Everything You Need to Know About School Readiness

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Agenda

• Describe skills and knowledge that are foundational to success in Kindergarten.

• Discuss how we use instruction, assessment, progress monitoring, and targeted intervention to ensure all children are developing academic, behavioral, and social competence.
What Should Children know and be able to do in order to succeed in Kindergarten?
Readiness

Self-Care and Motor Skills

Communication

Behavioral, Social and Emotional Skills

Cognitive Development

Early Literacy

Early Math

School Readiness
Kindergarten Readiness Checklist
(Gisler and Eberts)

- Separate from parents without being upset
- Begin to control oneself
- Start to follow rules
- Be able to recognize authority
- Begin to share with others
- Understand actions have both causes and effects

- Pay attention for short periods of time to adult-directed tasks
- Listen to stories without interrupting
- Manage bathroom needs
- Button shirts, pants, coats, and zip up zippers
- Bounce a ball
- Cut with scissors
- Trace basic shapes
Kindergarten Readiness Checklist
(Gisler and Eberts)

- Speak understandably
- Talk in complete sentences of five to six words
- Look at pictures and then tell stories
- Recognize rhyming sounds
- Identify rhyming words
- Identify the beginning sound of some words
- Identify some alphabet letters
- Recognize some common sight words like “stop”
- Show understanding of general times of day
- Sort similar objects by color, size, and shape
- Recognize groups of one, two, three, four, and five objects
- Count to ten
Gaps in Kindergarten Readiness

Achievement Gap as Children Begin Kindergarten


(Klein & Knitzer, 2007)
Why Gaps in School Readiness Matter

Children who enter school not yet ready to learn, whether because of academic or social and emotional deficits, continue to have difficulties later in life.

Social, Emotional, and Behavioral Competencies

Young children are more likely to succeed in the transition to school if they can:

– Accurately identify emotions in themselves and others
– Relate to teachers and peers in positive ways
– Manage feelings of anger, frustration, and distress
– Enjoy academic learning and approach it enthusiastically
– Work attentively, independently, and cooperatively in a structured classroom environment
Social, Emotional, and Behavioral Competencies

Young children are less likely to succeed in the transition to school if they:

- Engage in frequent fighting, hitting, shouting, or other aggressive behaviors
- Are unable to control impulsive behavior
- Are unable to pay attention to tasks or follow directions
- Engage in oppositional, noncompliant, or even defiant behavior
- Are unable to cooperate with others
- Constantly seek attention from peers or teachers
- Ignore peers or teachers (Raver, & Knitzer, 2002)
Predicting Performance

Across a range of studies, the emotional, social, and behavioral competence of young children (such as higher levels of self-control and lower levels of acting out) predict their academic performance in first grade, over and above their cognitive skills and family backgrounds.

(Raver & Knitzer, 2002).
Self-Regulation

• The internal mechanism that enables mindful, intentional, and thoughtful behaviors.

• Self-regulation involves:
  – the ability to control one’s impulses and to \textit{stop} doing something;
  – the capacity to \textit{do} something (e.g., awaiting one’s turn).

(Bodrova & Leong, 2008)
Pre-literacy Skills

- Vocabulary size
- Complexity of spoken language
- Understanding of language concepts
- Familiarity with alphabet and books
- Recognizing and naming letters
Early development of reading depends critically on whether the receptive phonological component of the aural system and the expressive phonological component of the oral system are developing in an age-appropriate manner. (Berninger, V., 2007).
Pre-literacy Skills

Children are ready to read when they can

- Hear the way words sound
- Identify rhyme and alliteration
- Blend sounds
- Recognize onset and rime
- Identify sound units in words
Vocabulary = Critical to Reading

Children learn word meanings through conversations with other people.

– They often hear adults repeat words and use new and interesting words.

– The more words they hear, the more word meanings they learn.

(National Reading Panel Report, 2000)
Importance of Oral Language

If children have been offered fewer opportunities to hold conversation they may:

- have limitations in the grammar they control
- have difficulties with comprehending oral and written language
- have limited control of some of the most common sentence structures used in storybook English
- be unable to anticipate what may happen next in sentences

(Gentile, 2003)
## Language and Test Scores by SES
(Hart and Risley, 2002)

### Averages for measures of parent and child language and test scores

<table>
<thead>
<tr>
<th>Measures and scores</th>
<th>13 professional</th>
<th>23 Working-class</th>
<th>6 Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent</td>
<td>Child</td>
<td>Parent</td>
</tr>
<tr>
<td>Pretest score</td>
<td>41</td>
<td>31</td>
<td>14</td>
</tr>
<tr>
<td>IQ score at age 3</td>
<td></td>
<td>117</td>
<td>107</td>
</tr>
<tr>
<td>Recorded vocabulary size</td>
<td>2,176</td>
<td>1,116</td>
<td>1,498</td>
</tr>
<tr>
<td>Average utterances per hour</td>
<td>487</td>
<td>310</td>
<td>301</td>
</tr>
<tr>
<td>Average different words per hour</td>
<td>382</td>
<td>297</td>
<td>251</td>
</tr>
</tbody>
</table>

Language and Test Scores by SES (Hart and Risley, 2002)
Pre-numeracy Skills

- Rote counting
- Number recognition (1-5, then 6-9)
- Count to 10 with one-to-one correspondence
- Basic concepts (sizes, comparisons, shapes)
Importance of Basic Concepts

- Basic concepts represent the foundational language terms used to describe the world that young children experience on a daily basis (Bracken, 1984; 1998; 2007).

- Not all children begin school with the same conceptual knowledge.
Strategies to Develop Children’s Competence
Instruction to Intervention

Provide effective instruction

Provide targeted intervention

Assess and monitor achievement of objectives
Effective Instruction

• Provide explicit instruction in social, emotional, and behavioral skills.

• Provide language-enrichment.
  – Talk with children
  – Engage children in conversation

• Provide explicit instruction in phonological awareness.

• Provide instruction in basic concepts.
Social, Emotional, and Behavioral Skills

• Teach expected behaviors
  – Use procedures to encourage expected behaviors.
  – Use procedures to discourage competing (problem) behaviors.

• Teach socially acceptable learned behaviors that will enable students to interact effectively with others.

(Gresham & Elliott, 1990)
Top 10 Social Skills

1. Listen to others
2. Follow the Steps
3. Follow the Rules
4. Pay Attention to Your Work
5. Ask for Help
6. Take Turns When You Talk
7. Get Along With Others
8. Stay Calm With Others
9. Do the Right Thing
10. Do Nice Things for Others

(Elliott and Gresham, 2007)
Self-Regulation

Teach self-regulation to ALL children

Allow children to practice and apply rules of a certain behavior

Offer children visual and tangible reminders about self-regulation

Incorporate play and games
Language Enrichment

• Reading and writing instruction alone is not enough to equalize the language gaps of many children struggling to acquire language.

• Effective, targeted intervention can create a direct connection and explicit curriculum that links language and literacy development.

(Gentile, 2003)
Proficiency in Literacy

Figure 5.1 Interactions in Traditional Literacy Instruction

Figure 5.2 Interactions in Oracy Instructional Curriculum

(Gentile, 2011)
# Phonological Awareness

**(Berninger, 2007)**

## Syllables—Lesson 1

### Say The Missing

<table>
<thead>
<tr>
<th>Say</th>
<th>Now say</th>
<th>What is missing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>cantaloupe</td>
<td>canta</td>
<td></td>
</tr>
<tr>
<td>basketball</td>
<td>et ball</td>
<td></td>
</tr>
<tr>
<td>trampoline</td>
<td>trampo</td>
<td></td>
</tr>
<tr>
<td>important</td>
<td>portant</td>
<td></td>
</tr>
</tbody>
</table>

(Berninger, 2007)
Phonological Awareness

Sound Games
Say (designated word). Now say it again, but don’t say (designated phoneme or sound).

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Word</th>
<th>Delete</th>
<th># of chips</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bed</td>
<td>/b/</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>mud</td>
<td>/d/</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>lip</td>
<td>/l/</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>fed</td>
<td>/f/</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>wet</td>
<td>/t/</td>
<td>3</td>
</tr>
</tbody>
</table>

(Berninger, 2007)
Basic Concept Development

Identifying and Naming Letters

Objectives:

• Students will identify letters of the alphabet.
• Students will name letters of the alphabet.

(Bracken Concept Development Program)
Identifying and Naming Letters

Targeted Concepts

Aa    Bb    Cc    Dd
Identifying and Naming Letters

Name: ____________________
Basic Concept Development

Numbers and Counting

Objectives:

• Students will count groups of one through twelve, zero, and dozen.
• Students will recognize numerals 1 through 12, and 0.
• Students will order numbers 0 through 12.

(Bracken Concept Development Program)
Numbers/Counting

Targeted Concepts

0 1 2 3
Assess and Monitor/Provide Targeted Intervention

- Assess school readiness concepts.
- Assess pre-literacy skills.
- Assess pre-numeracy skills.
- Assess behavior and social-emotional competencies.
- Monitor progress and provide targeted interventions for students not achieving objectives.
School Readiness

- Colors
- Letters
- Numbers/Counting
- Sizes/Comparisons
- Shapes

(Bracken School Readiness Assessment-Third Edition)
Assessment: Colors

Objectives
– Students will know color words.
– Students will use color vocabulary.
Targeted Instruction: Colors

Targeted Concepts

Review of all colors previously introduced:
red, yellow, green, orange, white, blue, purple, gray, pink, black, brown
## Assessment: Language

### Performance Profile

<table>
<thead>
<tr>
<th>PRESchool</th>
<th>Stage I Least Experienced</th>
<th>Stage II Basic</th>
<th>Stage III Most Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>&lt; 30%</td>
<td>30–40%</td>
<td>&gt; 40%</td>
</tr>
<tr>
<td>Print Concepts</td>
<td>&lt; 4</td>
<td>4–5</td>
<td>6–8</td>
</tr>
<tr>
<td>Repeated Sentences</td>
<td>&lt; 14</td>
<td>14–18</td>
<td>&gt; 18</td>
</tr>
<tr>
<td>Story Retelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Count</td>
<td>&lt; 30%</td>
<td>30–40%</td>
<td>&gt; 40%</td>
</tr>
<tr>
<td>Story Elements</td>
<td>&lt; 2</td>
<td>2</td>
<td>3–4</td>
</tr>
</tbody>
</table>

(Gentile, 2011)
# Targeted Instruction: Language

<table>
<thead>
<tr>
<th>Results</th>
<th>Oracy Instruction Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stage II overall</td>
<td>Oral Language</td>
</tr>
<tr>
<td>• Stage III Print Concepts</td>
<td>• Expand and refine sentences and vocabulary</td>
</tr>
<tr>
<td>• Story Retelling skills at Stage I</td>
<td>• Daily shared reading activities with high-interest topics.</td>
</tr>
<tr>
<td>– Very few words, sentence fragments</td>
<td>Discourse skills</td>
</tr>
<tr>
<td></td>
<td>• Explicit teaching of story elements</td>
</tr>
<tr>
<td></td>
<td>• Weekly retelling activities using modeling</td>
</tr>
</tbody>
</table>

(Gentile, 2011)
## Early Reading Diagnostic Assessment Second Edition
### Student Profile

<table>
<thead>
<tr>
<th>Skill Clusters by Subtest</th>
<th>Raw Score</th>
<th>Percentile Range</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>28/60</td>
<td>60-64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhyming</td>
<td>28/30</td>
<td>95-99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonemes</td>
<td>0/20</td>
<td>10-14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllables</td>
<td>0/10</td>
<td>10-14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter Recognition</td>
<td>2/29</td>
<td>0-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target Words in Context</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passage Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite (Spring only)</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite (Receptive &amp; Expressive)</td>
<td>4/17</td>
<td>5-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story Retell</td>
<td>5/28</td>
<td>5-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Percentile

**Note.** Targeted instructional intervention is recommended for students whose scores fall in the shaded areas. See chapter 3 of the Administration Manual for an explanation.

**Concept of Print: Description of Skills**

*Does not exhibit basic concepts of print.*
## Targeted Instruction Plan

<table>
<thead>
<tr>
<th>Skill Clusters</th>
<th>Qualitative Information and Observations</th>
<th>Instructional Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td>Able to supply multiple rhyming words. Unable to provide deleted or remaining sounds or syllables in spoken words.</td>
<td>Read patterned texts with rhyming and alliteration to and with student. Match words with same beginning sound, using procedures such as singing games.</td>
</tr>
<tr>
<td>Phonics</td>
<td>Recognized two lower case letters of the alphabet. Unable to pick out a letter from his name.</td>
<td>Use magnetic letters or letter tiles for letter recognition work, beginning with student’s name.</td>
</tr>
<tr>
<td>Fluency</td>
<td>No fluency measures administered. Student is unable to read words and has not established basic concepts of print.</td>
<td>Use repeated shared readings of simple patterned stories to model fluent reading and build print awareness. Model fluent reading of read-aloud books.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Expressive vocabulary appears less developed than receptive.</td>
<td>Discuss, illustrate, and use concept words from read-aloud books and shared reading (dictate/illustrate stories, make/illustrate picture dictionary).</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Unable to retell a story sequentially or accurately answer questions about a story he had just heard.</td>
<td>Read stories to student. Engage in discussions. Model strategies for answering questions. Practice supported retellings.</td>
</tr>
</tbody>
</table>
# Pre-Numeracy

<table>
<thead>
<tr>
<th>EMDA Test</th>
<th>Skills Measured</th>
<th>Grade Level</th>
</tr>
</thead>
</table>
| Math Reasoning     | - Counting  
- Ordering Numbers  
- Identifying and comparing shapes, solids, lines, and angles  
- Creating and solving (addition, subtraction, multiplication, and division) problems using whole numbers  
- Using patterns to solve problems  
- Telling time and using time to compare and order events  
- Solving problems using or related to money  
- Using grids and graphs  
- Using non-standard and standard units of measure                                                                                                                                 | PreK-3      |
| Numerical Operations | - Counting with one-to-one correspondence  
- Number identification  
- Number writing  
- Calculation (addition, subtraction, multiplication, division)  
- Fractions, decimals, percents                                                                                                                                                     | K-3         |
Assess Prosocial Behaviors

Think of the children in your room. Who is and who is not able to

– communicate and cooperate with others.
– initiate and sustain conversations/interactions with others.
– exercise self-control.
– show concern for others.

(Elliott & Gresham, 2007)
# Prosocial Behavior Ratings

**Definition of Prosocial Behavior:** Behavior directed toward other people that involves effective communication skills, cooperative acts, self-control in difficult situations, and empathetic or supportive responses to others who experience a problem. For example, children who consistently act in a prosocial manner compromise in conflict situations, invite others to join activities, volunteer to help others, and listen when others are speaking.

**Instructions**

1. Complete these evaluations only after several weeks of classroom experience with your students.
2. Assign each student to a level based on his or her performance. While a few students are likely to be assigned to each performance level, there is no need to assign equal numbers of students across the five performance levels.
3. For each skill performance area, read the definition and the performance-level descriptions. Select the performance level that best describes the current level of functioning of each student in your classroom. Select 1, 2, 3, 4, or 5 for each student in the appropriate column for each skill area.

<table>
<thead>
<tr>
<th>Students at each performance level will demonstrate most of the following traits:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>very limited communication or cooperation skills</td>
</tr>
<tr>
<td>extreme difficulty initiating and sustaining conversations/interactions in an age-appropriate manner</td>
</tr>
<tr>
<td>poor self-control</td>
</tr>
<tr>
<td>little or no concern for others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student, Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student, Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Monitor Progress

- Fall
- Winter
- Spring
Summary

• Not all children enter Kindergarten ready to learn.

• To ensure all children develop academic, behavioral, and social competence,
  – provide instruction in behavioral expectations, social skills, self-regulation, basic concepts, pre-literacy, and pre-numeracy,
  – assess to identify children struggling to master curriculum objectives,
  – provide targeted intervention based on children’s strengths and needs, and
  – monitor their progress.
Resources


Resources


Gisler, P. & Eberts, M. http://school.familyeducation.com/kindergarten/school-readiness/38491.html#ixzz1cmusvI1G
Resources


Resources


Customer Service
1-800-627-7271 (USA)
1-866-335-8418 (Canada)

Comments and Questions
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pearsonclinical.com/childhood