

Kindergarten Readiness Indicators



The following are some of the indicators that children should know and be able to do by the end of their preschool years for kindergarten readiness:

Approaches to Learning

- Applies new strategies to prior experience and/or activity through refining own actions.
- Completes an unfamiliar activity with multiple steps independently.
- Carries out tasks, activities, or experiences from beginning to end.

Cognitive Development

- Recreates or retells a sequence of events in a familiar activity or routine based on past experiences.
- Uses symbols to represent thinking or ideas
- Explains reasoning for the solution selected. .
- Modifies and adapts behavior during transitions, daily routines, and unexpected events when prompted by an adult.

Language and Literacy

- Demonstrates understanding of complex concepts and longer sentences.
- Demonstrates understanding of categories of words (nouns, verbs, adjectives, pronouns, prepositions) and relationships between word meanings.
- Communicates using sentences that include the following components: subject, verb, object, descriptive words, and prepositions.
- Follows typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaking about the topic or text being discussed).
- Demonstrates understanding of a read-aloud text by answering inferential questions.
- Blends and segments syllables in spoken words. \Identifies rhyming words.
- Identifies rhyming words.
- Demonstrates understanding of book and print organization in nonfiction and fiction books.
- Identifies and names 18 uppercase and 15 lowercase letters.
- Uses a combination of drawing, dictating, and emergent writing for a variety of purposes.
- Prints letters of own name with letter approximations and some actual letters using a stable three-finger grasp.

Mathematics

- Recites the counting sequence to 20 by ones in order accurately.
- Understands that the last number spoken tells the number of objects counted.
- Identifies without counting small quantities of up to five items.
- Names some written numerals one to 10.

- Adds and subtracts within a total set of up to six concrete objects.
- Orders objects according to observable differences in their attributes (e.g., biggest to smallest).
- Sorts and classifies objects by one or more attributes (e.g., color, size, shape).
- Recognizes, duplicates, and extends simple patterns (i.e., ABAB) using attributes such as color, shape, or size.
- Uses shapes to create objects or pictures.
- Shows understanding of positions in space by using position words (prepositions) and by following directions from an adult.

Physical Development and Wellness

- Performs tasks requiring precise movements by coordinating the use of hands, fingers, and wrists to manipulate objects and tools.
- Completes personal care tasks independently (e.g., handwashing, dressing, toileting).
- Communicates the importance of safety rules and consequences.

Social and Emotional Development

- Recognizes and identifies own emotions and the emotions of others.
- Demonstrates the ability to delay gratification for short periods of time.
- Interact readily with trusted adults and begins to engage in some positive interactions with less familiar adults.
- Interacts with peers in more complex play including planning, pretending, coordination of roles and cooperation.
- Uses a variety of simple strategies to resolve conflict with peers.

Social Studies

- Uses rules to promote the common good.
- Demonstrates responsible use and care of resources.

To read all of the standards and indicators in Ohio's Early Learning and Development standards, visit [The Department of Education and Workforce](#).