

## *Are Children Ready for Kindergarten? Checklist*

Children are ready for kindergarten when they have the following developmentally appropriate skills, which allow them to function in school.

- They have the language to say what they think, want, feel, and need.
- They get along with other children and adults.
- They understand their own feelings and the feelings of others.
- They have pre-academic knowledge of vocabulary and conversation, phonology, concepts of print, concepts of math, and knowledge of the alphabet and numbers.
- They use scribbling, writing, and drawing to represent and interpret ideas.
- They see themselves as learners and approach learning with curiosity and interest.
- They use their imagination to play and create ideas and objects.
- They are well nourished, well rested, clean, and healthy.
- They take care of their physical needs (toileting and dressing).
- They use school tools (puzzles, scissors, computers, pencils, markers).
- They move their body, legs, and arms with coordination.
- They transition between activities with ease.
- They persist at several tasks throughout the day.
- They function well in groups, sharing ideas, toys, materials, and space.
- They follow two- and three-step directions.
- They sit and participate in circle time and small groups.
- They understand they are going to a new school called *kindergarten*.

## *Are Families Ready for Kindergarten? Checklist*

Families are ready for kindergarten when they can act out their role as partners in the education of their children, which includes doing the following.

- They provide opportunities at home for their child to talk, read, and write.
- They provide opportunities for their child to experience high-quality group settings.
- They follow procedures for preschool screening and school choice.
- They choose a school that fits their family's needs.
- They complete the registration for kindergarten in a timely manner.
- They attend informational events and workshops.
- They follow through on referrals to other agencies, such as special education assessment or social services.
- They visit schools.
- They meet the school's kindergarten teacher and principal.
- They attend school orientations and events.
- They talk with their child about kindergarten.
- They use the information they receive to reassure and prepare their child for the transition from home and preschool to kindergarten.
- They begin to develop a plan for being involved in their child's kindergarten and elementary school education.

## *Are Prekindergarten Teachers, Family Child Care Providers, and Family Educators Ready to Prepare Children for Kindergarten? Checklist*

Pre-K teachers, family child care providers, and family educators are ready to prepare children for kindergarten when they intentionally include the transition to kindergarten in their curriculum and teaching practices.

- They teach intentionally to develop the early literacy and social-emotional skills of all children.
- They provide feedback to parents on children's overall development and early literacy skills.
- They maintain a consistent portfolio of children's work and duplicate it for parents to share with kindergarten teachers.
- They provide early literacy workshops for parents.
- They promote home-learning activities.
- They invite kindergarten teachers and principals to visit their programs.
- They familiarize children with kindergarten classroom rituals.
- They stay informed of the expectations of kindergartens in their community.
- They visit kindergarten classrooms.
- They distribute information about kindergarten to their families.
- They support parents through the school choice and registration process.
- They train parents to be advocates for their children.

## Literacy-Richness Assessment #1: Children's Behaviors

OBSERVE CHILDREN TALKING, READING, AND WRITING THROUGHOUT THE DAY

*In our classroom or child care home, we see . . .*      *Often*      *Sometimes*      *Never*

Children talking to each other while playing, while eating, and while transitioning.			
Children talking to the adults, initiating and engaging them in conversation.			
Children responding to adults with language and gestures.			
Children using multiple-word sentences in English, in their home language, or in both.			
Children using computers.			
Children "reading" or looking at picture books independently or with other children.			
Children listening to, understanding, and discussing stories when adults read to them.			
Children scribbling or writing in an age-appropriate manner.			
Children asking questions to gather information and extend their learning.			
Children singing.			
Children listening to and following directions with more than one step from adults.			
Children talking about and drawing their activities and ideas.			
Children dictating their ideas to adults.			
Children counting independently or with other children.			

## Literacy-Richness Assessment #2: Adults' Behaviors

OBSERVE ADULTS TALKING, READING, AND WRITING WITH THE CHILDREN

*In our classroom or child care home, we see . . .*

*Often*

*Sometimes*

*Never*

Adults reading to children in a large group.			
Adults reading to individual children or small groups of children.			
Adults engaging children in conversation while reading (dialogic reading).			
Adults asking questions that expand learning and vocabulary (how, what, when, who).			
Adults writing down ideas dictated to them by children.			
Adults listening to children.			
Adults responding to children's questions.			
Adults facilitating play by offering verbal descriptions and suggestions to expand play and vocabulary.			
Adults talking with children during transitions (to the bathroom or cleaning up).			
Adults giving verbal directions.			
Adults promoting conversation during meal times.			
Adults playing language games (rhyming, making up silly names and sounds, and counting) with children.			
Adults using encouraging words and signs (yes, good, try again, smile, thumbs up).			

*In our classroom or child care home, we see . . .*                      *Often*                      *Sometimes*                      *Never*

Adults leading discussions about stories after reading a book.			
Adults teaching letters and sounds in English and in other languages, as appropriate.			
Adults teaching numbers in English and in other languages, as appropriate.			
English-speaking adults speaking and reading English with children learning English, using gestures as appropriate.			
English-speaking adults teaching English words and sentences to children learning English.			

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APPENDIX F

*Action Plan for Transition-to-Kindergarten Activities Template*

<i>Transition Strategy</i>	<i>Transition Activity</i>	<i>Actions to Be Taken</i>	<i>Person Responsible</i>	<i>Resources Needed (Money, Space, People, Materials)</i>	<i>Dates</i>

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