

THE READY CHILD

"Children who enter kindergarten ready to meet its academic, social, and emotional demands are more likely to achieve later academic and life success."

What is school readiness?

School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not innately "ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.²

School readiness occurs when children have the skills, knowledge, and attitudes necessary for success in primary school, later learning, and life. Physical, cognitive, social, and emotional development are essential ingredients of school readiness. School readiness refers not only to ready children, but to ready communities, families, and schools.³



Knowledge, Language,

Understanding in Kindergarten Through 3rd Grade

Early Learning and School Readiness: Cognition

Development and General Knowledge Tip Sheet

Cognition, and Numeracy

Teaching Math to Young Children

Foundational Skills to Support Reading for



- News You Can Use: Foundations of School Readiness: Physical Development and Health
- Ready or Not Kindergarten, Here we Come
- Fostering Healthy Social and Emotional Development in Young Children
- · Physical and Mental Well-Being

Demonstrates Curiosity and Confidence to Learn in School

- All Children Ready for School: Approaches to Learning
- School Transition: Starting School on the Right Foot
- Initiative and Curiosity Do
- From the National Association for the Education of Young Children (NAEYC): Excerpt from Nurturing Creativity: An Essential Mindset for Young Children's Learning
- · Readiness: Not a State of Knowledge, but a State of Mind

This document was developed by a collaborative group of representatives of the ten Regional Educational Laboratories throughout the United States.



Information and materials for this presentation are supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

In addition, the instructional practices and assessments discussed or shown in this presentation are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.

¹ Stedron, J., & Berger, A. (2010). NCSL technical report: State approaches to school readiness assessment. Denver, CO: National Conference of State Legislators. http://www.ncsl.org/documents/Educ/KindergartenAssessment.pdf.

² Maxwell, K., & Clifford, R. M. (2004) Research in review: School readiness assessment. Young Children Volume 59(1), 42-46.

³ Head Start, https://eclkc.ohs.acf.hhs.gov/school-readiness, retrieved January 12, 2018.

Works Cited

- Centre for Excellence for Early Childhood Development. (2009). *School Transition: Starting School on the Right Foot*. http://www.child-encyclopedia.com/sites/default/files/docs/coups-oeil/school-readiness-info.pdf, retrieved January 18, 2009.
- Early Childhood and Learning Knowledge Center. (2018). *News You Can Use: Foundations of School Readiness: Physical Development and Health*. https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-foundations-school-readiness-physical-development-health, retrieved January 18, 2019.
- Early Childhood and Learning Knowledge Center. (2012). *Early Learning and School Readiness: Cognition Development and General Knowledge Tip Sheet*. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ts-cognition-development-eng.pdf, retrieved January 18, 2019.
- Early Childhood and Learning Knowledge Center. (2018). *Initiative and Curiosity: Do.* https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/initiative-curiosity-do, retrieved January 18, 2019.
- Early Childhood Center, Indiana Institute on Disability and Community. (2006). What We Know: Important Child Outcomes Associated with Approaches to Learning. https://www.iidc.indiana.edu/styles/iidc/defiles/ECC/ECC_Strategies_Each_Devel_Domain.pdf, retrieved January 18, 2019.
- Foorman, B., Coyne, M., Denton, C. A., Dimino, J., Hayes, L., Justice, L., Lewis, W., & Wagner, R. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. (NCEE No. 2016-4008). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf, retrieved January 18, 2019.
- Frye, D., Baroody, A. J., Burchinal, M., Carver, S. M., Jordan, N. C., & McDowell, J. (2013). *Teaching Math to Young Children*. (NCEE No. 2014-4005). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/early_math_pg_111313.pdf, retrieved January 18, 2019.
- Galuski, T. *Ready or Not Kindergarten, Here We Come!* National Association for the Education of Young Children. https://www.naeyc.org/our-work/families/kindergarten-here-we-come, retrieved January 18, 2019.
- Gartrell, D. *Readiness: Not a State of Knowledge, but a State of Mind.* National Association for the Education of Young Children. https://www.naeyc.org/our-work/families/readiness-not-state-knowledge-state-mind, retrieved January 18, 2019.
- Goodman-Bryan, M., Breland, F., Devlin, K., & Imig, D. (2009). Parenting, Language Development, and School Readiness: The Importance of Early Brain Development. The Urban Child Institute. http://www.urbanchildinstitute.org/sites/all/files/2009-11-Cognitive_brief.pdf, retrieved January 28, 2019.
- National Association for the Education of Young Children. (2016). Excerpt from Nurturing Creativity: An Essential Mindset for Young Children's Learning. https://www.naeyc.org/resources/pubs/books/excerpt-from-nurturing-creativity, retrieved January 18, 2019.
- Reading Rockets. (2005). Physical and Mental Well-Being. Excerpt from U.S. Department of Education, Office of Communications and Outreach. Helping Your Preschool Child. Washington, DC. http://www.readingrockets.org/article/physical-and-mental-well-being, retrieved February 6, 2019.
- United States Department of Education. (2017). Fostering Healthy Social and Emotional Health in Young Children. https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-teachers.pdf, retrieved February 6, 2019.