FIRST STEPS

SOUTH CAROLINA

GETTING CHILDREN READY FOR SCHOOL

South Carolina First Steps works collaboratively to ensure that all children start school ready to reach their highest potential with engaged support from their parents, caregivers, and communities. In every county across the state, we work with families and partners to support the healthy development of children from birth through five.

For more information, visit SCFIRSTSTEPS.ORG

READY FOR SCHOOL

South Carolina's Profile of the Ready Kindergartner

Developed by:

FIRST STEPS

SOUTH CAROLINA

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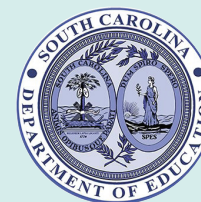
THE READY KINDERGARTNER, with engaged support from parents, caregivers and community, has developed the skills and abilities necessary for achievement at age-appropriate levels. He/she is physically, socially and emotionally prepared to benefit from a quality kindergarten experience.

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

What does it mean to be

READY FOR SCHOOL?

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

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

READY FOR SCHOOL
South Carolina's Profile of the Ready Kindergartner

APPROACHES TO LEARNING & INQUIRY

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

PHYSICAL DEVELOPMENT, SELF-HELP & MOTOR SKILLS

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

EMOTIONAL & SOCIAL DEVELOPMENT

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

MATHEMATICAL THINKING

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

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

LANGUAGE & LITERACY DEVELOPMENT

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

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

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

Domain	Strand	Standard (yellow) Essential Skill and Knowledge	Learning Progression
Social Foundations	Social Emotional	**Recognize and identify emotions of self and others.**	Awareness and Expression of Emotion
		Recognize and identify own emotions and the emotions of others.	
		Express, understand, and respond to feelings (emotions) of self and others.	
		Express concern for the needs of others and people in distress.	
		Look to adults for emotional support and guidance.	Relationships with Adults
		Separate from familiar adults in a familiar setting with minimal distress.	
		Seek security and support from familiar adults in anticipation of challenging situations.	
		Request and accept guidance from familiar adults.	
		Demonstrate ability to resolve conflicts with others.	Conflict Resolution
		Seek adult help when solving interpersonal conflicts.	
		With modeling and support, negotiate to resolve social conflicts with peers.	
	Approaches to Learning / Executive Functioning	**Manage the expression of feelings, thoughts, impulses, and behaviors.**	Self Control
		Refrain from demonstrating disruptive or defiant behaviors.	
		Demonstrate appropriate use of own materials or belongings and those of others.	
		Demonstrate the ability to delay gratification for short periods of time.	
		Demonstrate the ability to persist with a task.	Persistence
		Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress.	
		Focus on an activity with deliberate concentration despite distractions and/or temptations.	
		Demonstrate the ability to retain and apply information.	Working Memory
		Follow routines and multi-step directions.	
		Remember and use information for a variety of purposes, with modeling and support.	
		Use prior knowledge and information to assess, inform, and plan for future actions and learning.	
		Demonstrate the ability to solve problems.	Problem Solving
		Solve everyday problems based upon past experience.	
		Solve problems by planning and carrying out a sequence of actions.	
		Seek more than one solution to a question, problem, or task.	
		Explain reasoning for the solution selected.	
		Seek and gather new information to plan for projects and activities.	Initiative
		Express a desire to learn by asking questions and seeking new information.	
		Demonstrate independence in learning by planning and initiating projects.	
		Seek new and varied experiences and challenges (take risks).	
		Demonstrate self-direction while participating in a range of activities and routines.	
		Demonstrate cooperative behavior in interactions with others.	Cooperation with Peers
		Play or work with others cooperatively.	
		Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.	
		Demonstrate socially competent behavior with peers.	
		Share materials and equipment with other children, with adult modeling and support.	

Common Language Standards

Domain	Strand	Standard (yellow) Essential Skill and Knowledge	Learning Progression
Language and Literacy	**Reading**	**Comprehend and respond to interactive read-alouds of literary and informational text.**	**Story/Text Comprehension**
		Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs, graphic aids, and/or text.	
		During interactive read-alouds, listen and ask and answer questions as appropriate.	
		After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussions, re-enactment, drawing, and/or writing as appropriate.	
		Identify the beginning, middle, and end of literary text.	
		Identify the main topic of informational text.	
		Demonstrate understanding of spoken words and sounds (phonemes).	**Phonological Awareness**
		Identify initial and final sounds in spoken words.	
		Identify, blend, and segment syllables in spoken words.	
		Blend and segment onsets and rimes of single-syllable spoken words.	
		Recognize rhyming words in spoken language.	
		Know and apply letter-sound correspondence and letter recognition skills.	**Phonics and Letter Recognition**
		Recognize that words are made up of letters and their sounds.	
		Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for some consonants.	
		Recognize and name some upper- and lowercase letters.	
	Speaking and Listening	**Communicate effectively in a variety of situations with different audiences, purposes, and formats.**	**Communication**
		Speak or express thoughts, feelings, and ideas clearly enough to be understood in a variety of settings.	
		Participate in conversations with adults and peers, staying on topic through multiple exchanges and adding appropriate ideas to support or extend the conversation.	
	Writing	**Produce letter-like shapes, symbols, letters, and words to convey meaning.**	**Emergent Writing**
		With modeling and support, print letters of own name.	
		With modeling and support, print meaningful words with letters and letter approximations.	
		Use a combination of drawing, dictating and developmentally appropriate writing for a variety of purposes (e.g., tell a story, give an opinion, express ideas).	
	Language	**Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.**	**Grammar**
		Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.	
		Develop understanding of singular and plural nouns (e.g. "dog" means one dog, "dogs" means more than one dog); form regular plural nouns orally by adding /s/ or /es/.	
		Understand and begin to use question words.	
		Use frequently occurring prepositions (e.g., "to," "from," "in," "out," "on," "off," "for," "of," "by," "with").	
		Produce complete sentences in shared language activities.	
		Use words acquired through conversations and shared reading experiences.	**Vocabulary**
		Identify real-life connections between words and their uses (e.g., relate the word "helpful," used in a story, to own life by telling ways to be helpful).	
		Determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text, or concrete objects.	

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Mathematics	**Counting and Cardinality**	**Know number name, count sequence, and relationships among number, numeral, and quantity.**	**Number Sense**
		Count the number sequence to 20.	
		Touch each concrete object as it is counted, pairing one number word with each object and saying each number word only once in consistent order.	
		Use number cards arranged in a line to count and then determine what number comes before or after a specific number.	
		Identify, without counting, small quantities of items (1–3) presented in an irregular or unfamiliar pattern (subitize).	
		Recognize that the count remains the same regardless of the order or arrangement of the objects.	
		Demonstrate understanding that the last number spoken tells the number of objects counted; respond correctly when asked "how many" after counting concrete objects.	
		Name written numerals and pair them with concrete objects.	
	Operations and Algebraic Thinking	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**	**Number Operations**
		Solve simple addition and subtraction problems with totals less than 5, using concrete objects.	
		Use manipulatives to find the amount needed to complete the set.	
		Manipulate sets to decompose numbers (e.g., 1 and 4 objects equal 5 objects; 2 and 3 objects equal 5 objects).	
	Measurement and Data	**Sort, classify, and compare objects.**	**Classification**
		Using prior knowledge of grouping, sort objects by one attribute (e.g., "red or not red," "round or not round," or creating a set of "all red" or "all round" objects).	
		Sort multiple groups by one attribute (e.g., "all blue, all red, all yellow" or "all bears, all cats, all dogs").	
		Identify the attribute by which objects are sorted.	
		Count to identify the number of objects in each set, and compare categories using comparison vocabulary (e.g., "greater"/"more than," "less than," "same"/"equal to").	
		Describe and compare measurable attributes.	**Measurement**
		Directly compare and describe two objects with a measurable attribute (e.g., length, size, capacity and weight) in common, using words such as "longer"/"shorter," "heavier"/"lighter," or "taller"/"shorter."	
		Order objects by measurable attribute (e.g., biggest to smallest).	
		Measure length and volume (capacity) using non-standard measurement tools.	
	Geometry	**Describe two- and three-dimensional shapes.**	**Shapes**
		Match similar shapes when given a variety of two- and three-dimensional shapes.	
		Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects.	
		Distinguish examples and non-examples of various two- and three-dimensional shapes.	
		Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder).	

Common Language Standards

Domain	Strand	Standard (yellow) Essential Skill and Knowledge	Learning Progression
Science	Skills and Processes / Life Science	**Construct knowledge of life science through questioning and observation.**	Inquiry and Observation
		Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	
		Use evidence from investigations to describe observable properties of a variety of objects.	
Social Studies	Government	**Demonstrate understanding of rules and responsible behavior.**	Responsible Behavior
		Identify rules used at home and at school.	
		Explain how rules promote order, safety, and fairness.	
	History	**Demonstrate an understanding of past, present, and future in the context of daily experiences.**	Events in the Context of Time
		Describe the events of the day (things that have happened in the immediate past, that happen in the present, and that might happen in the future) using terms such as "morning"/"afternoon" and "night"/"day."	
		Communicate about past events and anticipate what comes next during familiar routines and experiences.	
Physical Well-Being and Motor Development	Physical Education	**Demonstrate the ability to use large muscles to perform a variety of physical skills.**	Coordination–Large Motor
		Show fundamental movement by demonstrating spatial concepts in movement patterns.	
		Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, jumping).	
		Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	
		Use non-locomotor skills with control, balance, and coordination during active play (e.g., bending, stretching, and twisting).	
		Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.	Coordination–Small Motor
		Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements.	
		Use classroom and household tools independently with eye-hand coordination to carry out activities.	
		Use a three-finger grasp of dominant hand to hold a writing tool.	
	Health	**Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.**	Safety and Injury Prevention
		With modeling and support, identify and follow basic safety rules.	
		Identify ways adults help to keep us safe.	
		With modeling and support, identify the consequences of unsafe behavior.	
		With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	
		Demonstrate personal health and hygiene practices.	Personal Care Tasks
		Independently complete personal care tasks (e.g., washing hands before eating and after toileting).	
		Follow basic health practices (e.g., covering mouth/nose when coughing/sneezing).	

Common Language Standards

Domain	Strand	Standard (yellow) Essential Skill and Knowledge	Learning Progression
Fine Arts (FA)	**Music**	**Demonstrate awareness of and respond to the charactistics of musical sounds through voice, body movements, and class room instruments.**	**Music**
		Listen and respond to repeated rhythmic patterns.	
		Respond to changes heard in music: fast/slow, loud/soft, long/short, high /low.	
		Sing songs that use the voice in a variety of ways.	
		Demonstrate steady beat through singing, moving the body, or playing classroom instruments.	
		Listen and respond to simple directions or verbal cues in singing games.	
	Visual Arts (2)	**Identify, describe, experiment with, and create images and forms from observation, memory, imagination, and feelings.**	**Visual Arts**
		Identify colors, lines, and shapes found in the environment and in works of art.	
		Use colors, lines, and shapes to communicate ideas about the observed world.	
		Explore and discuss how colors, lines, and shapes are used in artworks.	
		Use colors, lines, and shapes to make artworks that express ideas and feelings.	
	Theater	**Use a variety of theatrical elements and conventions to demonstrate themes about life experiences, ideas, and feelings.**	**Theater**
		Listen to and retells or performs nursery rhymes, finger plays, popular children's books/stories, and other media.	
		Demonstrate themes and ideas about people and events through play.	
		Create accompaniment to stories using natural and human-made sounds.	
	Dance	**Demonstrate knowledge of how elements of dance are used to communicate meaning.**	**Dance**
		Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings.	
		Combine selected characteristics of the elements of dance, such as body parts and positions, shapes, levels, energy, fast and slow, and use of sensory stimuli to create movement.	
		Reproduce movement demonstrated by the teacher.	