educators assess and encourage the skills students should be developing before entering a kindergarten classroom. This is not a diagnostic tool or intended to be a grading tool. This is a resource to help children learn key skills in four main development areas—Emotional and Social, Physical, Communication, and Cognitive. Kindergarten readiness is a spectrum and this guide is to help provide learning opportunities to strengthen a child's skill development, whether in the home environment or in a daycare or preschool setting.

In this document, Early-Learning, Preschool, and Kindergarten all describe the early educational experiences children have before and during Kindergarten. This is typically ages 0-5 or 0-6. The standards that follow cover some of the 0-3 year developmental standards, but mostly focus on the skills needed in the 3-5 year scope. It is recommended by the Centers for Disease Control and Prevention to monitor a child's development from birth to monitor for any delays or deviations from standard developmental patterns. Noticing a discrepancy, contacting a doctor or specialist, and starting early interventions are crucial to help children overcome delays in any area of development. Attending regular doctor appointments will provide a resource to monitor development, but there are many resources for parents to access for free tracking of milestones. Preschool Screenings are provided free of charge in many communities and are a great resource to check in on how your child is developing. The CDC has a program called CDC Milestones that has a website and app of checklists for typical developmental timelines by age. Please visit the Act Early-Milestones page on cdc.gov for a complete list of milestones. The link is provided here:

<https://www.cdc.gov/ncbddd/actearly/index.html>

If any concerns arise about a child missing milestones, parents should be encouraged to contact the primary care provider to start the process to provide early interventions. Early Interventions make a great difference in overcoming delays or strengthening skills as children's brains develop so quickly during the first three years.

This guide is not designed to diagnose if a child is delayed, but to provide a framework to guide interactions, learning opportunities, and experiences to help the child improve skills. These learning opportunities can be almost anything, and should provide the chance for children to do the following:

- Learn in all domains—cognitive, physical, communication, creative, social, and emotional
- Share experiences
- Gain self confidence
- Enhance positive self-concept

- Enhance self-expression and creativity
- Develop a concern and respect for others and their things
- Use problem solving techniques
- Be curious
- Experience personal pride in accomplishment
- Use a variety of forms of communication skills
- Increase their ability to use self-direction and self-evaluation
- Read, write and use numbers in authentic situations
- Develop an appreciation and an understanding of the environment
- Increase their ability to use their bodies effectively
- Develop the ability to cope with limits, disappointments and changes
- Increase their ability to understand and accept natural and logical consequences
- Develop effective work habits

The standards are organized into each of the domains, and there will be some overlap of standards between the domains. Some standards will show up in more than one domain, but they are included to help show the connections and so this document can be used as a checklist for individual students or curriculum plans.

Kindergarten Readiness **Domain–Social and Emotional**

Family, Community, and Culture

Children will desire a feeling of belonging at this stage of their development, and they may seek it out in a pursuit of shared interests, behaviors, beliefs, or background. They will learn about their own family, community, and culture to cultivate a sense of their place in the world.

Family, Community, and Culture Standard One–Family

Children will explore family dynamics, diversity of characteristics, and how family members contribute and interact.

Standard	Examples and Practice in Daily Life
Interact with and respond to familiar faces show preference for and seek comfort from a familiar adult show discomfort or separation anxiety when a familiar adult leaves seek connection with a familiar adult while playing or doing an activity	• show excitement when seeing a familiar adult by smiling, laughing, saying their name • smile or reach to be picked up by a favored adult, seek out a preferred adult in a room of people • show a preference for certain adults when needing comfort • show discomfort, cry, act sad when a favored or familiar person is leaving, though usually this is a short response • may ask for a preferred person even when they are not nearby • glance at, call out to, make gestures, say “watch me” to check in with an adult who is nearby when the child is doing an activity
Show apprehension when meeting unfamiliar adults	• Stranger anxiety is very common in the preschool years, and is developmentally appropriate.
identify and name familiar people and family members	• call familiar people by their given name or family name–mom, dad, Jack, Lucy, Grandma, Miss Jordan • recognize familiar people in photos
describe roles of people in the family lists own responsibilities in the family describe family relationships	• identify responsibilities of people in their family • Chase walks the dog. Mom makes supper. Dad takes out the trash. • I water the plants. I set the table. • Draw a picture of the whole family, may label with help • tell stories of their family • identify siblings “my brother is Clay. My sister is Cali”
identify differences between their family and other families	• “my family has two brothers but Cali’s family only has one brother”

Family, Community, and Culture Standard Two–Community

Children will build a framework for the understanding of how communities interact and function, including jobs, services, and basic economic principles.

Standard	Examples and Practice in Daily Life
observe and interact with other children	• watch other children • attempt to play with others • take, trade, or share toys • play simple games like tag or hide and seek
Parallel play with others	• it is developmentally appropriate to play near another child without including them • the child may play kitchen next to a child who is playing with the shopping cart • each child may be playing with cars, but not talking to or overtly playing with each other
call peers by name identify familiar peers	• use another child's name either to call them or to refer to them to an adult– “I saw Ellie at the park” • point to a picture of a familiar peer and say their name
pretend play the role of different family or community members	• incorporate community roles in play scenarios such as mom, dad, firefighter, teacher, police, veterinarian, doctor
participate in community-building activities	• play cooperatively • actively help in a group activity, like Sunday School or daycare
describe what they want to be when they grow up	• draw or describe or name what they want to be when they grow up. it's developmentally appropriate for this to change often or include fantasy ideas

Family, Community, and Culture Standard Three–Culture

Children will explore their family’s culture and seek awareness and appreciation of how that relates to others.

Standard	Examples and Practice in Daily Life
Notice physical characteristics of others may ask questions about children and adults with differences recognize differences between people related to ages and developmental stages Recognize that stereotypes and biased behaviors are harmful and unfair,	• notice differences in physical characteristics, such as glasses, hair color, facial hair • Lead children to learn how to politely ask about differences in others. These questions may revolve around hairstyles, adaptive equipment, language, abilities, or clothing. • Lead children to be accepting and welcoming to others with differences. Teach them to seek out and include others. • describe differences in people relating to age or development such as “My grandma uses a walker and likes to play cards.” or “My little sister can’t play tag yet because she doesn’t know how to walk yet.” • aim to be kind and accepting of others
interact with diverse groups and individuals	• interact with people of different genders, languages, ability levels.
learn poems, songs, and stories from various cultures, including their own heritage demonstrate some understanding of their own heritage and background	• children should be exposed to a variety of books and music from many backgrounds • bring in objects that represent their own culture and history, describe the meaning of the item • participate in activities and cultural events of their own and others’ cultures—example: “our family makes lefse because my grandma came from Norway”
explore gender and cultural roles through dramatic play	• dress up, may explore different cultures or gender roles through play

Kindergarten Readiness **Domain–Social and Emotional**

Emotional Development

Children gain understanding of their own emotions and themselves as they develop. As they gain confidence and understanding of how they feel and act, they will learn their own talents as well as self-regulation.

Emotional Development Standard One–Self-Awareness

Children will explore their interests, abilities, unique personality and gain understanding and appreciation of themselves as individuals.

Standard	Examples and Practice in Daily Life
react to hearing their own name	● react or answer to their name being said
explore their hands and feet or body name different body parts recognize body as belonging to self	● discover their hands and feet, play with their fingers or toes ● point to or name body parts ● play games like “head shoulders knees and toes” ● answer questions like “where is your nose? Where is mom’s nose?”
use “me” and “mine” to describe or claim their property	● refer to things as “mine,” refer to self as “me” ● claim own property, show possessiveness ● not sharing very well is developmentally appropriate and can be an ongoing practiced skill
develop preferences and opinions	● tell others about their likes and dislikes ● seek out preferred games, toys, activities, foods
show pride and enjoyment in mastering skills or completing tasks	● “watch me!” “Look at what I did” ● tell others about an accomplishment

Emotional Development Standard Two—Self-Confidence and Self-Efficacy

Children gain confidence in their own abilities, start to gain intrinsic motivation for various activities and behaviors.

Standard	Examples and Practice in Daily Life
respond to attention	• seek out attention, take pleasure in receiving positive attention
smile at their reaction recognize self in a picture or mirror	• smile and interact with their reflection • look at a reflection or picture of themselves and recognize it as themselves. say their name or “Me”
repeat an action to get a reaction, exploring cause and effect	• repeat a behavior to get a desired result from an object or a caregiver • pulls back a wind up car to watch it go across the floor • drops a cup from the table so a caregiver reacts or retrieves it
act egocentrically	• at this age, children are the center of their worlds and will act as though they are the center of everyone's world • will interrupt conversations or activities for their own purposes • this is developmentally appropriate, and will evolve with guidance into more appropriate or polite behavior
accept and adjust when things don't go their way	• moves from temper tantrums of younger years to acceptance and adjustment when things happen that aren't what they planned • clean up spilled juice and ask for more instead of getting upset
take risks to try new things in play or activities	• jump, climb, rough play, testing strength and endurance skills through play • trying new activities that may be out of their comfort zone
explore their independence	• “I’ll do it” “I can do it” • may choose own outfit or food • take ownership of simple tasks

Emotional Development Standard Three–Self-Regulation

Children gain understanding of their emotions, feelings, behaviors, and begin to control or adapt in various situations.

Emotional regulation

Standard	Examples and Practice in Daily Life
fuss or cry when hungry, tired, wet, overstimulated calm and relax when comforted rely on adults for help managing emotions and outbursts	● seek help when facing big emotions or problems ● develop preferences for how they like to be comforted ● may prefer one caregiver to comfort
build consistent routines for eating, sleeping, schedule follow simple, consistent rules and expectations	● anticipate routines that are consistent at home or at school ● prefer a certain routine for bedtime, balk when that routine is interrupted ● follow simple rules like “no jumping on the couch” “sit and eat at the table” “take your plate to the sink when we finish supper”
strive for independence recognize own needs and try to fulfill them	● take responsibility for simple tasks in their life, such as choosing their own clothes or snack ● refuse help with tasks ● seek to play without assistance ● recognize simple needs such as hunger or thirst, seek out snacks or drink cup by asking for help or recovering it themselves
learn cause and effect in social situations show empathy when their actions create a negative response from a peer create rules within peer groups or in a larger collaborative situation like daycare	● Test limits in social groups and friendships ● learn consequences for taking another child’s toy ● learn to share or trade toys ● say sorry for taking another child’s toy ● makes up with a peer after a disagreement ● help to create rules or guidelines for games, activities, and situations ● correct other children’s behavior once they learn a rule

Emotional Development Standard Four–Emotional Expression

Children show a multitude of feelings through facial expressions, words, and behaviors.

Standard	Examples and Practice in Daily Life
cry, get mad, yell, laugh, call out to a caregiver when upset	•
calm self when upset	• practice preferred soothing techniques • build an attachment to a comfort object, such as a lovey or a blanket • seek comfort object when upset
avoid or leave stressful situations modify behavior and emotions in different situations	• leave a room that is overstimulating • seek out comfort item or preferred adult when facing big emotions • gets frustrated more easily when tired or hungry • becomes more possessive after fighting over toys with a peer
use gestures, words, facial expressions to communicate feelings model emotions through dramatic play name feelings and emotions identify emotions in others, in person or through pictures express a wide range of emotions	• names basic emotions, can emulate those emotions when asked by making a face or acting it out • recognizes emotions in others, saying “mommy is sad” or comforting someone • brings his comfort item to someone he sees is sad or mad • moves from basic emotions like sad, happy, mad to deeper emotions like pride, shame, embarrassment

Kindergarten Readiness **Domain–Social and Emotional**

Social Development

Social development encompasses the skills children learn through and need for interactions with adults and peers, and is paramount in building healthy, positive, fulfilling relationships. The foundations built in childhood will impact how children view relationships at other stages of their life.

Social Development Standard One–Interactions with Adults

Children seek appropriate, comforting, consistent, and caring relationships with the adults in their life. They will test relationships with adults through building boundaries and bonds, learning how to get an adult’s attention through conversation, play, and interactions.

Standard	Examples and Practice in Daily Life
show a preference for familiar adults apprehension toward strangers feel safe with familiar adults, seek them out when in scary or uncomfortable situations build positive relationships with caregivers, seek out their company	• seek out familiar adults for play, comfort, company • build appropriate friendships with familiar adults such as parents, grandparents, aunts, uncles, teachers, and family friends • ask to spend time with a familiar adult, such as wanting to spend the day at grandma’s house • call out for a preferred adult when they wake up in the middle of the night • stay close to a preferred adult when in a new, public, or crowded space
respond to greetings from familiar adults respond appropriately to requests and conversations from adults	• smile and wave back at a familiar adult, call out to an adult they recognize • follow simple directions • engage in conversations with adults, about the child’s interest or about the adult’s interests
use dramatic or pretend play to explore and express relationships	• play school and pretend to be a teacher, mimicking the behavior they see from their own teacher • play house and pretend to be the mommy or daddy in the game, may incorporate things they notice from their own relationship with their parent
seek appropriate affirmation, affection, or attention from adults	• “watch me!” • “play with me” • “I made you a picture, do you like it?”

Social Development Standard Two—Interactions with Peers

Children interact with peers through play, structured groups like daycare or school, and at home. They will explore the expectations of others and learn cooperation, empathy, and negotiation.

Standard	Examples and Practice in Daily Life
show interest in other children interact with familiar peers	• show desire to watch or play with other children, at home, at daycare, or in public places like a park • may try to engage with other children, but may need some adult support at first to learn how to approach other children •
engage in parallel play	• play side by side with another child, may not interact with the child while they both play independently
take turns or share with another child react to another child taking a toy from them, may seek assistance or comfort negotiate play with a small group of children respond to emotions and actions of other children	• share a set of toys like blocks or toy cars or a play kitchen • may need adult assistance to learn how to ask for or give a toy to another child • cooperatively play with a small group, all playing a pretend game or all building with blocks • pick up on body language or verbal cues that express the emotions of another child • comfort a child who is sad or hurt •
use problem-solving strategies with peers	• solve simple issues in play to resolve problems and continue a game • This may look like trading toys, asking for a turn, getting more toys to share, or finding a new game to play that makes everyone happier

Kindergarten Readiness **Domain–Physical Development**

Physical Development

Children develop strength and coordination as they learn to use and move their bodies with control, purpose, and skill. Their growth and health progresses rapidly in the early years.

Physical Development Standard One–Fine Motor Skills

Children develop function, strength, coordination, and skills of the small muscle groups, such as fingers, hands, and feet.

Standard	Examples and Practice in Daily Life
grasp a person's finger explore toys with hands and mouth hold and shake a small rattle or toy	• explore grasping motions • move items toward their face while holding it
practice and develop fine or small motor skills develop the pincer grasp	• clap or wave • move objects from one hand to another • pick up small items or food with thumb and forefinger
scribble with a crayon or marker	• offer many shapes and sizes of drawing materials and allow the child to experiment with their grip • the traditional tripod pencil grip will develop overtime, and may start with holding a crayon in a fist
perform self tasks like using utensils or getting themselves dressed	• start to develop the skills needed to complete tasks on their own such as eating, drinking, dressing themselves • use a zipper on a jacket, button and unbutton
practice hand-eye coordination skills and complete tasks of increasing difficulty	• play with pipe cleaners and beads • lacing beads and string • cut and glue basic shapes • turn pages of a book • stack blocks • complete puzzles

Physical Development Standard Two–Gross Motor Skills

Children develop function, strength, coordination, and skills in large muscle groups, such as arms, legs, and torso.

Standard	Examples and Practice in Daily Life
big body movements generally progress from head control, rolling, creeping, crawling, walking, running, jumping, leaping	• encourage body movements appropriate to age • the CDC Milestones app has a great resource for when you should be seeing certain skills • skills such as crawling are very important to develop connections in the brain, as it engages a skill called “crossing the midline”
exhibit common reflexes	• startles when surprised by a sound
use body coordination to play or interact with toys	• throw, kick, roll a ball • push a walker • pull a wagon • carry a basket
develop balance	• walk up stairs • stand on one foot • hop • walk on a balance beam or play “the floor is lava”
perform large motor movements manipulate objects using large muscles	• kick a ball • jump forward • run, march, skip, leap, slide • throw or catch a ball using one or both hands • swing a bat or racket to try to hit a ball

Physical Development Standard Three–Sensorimotor

Children use their senses to explore the environment and develop new skills.

Standard	Examples and Practice in Daily Life
react to touch, movement, sound	• turn toward a sound or movement
eyes can focus on near and far objects	• tracking with their eyes and focusing on objects will develop in this time
manipulate materials to explore sound	• bang or pat objects like a drum to see how different items sound
explore the environment with all senses	• taste, touch, smell. observe, and listen to items in their environment
make movements related to specific tasks or situations	• bend or crouch down to crawl under a table • stretch or stand on tip toes • move quickly to the side to avoid an obstacle • jump over a puddle •
use movement as an expression of emotions, ideas, or objects	• imitate an animal • act out a scenario • dance

Kindergarten Readiness **Domain–Physical Development**

Health, Safety and Personal Care

Children will build safe and healthy habits and behaviors.

Health, Safety, and Personal Care Standard One—Daily Living Skills
Children care for their basic hygiene and health.

Standard	Examples and Practice in Daily Life
participate in daily routines, including sleeping, eating, and bathroom routines take an interest in meeting physical needs	• interact with the adult during daily routines, like singing songs while taking a bath or getting their diaper changed • begin to help with daily routine tasks, such as grabbing their bath toys and heading to the bathroom for bath time • build routines of their own, such as a preference for bedtime routine • wake up in the morning and come out of their room on their own • gain independence in potty training • gain independence in simple tasks like getting a snack or drink by themselves
communicate needs and wants to an adult	• tells an adult when they are not feeling well • asks for a snack • tell an adult they are tired
develops strategies to self-soothe or create calm when experiencing big feels	• work to find ways to calm themselves down • find a comfort item • leave a stressful situation and seek a calm place to take a break

Health, Safety, and Personal Care Standard Two–Nutrition

Children will eat and enjoy a balanced diet of nutritional foods, developing healthy eating practices.

Standard	Examples and Practice in Daily Life
Eat until comfortably full	• understand how much food their body is asking for, not overeating or undereating
explore foods with each of the senses	• taste, touch, feel, smell, and explore new foods
eat a balanced diet, with foods from all food groups consume healthy drinks	• may show preference for certain foods but should be willing to try new foods. • “pickiness” is usually a phase and more adventurous eating often evolves • willingly drink water
Help prepare meals participate in meals being served	• help prepare food by doing simple, supervised tasks like washing produce, stirring batter, • supervised experience in the kitchen • sets table • eat meals with family
identify healthy foods and foods that are not as healthy for everyday options	• discuss “treats” and “snacks” versus meals • identify healthy food options by picture or name

Health, Safety, and Personal Care Standard Three–Physical Fitness

Children enjoy physical activity and build habits for taking care of their body, building the foundation for a desire to care for their well-being and health.

Standard	Examples and Practice in Daily Life
attempt new fine and gross motor activities	• actively try new skills, testing their coordination, strength, abilities, and endurance • running, rumping, riding a bike or scooter • challenge themselves in calculated risk activities such as climbing up a slide or jumping between two structures
participate in simple movement games and songs	• sings songs and incorporates movements • Pat-a-cake, hokey pokey, itsy-bitsy spider, the ants go marching, Simon Says, Mother May I
participate in structured and unstructured active play, with a group and individually	• group games such as duck, duck goose and tag are engaging at this age • independent or group play on a playground or jungle gym • swimming, dancing, rollerskating, riding horse are all fun ideas for whole body active play • group sports like tee ball or soccer build physical skills and cooperation
recognize that physical activity has benefits, such as building strength and the positive feelings (endorphins) after physical activity	• endorphins are the “feel good” feelings after working your body and being active • encourage children to be active and be mindful of how being active makes them feel

Health, Safety, and Personal Care Standard Four–Safety Practices

Children learn to make safe and appropriate choices through rules, routines, and analyzing situations.

Standard	Examples and Practice in Daily Life
show preference for familiar adults and apprehension for unfamiliar adults	• “stranger caution” is developmentally appropriate and can be a starting step for discussing safe adults and situations
respond to cues, warnings, redirections regarding the safety or danger of situations	• seeks caregiver cues when trying new activities • listens to directions from a caregiver when trying something difficult or dangerous • STOPS an unsafe behavior when directed by an adult, such as being told to not go near an outlet or by the pool • This is an ongoing developing skill; supervision and reminders of safe and unsafe situations is necessary. • Consistent boundaries are so important for developing brains to understand the danger of situations.
recognize rules and follow basic safety instructions describe the reasons for rules understand and anticipate potential consequences of disrespecting or ignoring rules. These consequences may be explicit (time out for ignoring a rule) or natural/correlating (injury because of unsafe activity)	• understand and express that rules are important to keep children safe • repeat rules often and explain them to children explicitly • explain why a specific rule is important •
identify who has hurt, offended, or made them feel bad or unsafe	• name or identify a child who has hit or hurt them, or name or identify an individual that has made them feel bad or unsafe • identifying how someone made them feel is important to be able to ask an adult for assistance or comfort

make choices about behaviors when presented with alternatives	• choose a safer activity when redirected from a potentially dangerous activity • choose an activity when presented with options
appropriately express intense emotions most of the time	• expressing anger with words or expressions instead of violence or tantrums

Kindergarten Readiness **Domain–Communication**

Communication and Language Development

Children will exchange information using gestures, signs, symbols, words and behaviors. Communication can be verbal, physical, written, or through adaptive means. Language development will progress through the preschool years and children will become more successful at expressing their needs, wants, and ideas.

Communication and Language Development Standard One–Receptive Communication

Children will develop the skills needed for speaking and listening, responding to spoken language and other forms of communications.

Standard	Examples and Practice in Daily Life
react to familiar voices, sounds, gestures, facial expressions react to simple, familiar words, actions, and gestures	● settle down when a comforting sound is heard, such as shushing or a lullaby ● gaze at and interact with a familiar adult ● turn toward a familiar voice or sound ● respond to simple directions like “look at the dog” ● copies simple actions like clapping or smiling
Progression of following directions: follows simple one-step directions follow a two-step interrelated directions follow three- and four-step directions	● follow directions such as “go get your blanket” ● follow two step directions that are connected “get your stuffed animal and put it in the bin” ● move toward more complex instructions like “go get your shoes, grab your backpack, then go to the car” ● practice directions in play to develop these skills
Progression of Responding to questions: respond to “where” questions with words or gestures use one or two words to respond to “what” “who” “where” questions use and respond to “how” “why” “when” questions	● points to an object when asked “where is it?” ● says “over there” or “in bath” when asked “where” ● says “ball” or “a cow” when asked a “what” or “who” question ● ask “how” “why” and “when” questions ● answer “how” “why” and “when” questions with appropriate answers
Respond to nursery rhymes and songs, supply a missing word sing familiar songs and rhymes independently engage in stories	● react to nursery rhymes and songs ● sing along with an adult in familiar rhymes and songs ● supply missing words in familiar songs ● sing familiar songs independently ● listen to and react to stories

Communication and Language Development Standard Two–Expressive Communication

Children will use sounds, words, gestures, and facial expressions to convey meaning, express their needs, express feelings, share ideas, and solve problems.

Standard	Examples and Practice in Daily Life
Progression of sounds to speech: use a variety of sounds to communicate make sounds in response to people or environment experiment with making sounds use consistent sounds and combinations of sounds and signs to identify or refer to specific people or things	● babble, baby talk, use a specific sound to mean “bottle” even if it doesn’t sound like the word bottle ● coo and make new noises like blowing raspberries ● use simple sign language ● wave good-bye, reach for an adult while saying “up”
Progression of words to sentences: use single words to communicate produce two word phrases use simple sentences, with increasing length demonstrate correct grammar tell stories or recall events with detail and coherence	● use names for people or pets or items ● use short phrases, often not grammatically correct “daddy home” “jack’s turn” ● use longer phrases and sentences “go to sleep” “i want milk” ● tell short stories or make short explanations
Progression of responses: respond with gestures to simple questions	● points to an object when asked “where is it?” ● says “in the box” when asked “where is it?” ● say the name of someone when asked

respond with simple, one word answers respond with detail	“who is here?” • answer with detail when asked “what did you do today?”
ask others to provide names for unknown objects	• ask for names of new objects • ask “what’s that?” “who is that?”
talk to themselves during play	• vocalize to themselves • narrate their play • hold conversations between characters in their dollhouse
use new words	• learn and use new words
initiate in conversations with peers and adults	• listen to and join in conversations with others

Communication and Language Development Standard Three–Social Communication

Children will develop skills to interact with peers and adults effectively.

Standard	Examples and Practice in Daily Life
interact with familiar adults or peers with gestures, sounds, or words	• play with or babble to a sibling or caregiver • call out to a familiar person • wave “hi” or “bye”
respond to their name	• turn toward or go to someone who says their name
Progression of conversation skills: use gestures and sounds to interact with others or ask for an item respond by looking at someone when they talk engage in nonverbal or verbal give and take interactions initiate communication with others use language to communicate	• babble, wave, copy sounds or faces • point to something they want • turn to or go to someone who is speaking or calling to them • maintain eye contact, make a sound and wait for a response, • take turns with toys and in conversation • ask for an item, call out to someone to get attention • tell stories with increasingly more detail
adjust word choice, tone, and volume of speech for different situations	• whisper when the baby is sleeping • call out loudly to someone when they are far away • use baby talk to engage with a baby but use proper language and tone when talking to a teacher

Communication and Language Development Standard Four–English Language Learners

Children will develop fluency and competency in their home language while becoming proficient in English.

Standard	Examples and Practice in Daily Life
Use home/first language	• communicate with members of their home in their home language
adjust to learning a new language, recognize the differences in language	• recognize that the two languages are different and are often used in different spaces • explore words from both languages • point to an item and ask for the name in both languages
follow simple directions in both languages	• follow directions in both languages, sometimes using gestures to convey meaning
speak in short phrases of home and new language	• may switch mid phrase from one language to the other while they are learning
may use new language for informal settings and familiar, home language for explicit instruction while they are gaining confidence and vocabulary	• use new language in conversation, but need explicit direction in home language while they are more comfortable with the home language
use both languages fluently, but choose to use one or the other based on situation or location	• speak in new language with peers and at school, but use home language with family and at home

Kindergarten Readiness **Domain–Communication**

Literacy

Books and printed language are so important to the developing brain—to build knowledge, language, empathy, and a wider view of the world. In the preschool years, children will become familiar with the relationship between written word and spoken word, progressing from repetition of sounds all the way to writing words of their own, with many developmental steps along the way. Children will use symbols, language, and images to express themselves while they learn to read and write.

Literacy Standard One—Early Reading and Book Appreciation

Children should be exposed to books almost immediately, and will develop curiosity and interest in the symbols, sounds, pictures, rhythms, and stories presented in written language, long before they understand that letters are combined to form words. Children will develop and interest in reading for enjoyment and reading to learn, and will begin to see that printed words are used for many purposes.

Standard	Examples and Practice in Daily Life
Progression of Book Appreciation: Focus on a book React when being read a book explore books with hands or mouth pay attention while a book is being read vocalize or talk while a book is being read point at, name objects, animals, people in books choose familiar books, have a favorite book, start to know the stories they hear repeatedly “read” a familiar book by looking at the pictures and saying what they remember from the story, using the pictures as clues to plot develop an interest in books sit and listen to increasingly longer books and stories	● look at a book while it is being read ● listen or watch someone reading a book to them ● play with and explore a book by opening it and closing it, chewing on it, looking at the cover ● follow along with the story, point at pictures, help turn the page ● comment on the book, ask questions, talk about what they see in the book ● choose some favorite books or books they want to hear over and over ● when an adult is reading a familiar book, the child will provide the next word when the adult pauses ● point to, name, identify things, people, and animals in books. ● Using the pictures as cues, retell a familiar story ● ask to read books during their normal routine ● choose books from the library ● listen to longer or more complex stories without losing interest
Progression of Book Skills: Explore books through play	● pretend to read a book to a doll ● pretend to read the newspaper ● retell stories based on the pictures in a book—this may be made up stories, parts

incorporate print materials into play indicate that pictures on a page correspond to the text by retelling a certain part of the story or by naming the characters in the illustration carefully turn pages, pretending to read the words purposefully play with a book, keeping the proper orientation identify the title of a book demonstrate an understanding that print moves from left to right, top to bottom of a page	of the story in the book, or a whole memorized portion or complete work • turn the pages in a book, starting at the beginning of the book • hold the book right side up and start turning pages at the beginning of the book • identify the title of a book, either by pointing or saying the name • follow along with their finger while the words are being read
repeat simple songs, rhymes, or stories	• repeat simple songs like “itsy bitsy spider” “twinkle twinkle little star” • repeat simple nursery rhymes like “baa baa black sheep” • repeat simple, short stories
demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories	• point to letters in words • start to recognize simple words or words with similar letters

Literacy Standard Two–Print Development, Pre-writing, and Writing

Children build interest in using symbols to communicate.

Standard	Examples and Practice in Daily Life
Pre-writing Skills: experiment with grasp demonstrate pincer grasp observe others write and draw scribble and experiment with large and small drawing utensils, crayons, markers, chalk, paint etc mimic others who are drawing or writing scribbles become more linear and purposeful	• grip a rattle, a finger, or small item with their whole fist • progress the grasp to pincer grasp • show interest when others are drawing or writing • using a variety of materials, start to experiment with scribbles or shapes • copy someone who is writing or drawing • gain control of writing utensil and make more purposeful scribbles
Writing Skills: draw shapes or create inventive symbols or words write letters accurately, may write them backwards at first use print in play understand that print holds meaning, words have meaning, and that information and ideas can be written down write their own name write familiar words	• attempt letters and shapes with increasing accuracy • using print and writing in play, such as pretending to be a waitress, doctor, or teacher and writing notes or instructions to someone. These play writings can be shapes, letters, or full words as the skills develop • ask an adult to write a word by a picture they draw • ask an adult to help them write a sign, letter, or note, such as a sign that says “Macy’s room” or a form for a game they are playing • identify and write the letters of their own name • begin to write words

Literacy Standard Three–Print Concepts

Children will explore how print conveys messages through symbols and words, and begin to see a connection between the letters of the alphabet and sounds.

Standard	Examples and Practice in Daily Life
show interest when stories are read	• pay attention to stories • ask to be read a story • point to a picture in a book
imitate sound when listening to someone read a story	• mimic sounds and words they hear while a book is being read • supply missing words in familiar books when the reader pauses
point to words in a book	• follow along with their finger while an adult reads a book, even if not pointing at the correct words in time
understand that words have meaning	• pretend to read a book • ask an adult to help them write a note or sign
respond to print in the environment	• notice letters and words in public places • ask what words on signs or building say
recognize that letters have names identify letters match letters to their sounds	• explore the alphabet • learn the ABC's song • identify letters by name • point to letters when they hear their sound

Literacy Standard Four–Phonological Awareness

Children recognize the correlation between letters and sounds they make, building an understanding that combinations of letters that make up words. They can use these phonological skills to manipulate sounds of speech.

Standard	Examples and Practice in Daily Life
respond to the sound of spoken language	● react when they hear someone speaking ● turn toward someone who is talking
imitate sounds	● mimic sounds they hear
learn simple songs, rhymes, and stories	● sing simple songs, repeat simple nursery rhymes
imitate rhyming patterns	● notice and copy rhyming sounds in simple stories ● make a list of real and nonsense words that rhyme “sat, mat, fat, cat, bat, tat, zat”
identify sounds as parts of words	● break a word into its sounds verbally ● TOP is /t/ /ah/ /p/
hear and separate words into syllables	● break words into their syllables ● clapping out syllables can help ● candy is /can/ /dee/

Kindergarten Readiness

Domain–Cognition

Approaches to Learning

Children will learn how to learn in the pre-kindergarten years. They will explore what motivates them, their attitudes and habits, and their learning styles. Learning styles often fall into these categories—visual learning, auditory learning, reading and writing learning, and kinesthetic learning. Personality and environment may affect the way they prefer to learn or learn most effectively.

Approaches to Learning Standard One–Curiosity

Children will explore their imaginations, interests, and original thoughts through new experiences and learning opportunities.

Standard	Examples and Practice in Daily Life
notice and imitate gestures or facial expressions	• interact with others by mimicking faces or gestures, sticking out tongue, clapping,
repeat actions to test cause and effect	• drop an item, hit or push a button to see a reaction
examine small objects through each of the senses	• use pincer grip to grasp small objects, may investigate the item using taste, touch, smell, appearance, and sound
investigate how things move or work study materials to see how they work	• take apart or look into a simple toy to deduce how it works or moves • take apart small objects • read lego instructions to build a car
ask who, what, where, when, why questions	• ask questions about the world around them
show interest in new activities	• explore new interests • try new experiences • see others doing an unknown activity and want to emulate it
develop personal interests	• explore what they like to learn about, seek out those opportunities such as wanting to learn about dinosaurs

Approaches to Learning Standard Two—Initiative and Self-Direction

Children become eager to learn new skills, taking risks to learn new information and engage in new tasks.

Standard	Examples and Practice in Daily Life
interact with the environment and others using sounds, gestures, movements interact with familiar people	● seek others for comfort or help ● cry or call out to be held or for attention ● smile or go to a familiar person
show interest in personal care tasks	● want to feed or dress themselves
use familiar items in imaginative ways	● use a table as a cave or castle ● use blocks to symbolize a phone or car
take small risks and try new things	● take risks while playing, such as jumping onto a pile of pillows ● gain courage in hard tasks, such as carrying heavy or hard to carry objects
make decisions	● make small choices like choosing what to eat or wear ● choose from a list of options
make predictions about common procedures	● What will happen next? ●
Plan and achieve a goal	● with help, form a goal and achieve it ● design and build a bridge of blocks for toys cars to drive over

Approaches to Learning Standard Three–Persistence and Attentiveness

Children will lengthen and strengthen their attention span, building the ability to focus and concentrate to complete tasks.

Standard	Examples and Practice in Daily Life
gaze or stare with purpose at faces, objects, and pictures	● stay focused on one person or object
work to keep the attention of others	● actively try to engage an adult by babbling, cooing, crying
repeat an action that created a reaction in the past	● regardless of time passed, repeat an action to see if the same result occurs
explore objects with different approaches	● explore an item in different ways, for example: looking at, smelling, touching, tasting a new piece of food
Repeat an action to practice a skill	● practice jumping from one step to another to increase accuracy
show perseverance in facing challenges	● keep trying to solve a problem without giving up ● but they may go get an adult as part of their solution
pay attention to others	● listen to story time without wandering attention ● watch and listen to another child explaining their show and tell
work on tasks over extended periods of time	● build stamina in doing projects that may take more than on sitting to accmoplish

Approaches to Learning Standard Four–Reflection and Interpretation

Children will reflect on the ways they learn, expressing some preference in ways they like to learn. They may gravitate toward a certain type of learning activity or express that they do not like certain activities, such as a child preferring tactile learning over listening to someone speak about a subject.

Standard	Examples and Practice in Daily Life
repeat actions that created a response from an adult	● toss a toy on the floor repeatedly to have an adult get it for them, often laughing at the outcome
Play interactive, repetitive games	● pat-a-cake, peek-a-boo
anticipate actions and outcomes	● expect to leave the house when mom grabs a coat ● expect to eat dinner when dad sets the table
alter behavior to adjust the reaction of others	● “i tried this and it didn’t work, so I will try something else” ● This may be when kids act out to seek a specific response
use materials or body language to express emotions and thoughts	● use words, picture tools, an app to express thoughts and feelings

Kindergarten Readiness

Domain–Cognition

Reasoning and Representational Thought

Children will begin to think through and solve problems logically, applying strategies they have learned or seen modeled. This will help them solve simple problems and make decisions. Children will use representational thought by picturing or representing things in their mind, in order to engage in symbolic play.

Reasoning and Representational Thought Standard One—Reasoning and Representational Thought

Children will explore reasoning by using cause and effect, analytical thought, problem solving, and representational thought.

Standard	Examples and Practice in Daily Life
repeat simple motions or activities	• drop items from the high chair one at a time • let balls fall down a ramp one after the other
remember short sequences of events	• recall or plan short sequences of events • follow multi-step directions or give multi-step instructions to others
search for an object that leaves their sight develop object permanence, objects exist even when unseen	• look under a blanket or behind an object when a toy rolls away or is hidden from them • seek out items they can't find • ask for items that they cannot find, regardless of how long the item has been out of their sight
explore cause and effect using toys or objects in their normal environment	• kick or hit an object to see how it moves away • cooking projects or simple science experiments such as baking soda and vinegar
use objects to solve simple problems attempt several methods to solve a problem before asking for help	• use a long stick to grab or move something out of their reach, such as under a couch or on a high shelf • attempt to solve problems by themselves before asking for help, such as trying to reach something or talk a peer into giving them a toy, before asking for help
use one object to represent another	• pretend a block is phone • bake mud pies • use playdough to symbolize food and serve it on a plate
Notice how items are the same or different match like objects	• categorize items based on size, shape, color, purpose, and explain why they are the same or different • notice differences in simple pictures

	•
predict reactions in cause and effect situations	• make simple predictions about what will happen if they act on an object • predict that the sun will melt their snowman
show curiosity in how things work	• examine and experiment by taking items apart and putting them back together

Kindergarten Readiness

Domain–Cognition

Creative Arts

Through Creative Arts, children will share and express ideas, thoughts, and feelings, learning new ways to understand themselves and their world.

Creative Arts Standard One—Creative Movement and Dance

Children will use movements to express themselves and learn new technical skills, individually and led by an adult.

Standard	Examples and Practice in Daily Life
Dance or move along with music move along with a beat	• clap, wave arms, bounce, dance along when music is being played
react and engage when others play music or sing	• react to music by watching, turning toward sound, smiling, or moving along • may mimic sounds when someone is singing
match tempo of movements to tempo of music	• move faster or slower depending on the music being played
alter movements based on dynamic of music	• move faster, slower, more or less intensely based on the volume or loudness of the music
engage in guided movement or dance activities	• follow along with an adult-led dance or movement activity • participate in dance games such as “The Hokey-Pokey” or the “Dance and Freeze Game”

Creative Arts Standard Two–Dramatic Arts and Play

Children will observe and engage in dramatic play, spontaneously and in pre-planned skits or plots. Their play will include roles based in fantasy and mimicking real life scenarios.

Standard	Examples and Practice in Daily Life
Mimic facial expressions, familiar actions, and experiences from real life	• observe others and mimic their facial expressions, such as smile or frown when a caregiver makes a similar face at them • mimic simple actions that someone does in front of the child, such as clapping • mimic actions they see in their daily life, such as pretending to talk on the phone or pretending to eat or sleep • engage in multi-step imitations of an activity, such as pretending to feed a doll, make dinner, or walk a toy dog
Play in different ways, such as wrestling or rough and tumble play	• somersaults, rolling around, chasing, playing tag games with a peer or adult • jumping onto a pile of pillows
play pretend scenarios with a peer, acting out a planned or unplanned dramatic plot use realistic toys to enact real-life scenarios, such as using a pretend vacuum in their playhouses	• “playing house” mimicking daily life in a pretend setting • use props or costumes in play that mimics real life or fantasy, such as playing doctor or fairies or knights versus dragons • put on a puppet show with a planned plot • act out familiar stories they have read or seen, such as recreating a favorite book or movie scene • collaboratively plan and execute a skit, play, puppet show, or story

Creative Arts Standard Three–Music

Children will create and listen to various musical activities, including rhythm, song, and musical instruments and learn that music can have many purposes from expressing themselves, creativity, and entertainment.

Standard	Examples and Practice in Daily Life
listen to and show interest in sounds, voices, songs, or music may hum or sing familiar songs throughout the day	● react positively and engage in movement or making noise when music is being played ● ask for a favorite song to be played
make sounds using their body, instruments, found items, experiment with singing start to put words with a melody, in either songs they know or songs they make up	● experiment with sounds they can create with their own body, such as squealing, humming, clucking, clapping, stomping ● sing known songs, make up new songs, put new words in songs they have heard before, trying to mimic a known melody ● use basic musical instruments to make sounds, such as a child’s drum or piano, maracas or rattles, bongos, rhythm instruments, kazoo, bells
experiment with rhythm, tempo, dynamics alter movements or sound based on dynamic or tempo	● attempt to clap or stomp along with a beat or known song, such as “The Ants go Marching” ● make corresponding movements or sounds relating to the speed or loudness of music, such as dancing fast or intensely or singing loudly with a loud fast song or swaying slowly and whisper singing along with a lullaby
match symbols to music, using invented or traditional musical symbols	● write basic patterns of rhythm using symbols, such as drawing a set of dots close and far apart, and playing a rhythm that corresponds with the dots as in one dot for one note

Creative Arts Standard Four–Visual Arts, Creation and Appreciation

Children will explore creative visual arts, observing other people’s creations and making art of their own. This art may be created to

Standard	Examples and Practice in Daily Life
engage in visual play or admiration show interest in high contrast and colorful images of shapes, textures, or items	● engage with a mirror image of themselves ● interact with photos of people or animals, such as say a name for someone in a photo or wave at a photo of a loved one ● look at the pictures in a book, may be able to point to items when asked
gain control in holding art or drawing materials, such as holding a crayon or pencil–drawings become more accurate use art materials to create a drawing, painting, picture, use items to make a piece of art	● color, scribble, draw, attempt to make shapes with crayons, markers, paint, fingerpaint ● color on coloring pages, trying to stay in the line in proportion to their developmental abilities, as in a three year old will be less accurate than a six year old ● glue shapes or macaroni onto a paper to create a piece of art
observe art created by others explain their own and others’ art works talk about how art makes them feel use art to explore culture ask questions about art created by others	● begin to engage with art made by others, such as in a museum or in a magazine ● ask questions about how art is made or what a painting is showing ● explore art from many cultures ● talk about feelings shown or expressed through art

Kindergarten Readiness **Domain–Cognition**

Mathematics and Numeracy

Kindergarten Readiness Math Standards will encourage students to develop the skills they will use to increase understanding of numbers, mathematical operations, measurement, geometry and spatial reasoning.

Mathematics and Numeracy Standard One –Number Sense and Operations

Students will work with numbers, explore numerical relationships, and think about how numbers are used to add order to everyday life.

Standard	Examples and Practice in Daily Life
understand “more,” “less,” “all,” and “some” as related to food or play use simple numerical concepts in everyday routines	● gesture, ask, or non-verbally ask for more of something, typically more food or to continue a play activity ● gesture or say “all done” or request to have less or no more of something ● express or follow a direction related to all or some of something such as “can you pick up all the blocks?” or “can I have some of your crackers?”
use names of numbers	● say or signify numbers when asked to count, many children will be able to count to ten before kindergarten, but not all ● they may get numbers out of order or say them incorrectly ● participate in finger play songs and rhymes that use numbers
use mathematical terms	● describe or respond to questions involving “more than,” “Less than,” “the same” ● There are more blocks in this pile.
Use invented counting and then transition to rote counting	● when beginning to count, they may make up some numbers that they don’t know the name for, such as “onety-one” for eleven or “twenty-ten” for thirty ● this will change to the correct order and names of numbers
count objects correctly	● count objects and say the number names as they do ● count silently and say “5 trains”
Match numerals to the correct amount of objects	● put the numeral 3 by a picture of 3 items ● complete puzzles that connect a visual representation of a number with the numeral
set up and act out simple addition and subtraction story problems	● the child may have some objects, and take away some of them and tell the new

	amount • act out story problems such as “if i have 3 cookies and eat one, how many do I have left?” • physically move items to model adding or subtracting
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Mathematics and Numeracy Standard Two—Measurement

Students will use various tools to discover length, weight, area, time, quantity, volume and distance.

Standard	Examples and Practice in Daily Life
Fill and empty containers	• fill up a cup with water • dump the water out to empty the container • use one container to move water or rice to another container
explore concepts like big, small, tall, short, long by comparing items	• enact play scenarios like “Can you hand me the big block?” “Which block is smaller?” • “Is the giraffe taller or shorter than the dog?”
explore measurement tools	• use a ruler, measuring tape, measuring cups, balance scales to explore objects
use mathematical vocabulary to describe qualities that can be measured	• use terms like heavy, light, full, empty, near, far • use time terms like seconds, minutes, hours • begin to understand inches and feet as being used for measurement, even as an abstract measurement idea
recognize time as routines and sequences of events	• make a connection between time ideas as concrete activities, such as a bedtime routine or daily schedule • phrases like “in the morning, after nap, before snack” will start to make sense • sequence pictures of activities into a visual schedule
organize objects by mathematical qualities	• arrange items by size, volume, height, weight, length
estimate measurements of familiar objects	• the child guesses that 3 blocks will fit in the box or that he is taller than the shelf • makes estimates about how long a task will take
use non-standard and standard	• lays items end to end to measure them

measurements to measure length	using rulers or a non-lined stick to compare measurement • the stick is four blocks long
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Mathematics and Numeracy Standard Three–Data Analysis

Students will apply mathematical knowledge to analyze data and information by counting, sorting, or comparing.

Standard	Examples and Practice in Daily Life
Categorize objects by similarity collect items that have common characteristics	• sort by size, color, shape • gather all the blocks of the same color or shape
Use mathematical vocabulary related to classification	• use “same,” “different,” “more than,” and “less than.”
identify and describe how items in a group are similar	• express that all items on the shelf are blocks, or that all of the pictures on a page are animals

Mathematics and Numeracy Standard Four–Algebraic Thinking

Students will use patterns and relationships to identify, describe, produce, create and predict in various scenarios.

Standard	Examples and Practice in Daily Life
Repeat or imitate simple actions	● finger play stories and songs ● patty-cake ● Five Little Ducks
Classify and label items into a known group	● sort by color or shape ● gather dominoes that all show the number seven in dots
recognize patterns and make predictions about the next item in a series.	● finish simple patterns of shape, color, item in physical, print, or on-screen patterns ● reproduce patterns with concrete items and pictures
Copy patterns of sound or movement	● mimic a series of actions or sounds ● example: clap, stomp, clap stomp
Describe a sequence of events	● tell a story that actually happened in first, next, last form ● place pictures from a visual schedule in order of what the child did that day

Mathematics and Numeracy Standard Five—Geometry and Spatial Reasoning

Students will explore common shapes, and will be able to recognize, describe, manipulate, trace, draw, and create these shapes. Children will develop spatial reasoning and directions in their personal space, bodies, and the physical environment.

Standard	Examples and Practice in Daily Life
Explore characteristics of shapes recognize and describe two-dimensional shapes	• sort by shape • start to identify shapes by name • point to or name: circle, triangle, rectangle, square, diamond, oval • recognize that two shapes, such as two triangles, can be the same shape, regardless of shape or orientation
describe tangible objects as shapes	• the clock is a circle, the book is a rectangle
create geometric shapes with different materials	• make a circle from a rope, make a square out of playdough
move body and materials in space use position words to describe location	• recognize “under the table” and “on top of the table” are different places in space • use terms like inside, outside, in front of, above, over, under, near, far
Recognize corresponding shapes and sizes with spaces	• use a shape sorter toy • recognize that their boots won’t fit in the container made for their gloves or hat
experiment with mapping	• draw or create visual representations of their space, such as draw a map of the backyard

Kindergarten Readiness

Domain–Cognition

Science

Kindergarten Readiness Science standards lead children to discover and explore the natural world and their environment. Skills in scientific concepts include making predictions, testing their knowledge and ideas, and conducting investigations and experiments. Science skills should encourage and utilize children's natural sense of curiosity and interests in how the world works.

Science Standard One –Scientific Thinking

Students will use their senses and logical thinking skills to test their ideas and discover how objects work. Students will observe, test, conduct simple experiments, ask questions, make predictions, and communicate their conclusions.

Standard	Examples and Practice in Daily Life
observe objects and people in multiple environments and situations	• shows interest in people and objects around, • may make comments about what they see or notice
uses all senses to explore objects, explores materials, objects, and processes	• touches, tastes, smells, feels, listens objects • may start to manipulate objects to see if they can notice any changes or interesting reactions.
categorize items based on observable characteristics	• sort by shape, color, size, etc
follow adult-led experiments or explorations and may make predictions or generalizations	• predict outcomes of simple activities, such as sink or float, color change, cooking, see if something is heavy, light, bouncy, cold, hot etc
collect and record information	• draw pictures or diagrams, use words or depictions to collect information. • activity: Make a physical graph by collecting different color leaves and lining them up in color groups
Use past knowledge to develop routines or procedures, solve problems, make decisions	• apply prior knowledge to new situations, solve a problem similar to a past struggle, such as using two hands on a cup after spilling a cup previously
Use the process of exploration and scientific exploration to answer questions they have	• independently explore toys or activities, test ideas and make conclusions, such as testing toys that float or sink and deciding that heavy toys usually sink.

Science Standard Two –Life Science

Students will

Standard	Examples and Practice in Daily Life
Show interest in animals and living things	• look at, talk to or about, interact with, care for animals, fish, plants
define living things, compare to non-living things	• make generalizations about living things like “animals have eyes and can move” or “plants need water” • describe how a living thing is different than a non-living thing, such as a plant is different than a rock
identify plants and animals	• name, point, or copy the sound an animal makes, showing knowledge of which animal it is. points to a dog, says its sound or its name
describe or mimic animal behaviors	• pretend to be a cat, tell or show how a dog eats or fish swims
show concern or empathy to an animal, treat an animal or plant appropriately and respectfully	• express worry about a sick or injured animal • learn to respectfully approach a dog they don't know • pretend play with animals showing how to care for them
Identify basic needs of living things	• water plants, • feed and water a pet or outdoor animal • make a birdhouse to show that animals need safe places to live, • understand that plants need sun to grow
describe habitats and the way animals use them and interact with them, explore how different species of animals interact	• identify what animals live in the wild • may categorize animals into their type of habitat-forest, desert, arctic, ocean, jungle • tell what type of homes animals live in or what foods an animal eats in the wild • describe how animals and plants interact like a bird needing to nest in a tree and a tree needing an animal to help spread seeds to plant new trees

observe and describe simple life cycles of animals, plants, insects	• observe how living things grow and change, such as a caterpillar to a butterfly, a seed to a sprout to a flower, or how a puppy grows into an adult dog
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Science Standard Three—Physical Science

Students will develop understanding of the physical world, energy, matter, and force.

Standard	Examples and Practice in Daily Life
Observe and explore the properties of objects categorize and compare objects based on basic characteristics	• use senses to explore texture, weight, noise, taste, color of non-living objects • sort or describe differences of objects by weight, texture, color
observe natural forces, such as sound, gravity, light	• test gravity by repeatedly dropping an object • observe how light or shadows move or change • listen to an object as its still or being moved to note any changes in sound or rattling
test cause and effect	• repeat actions to test how a toy or object reacts to an action, such as pulling back a car and seeing it roll forward, twisting a wind up toy, pushing a button to start a noise or light sequence
explore movement of objects	• push, pull, throw, roll an item
use tools to explore	• use a magnifying glass, magnet, etc to manipulate or investigate an object
Describe qualities or sound and light	• experiment with pitch, volume, intensity of sound. make sounds with objects or with their self, such as pounding on a pot or clapping • make shadows using a flashlight
Plan experiments or investigations, perform actions to test the way objects move	• make a ramp for a car and test what would make the car roll faster • place a block in the path of a moving object and watch it stop the object or get pushed out of the way
use scientific vocabulary to describe the physical world and how it works	• explain how water freezes or melts • describe floating or sinking objects • explain why or how an object moves, such as by rolling, sliding, or being propelled by an engine

Science Standard Four–Earth and Space

Students will build an understanding of the earth, planets, and space.

Standard	Examples and Practice in Daily Life
show an interest or curiosity about the world, earth, space, and sky Ask questions about the natural world	• talk about or express interest in the moon, clouds, sun, stars • watch the rain or snow falling • ask questions about the sun or moon • want to learn more about the sun, moon, earth and other planets, or stars such as asking how far they are, what they are made of, how big they are
interact with natural materials, such as sand or water	• play in the sand, mud, or water • build with snow, sand, mud • use natural materials in their play activities, such as using sticks to build a house for a doll or toy animal
differentiate between night and day	• describe day and night, compare and contrast the characteristics • define activities they do in the night or day
identify items related to the earth, such as rocks, water, dirt, leaves develop vocabulary of natural features of earth, sky, and space	• name or point to these items • look for these items in nature • learn scientific names and properties of planets, stars, moon, sky, earth, and space
identify weather, notice changes in the weather	• name or describe rain, wind, sunshine, clouds • make predictions about the weather when looking out the window–its cloudy so it might be cold or rainy today
explore different environments in nature investigate properties of these environments and the natural features found there	• interact or explore a pond, park, forest, meadow, river • describe the features of these areas, such as rocky, full of plants, • explain or draw differences in environments • describe physical characteristics of rocks, landforms, animals

describe and understand the seasons and their changes and characteristics	• identify and describe the four seasons and characteristics of each by pointing to pictures of the seasons, describing the way their neighborhood looks in each season, or matching weather patterns to each season, such as explaining that snow is seen in the winter and not the summer
sort natural objects by characteristics or qualities	• sort rocks, sticks, or plants by shape, size, texture, smell, or color • make generalizations based on their observations such as “most sticks are bumpy and brown”
observe and record observations about the sun, moon, clouds, sky	• notice changes in the moon and record or document the moon phases • look at the stars and talk about how you can see different stars in different seasons

Science Standard Five–Engineering
Students will practice designing and building.

Standard	Examples and Practice in Daily Life
investigate their personal environment	• use items in the child’s own surroundings to explore and build
work to solve problems in play attempt other solutions to problems if the first attempt is unsuccessful	• when encountering a struggle or challenge while playing, the child can try to resolve it themselves • repeat attempts of the same and different strategies to solve problems
use simple machines in play	• explore with ramps, pulleys, gears, wheels, and levers
design and build, and then test solutions and structures in play	• try to solve basic problems in play, such as building a bridge with blocks for toy cars to drive over
design, build, and test solutions in an adult-led problem or scenario	• activity: teacher reads The Three Little Pigs and asks the child to design a house that the wolf cannot blow down
Create a planned design. Gather ideas, make a plan, invent, test, and use an item with guidance from an adult or independently	• make a simple device with help from an adult, such as a musical instrument or simple machine, then evaluate the first attempt and make changes to improve the design

Kindergarten Readiness **Domain–Cognition**

Social Studies

Kindergarten Readiness Social Studies standards encompass 4 areas in which children will build a framework of understanding of interactions and relationships between people and the world they live in, including past, present, and future concepts.

Social Studies Standard One –History and Time

Students will explore the concept of time as past, present, and future. Students will recognize patterns in time and behaviors.

Standard	Examples and Practice in Daily Life
Anticipate predictable events and patterns in their everyday life.	knowing putting on shoes and coats means leaving, or setting the table means its time to eat.
Identify the beginning and end of an event	Recognizes transitions at end of meal or activity, puts away or gets out tools for a favorite activity
Recall the immediate past	tell details, show an item, or point to something they did or created recently
anticipate events in their routine	have a preferred order of activities for bedtime routine, such as “read books, brush teeth, go to bed”
use words related to time	“today we will go to daycare” “tomorrow we go to the park” later, now, next, then, first, after
make predictions	guess or plan what they think will happen next, on a certain day, or in the future “When mom gets home”
talk accurately about the concept of the past	“when I was little” “yesterday” “last week” “last time we did”
begin to master days of the week, months, seasons	Sing songs about days or months, know their birthday

Social Studies Standard Two: Geography

Students build an understanding of place, regions, and spatial reasoning. Students explore the way that the world around them impacts their life.

Standard	Examples and Practice in Daily Life
Explore their environment, at home, at school, or in the community	explore the classroom and get to know the area. Test new environments such as a park or playplace
experiment with spatial relationships-what fits where	shape sorters, putting items in containers,
build awareness of their own body and how it takes up space or fits	crawl in small spaces, put hands or in small spaces or containers, try to fit in a space too small for their body and adjust their positioning such as twisting or repositioning to try to fit in a box smaller than they comfortably fit
explore physical relationships of their body in relation to other objects or spaces	use words like “under, in, on, over, beside, inside, outside” to describe where they are. react to those words by moving their body to the correct spatial place
make representations of locations and spaces	draw pictures or build blocks to represent familiar places and their layout, such as their house or neighborhood or room
identify where they live	point to their house, know the street name, town, or neighborhood of their house, color of the house, describe the yard or exterior of the home
Use maps, compasses, globes, navigation tools	play a “treasure hunt” game with a map, follow routes on simple maps, simple maps in books or magazines, mazes, draw maps leading through their house or yard, diagram the layout of their house, describe or draw things seen on a recurring drive or walk, such as from daycare to home or to the park from home
Gain confidence in new spaces or locations	visit new places and try to become acquainted with new experiences. observe other children playing on a new playground equipment to try to understand how it works or how to use it

Social Studies Standard Three: Ecology and the Physical World

Students explore interdependence between themselves and the physical, natural world.
They will learn why its important to care for the environment.

Standard	Examples and Practice in Daily Life
explore the environment using all senses	Taste, touch,
explore nature, incorporate natural objects in play	plays with or experiments with natural objects like leaves, grass, sticks, or snow. builds things with sticks or rocks, make mud pies
interact with or show interest in live animals and pictures of animals.	imitate animal sounds, interact with live animals and pets, identify or point to pictures of animals
Take care of the environment in simple ways	help to rake leaves, pick up trash, make a birdhouse or bird feeder
care for a living thing	be responsible for simple chores for pets or plants, such as watering, feeding, or walking
Recognize and discuss changes in weather, seasons, environment	identify ways that the seasons are different, tell how leaves change, notice or discuss a change in the environment such as a fallen tree, snow on the ground, or mud puddles after a storm and recognize that weather can alter the environment in different ways
discuss what natural features are and how humans and animals use things from the environment for many uses	show or tell that rivers can be used for water or swimming, trees can be used to build things, fallen trees or mountain caves can be homes for animals

Social Studies Standard Four: Technology

Students explore what technology is and how it impacts their life. Understand that technology can be used as tools.

Standard	Examples and Practice in Daily Life
Notice and interact with music they create or music they listen to. Start to incorporate planned movements into songs	dance, move along with music, finger play songs like "itsy bitsy spider" or "five little ducks"
Interact with toys or items with technologically produced effects, such as lights or sounds	look or react when sounds are caused by playing with a toy or lights turn on. explore the cause and effect of various toys and items like light switches
mMake a mechanical toy work accurately	use handles, levels, knobs etc to make a toy or object react, such as using a key on a toy door or winding up a toy or jack in the box
Use technology to communicate with others	talking on the phone, facetime, using an adaptive speech tool like picture cards or app, draw a picture on a screen
Use correct terminology for technology tools and procedures	define and identify procedures and names of technology. "charge the battery" "turn off the phone" "take a picture with a camera"
Describe how technology can be used as a tool to make tasks easier	discuss how different technologies helps people accomplish tasks, such as how a phone can be used to call someone far away, or a car can help you travel, how a wheelchair can be a tool to help people that need help getting around
Use technology respectfully and appropriately	turn off ipad, plug in a charger, be gentle with a tablet
Use technology to learn something new	search for new information, watch a tutorial to learn a new skill, ask a search bot to answer a question

