

READY! for Kindergarten® **Correlation to WaKIDS Whole Child Assessment – Teaching Strategies GOLD Objectives and Dimensions**

This document aligns Teaching Strategies GOLD Objectives and Dimensions used for WaKIDS* whole child assessment with the *READY! for Kindergarten*® Age Level Targets.

Developmental Milestones and Targets Guide Parents

What should a typical five-year-old child be familiar with when he or she starts school? What can you expect to teach an infant during the first year? *READY! for Kindergarten* uses child development milestones to break down skills by age so parents can guide their children in pre-kindergarten learning. No matter when you join the *READY!* program, we help you focus on the progression of interconnected skills your child needs from birth to five years.

We cover three broad categories in our *READY!* lessons.

1. Language and Literacy
2. Math and Reasoning
3. Social and Emotional

Even 10 Minutes a Day, Every Day, Ensures Success

READY!'s early learning program encourages parents to view the targets with a fluid attitude. These child development targets are not to be learned in a week, but are development milestones to aim for in the year ahead. If a child excels in one area, but falls behind in another, we remind parents that children develop skills at different rates. One child may be eager to play number games and another may want to listen to books. Let the child set the pace, and let the targets be a guide. *READY!* emphasizes maintaining a positive learning environment and building social and emotional well-being while mastering skills.

Order [READY! for Kindergarten's Age Level Targets poster](#)® to learn about the 26 measurable skills.

References

Kerr, N., Fielding, L., Easton, J., Halliday, S., & Kostorowski, T. (2011). *READY! for Kindergarten*. Kennewick, WA: National Children's Reading Foundation.

Teaching Strategies Criteria Report Diane C. Burts, EdD; Heather Baker; Toni Bickart; Francine Markowitz © 2013 by Teaching Strategies, LLC

"Changes to 2015 WaKIDS Whole Child Assessment." Office of the Superintendent of Public Instruction, n.d. Web. 23 Apr. 2015. <<http://www.k12.wa.us/WaKIDS/pubdocs/QAaboutChangesWaKIDSObjectives.pdf>>.

*Washington Inventory of Developing Kindergarten Skills

READY! For Kindergarten

Correlation to WaKIDS Teaching Strategies GOLD Objectives and Dimensions

<i>Teaching Strategies GOLD Objectives and Dimensions</i>		<i>READY! for Kindergarten Age Level Targets</i>
Social Emotional Development		
Objective 1 - Regulates own emotions and behaviors	a. Manages feelings	26. Developing Emotional Well-being: I recognize and manage my own emotions.(Ages 4-5)
	b. Follows limits and expectations	24. Following Directions: I remember and follow 3-step directions. I obey simple rules. (Ages 4-5)
	c. Takes care of own needs appropriately	25. Taking Responsibility: I take care of all my dressing, hygiene, and toileting needs. I help clean up after an activity. (Ages 4-5)
Objective 2 - Establishes and sustains positive relationships	c. Interacts with peers	22. Relating to others: I play cooperatively with two or more peers. (Ages 4- 5)
Objective 3 – Participates cooperatively and constructively in groups	a. Balance needs and rights of self and others	26. Developing Emotional Well-being: I recognize and manage my own emotions. I show kindness and empathy towards others.
	b. Solves social problems	22. Relating to others: I play cooperatively with two or more peers. (Ages 4- 5)
Physical Development		
Objective 4 – Demonstrates Traveling Skills		N/A
Objective 5 – Demonstrates Balancing Skills		N/A
Objective 7 Demonstrates fine-motor strength and coordination	a. Uses fingers and hands	15. Copying and Tracing: I copy, trace and/or draw letters, numbers and two-dimensional shapes (all ages). 12. Printing First Name: I may print my first name using upper and lowercase letters.
	b. Uses writing and drawing tools	15. Copying and Tracing: I copy, trace and/or draw letters, numbers and two-dimensional shapes (all ages). 12. Printing First Name: I may print my first name using upper and lowercase letters.
Language Development		
Objective 8 – Understands increasingly complex language	a. Comprehends language	11. Developing Verbal Skills I speak using complete sentences with few inaccuracies. (Ages 4-5) I understand 4000-5000 words. I repeat new words correctly.
	b. Follows directions	24. Following Directions: I remember and follow 3-step directions. I obey simple rules. (Ages 4-5)
Objective 9 – Uses language to express thoughts and needs	b. Speaks clearly	11. Developing Verbal Skills I speak using complete sentences with few inaccuracies I understand 4000-5000 words. I repeat new words correctly. (Ages 4-5)

Objective 10 – Uses appropriate conversational and other communication skills	a. Engages in conversations	10. Hearing Spoken Words: I hear my parents speak to me about 30 times an hour. (ages 4- 5) 11. Developing Verbal Skills I speak using complete sentences with few inaccuracies I understand 4000-5000 words. I repeat new words correctly. (Ages 4-5)
Cognitive Development		
Objective 11 – Demonstrates positive approaches to learning	a. Attends and engages	23. Increasing Attention Span: I focus on a task for at least 5 minutes, persisting even if there are problems or distractions. (Ages 4-5)
	b. Persists	23. Increasing Attention Span: I focus on a task for at least 5 minutes, persisting even if there are problems or distractions. (Ages 4-5)
	c. Solves problems	21. Spatial Relationships: I know 30 prepositions and do more complex puzzles. (Ages 4-5) 23. Increasing Attention Span: I focus on a task for at least 5 minutes, persisting even if there are problems or distractions. (Ages 4-5)
Objective 12 – Remembers and connects experiences	a. Recognizes and recalls	20. Making Patterns: I play memory games. (Ages 4-5)
Objective 13 – Uses classification skills		18. Sorting Items: I name and sort objects by color, shape and size. I match Items that go together. (Ages 4-5)
Objective 14 – Uses symbols and images to represent something not present	a. Thinks symbolically	N/A - addressed in activities presented in class, but no direct alignment to targets.
Literacy Development		
Objective 15 – Demonstrates phonological awareness	a. Notices and discriminates rhyme	5. Singing, Chanting, Rhyming: I can recite 6-10 rhymes. (Ages 4-5) 7. Saying Sounds in Words: I say the words that rhyme. (Ages 4-5)
	c. Notices and discriminates smaller and smaller units of sound	7. Saying Sounds in Words: I clap syllables independently. (Ages 4-5)
Objective 16 – Demonstrates knowledge of the alphabet	a. Identifies and names letters	2. Naming Letter Shapes: I identify and name 12-15 letters, including my first name. (Ages 4-5) 3. Matching Letter Shapes: I correctly match letters in similar shape families. (Ages 4-5)
	b. Uses letter-sound knowledge	6. Saying Letter Sounds: I say the sounds of 12-15 letters, including those in my first name. (Ages 4-5)
Objective 17 – Demonstrates knowledge of print and it's uses	b. Uses print concepts	9. Knowing Print Concepts: I know 20 print concepts. (Ages 4-5)

Objective 18 Comprehends and responds to books and other texts	b. Uses emergent reading skills	5. Singing, Chanting, Rhyming: I sing/chant ABC and number songs while pointing to letters and numbers. (Ages 4-5) 8. Comprehending books: I can retell the story during our 20-minute reading time. (Ages 4 – 5)
Objective 19 – Demonstrates emergent writing skills	a. Writes name	12. Printing First Name: I may print my first name using upper and lower case letters. (Ages 4 – 5)
Mathematics Development		
Objective 20 – Uses number concepts and operations	a. Counts	13. Counting: I count in order from 1 to 20. (Ages 4 – 5)
	b. Quantifies	19. Adding-Subtracting: I recognize numbers and quantities to 10. (Ages 4 – 5)
	c. Connects numerals with their quantities	14. Matching Number Shapes: I match number shapes (numerals) from 1 to 12. (Ages 4 – 5) 19. Adding-Subtracting: I recognize numbers and quantities to 10. (Ages 4 – 5)
Objective 21 – Explores and describes spatial relationships	b. Understands shapes	16. Geometric Shapes: I match and name 12 (two-dimensional) shapes. I am introduced to three-dimensional shapes: cube, sphere, and size. (Ages 4-5)