

Kindergarten Readiness Skills

Helping your child be ready for kindergarten is one of the most important things you can do to assure your child's long term success in school. Children who enter kindergarten with most of the skills outlined in this brochure are ready to succeed in school.



Tacoma Public Schools
Office of School Support, K-12
 601 South 8th Street
 P.O. Box 1357
 Tacoma, WA 98401-1357
 253.571.1036

For information on development of younger children, go to www.childprofile.org/hp/mats/materials.html. In the "Brochures and Pamphlets" section, click on the "Developmental Chart" for the age of interest. For information on early literacy, go to www.read-2-me.org.

This is an important document from your child's school. Please have this document translated.

CAMBODIAN

ផ្ញើក្របខណ្ឌនេះទៅគ្រូបង្រៀនរបស់កូនអ្នក ។ សូមអញ្ជូនក្របខណ្ឌនេះទៅគ្រូបង្រៀនរបស់កូនអ្នក ។ សូមអរគុណ ។

KOREAN

귀댁 자녀의 학교에서 보내 드리는 본 서류는 중요합니다. 자녀에게 서류에 있는 내용을 설명해 달라고 하십시오. 감사합니다.

LAOTIAN

ຂັດຕິດມາພ້ອມນີ້ແມ່ນເອກະສານສຳຄັນ ຈາກໂຮງຮຽນຂອງລູກທ່ານ. ກະລຸນາຮັບເອົາເອກະສານຂົງພວກເຮົາໄດ້ ແປໃຫ້ທ່ານຮູ້ເຖິງໄວ້ດ້ວຍ. ຂອບໃຈ.

RUSSIAN

В приложении Вы найдете важный документ из школы, где учится Ваш ребенок. Пожалуйста, попросите, чтобы Вам его перевели. Спасибо!

SPANISH

Adjunto encontrará un documento importante de la escuela de su hijo/a. Si corresponde, sirvase pedir que se lo traduzcan. Muchas gracias.

VIETNAMESE

Kèm theo đây là giấy tờ quan trọng của nhà trường con em quý vị. Xin hãy nhờ người giỏi thích những giấy tờ này cho quý vị. Cảm ơn.

Tacoma School District complies with all federal and state laws and regulations and does not discriminate on the basis of race, color, religion, sex, gender identity, sexual orientation, national origin, or ancestry, the presence of any sensory, mental or physical disabilities or use of a trained guide dog or service animal by a person with a disability, age, marital or marital status, honorably discharged veteran or military status. This applies to all educational programs and extra-curricular activities. Inquiries regarding the application of the above should be directed to Dr. DaVerné S. Bell, coordinator, equity and diversity, telephone 253.571.1292. Inquiries regarding the application of Title IX should be directed to Dr. DaVerné S. Bell, coordinator, equity and diversity, telephone 253.571.1292. Inquiries regarding the application of Section 504 of the Rehabilitation Act (concerning students with disabilities who are not eligible for special education) should be directed to Chris Backman, coordinator of guidance and counseling, telephone 253.571.1382. Inquiries regarding accommodations for disabled employees and the public should be directed to Leslie Bell, disability accommodations officer, telephone, 253.571.1021. These individuals may be contacted by mail at P.O. Box 1357, Tacoma, WA 98401-1357.





Physical and Motor Development

- Runs, climbs, hops, gallops, keeps balance and catches a ball
- Folds and cuts paper
- Copies simple shapes, letters and words, including own name
- Dresses self and takes care of own bathroom needs
- Uses alternate feet going up and down stairs

Social and Emotional Development

- Interacts and gets along with peers and familiar adults
- Adapts to new situations and changes in routines
- Follows rules and routines
- Expresses feelings, wants and needs; uses self-control
- Shows kindness and concern for others
- Respects the rights and property of others
- Stays on task, even when challenged
- Shows curiosity, creativity and imagination
- Makes plans and tries new ideas

Language, Communication and Literacy

- Enjoys being read to and can listen to a story
- Uses sentences of six to eight words.
- Communicates and talks with others using words that describe and compare
- Re-tells a story or event in order
- Listens to others to get information and responds to topic
- Speaks clearly enough to be understood by most people
- Follows a three-step direction in new situations
- Uses pictures to understand a story
- Understands that printed words have meaning
- Identifies words that rhyme
- Identifies syllables in words by clapping, tapping, etc.
- Identifies at least 10 - 15 letters
- Matches beginning sounds of words in pictures
- Knows the sounds of at least five letters
- Begins to read and write familiar words

Cognitive and General Knowledge

- Uses knowledge and experience in new situations and new learning
- Recognizes and repeats a pattern
- Finds many solutions to problems
- Counts items to at least 15
- Identifies numbers 1 - 10
- Names basic shapes and colors
- Sorts objects based on common features

