

Benchmarks for Kindergarten Readiness Class
aligned with *Teaching Strategies GOLD*
Objectives for Development & Learning

*** Curriculum benchmarks are provided to give teachers and parents guidelines of what children of this age range could achieve over the course of the school year. Children will exhibit individual differences in the skills they acquire each year.**

לא עליך המלאכה לגמור, ולא אתה בן חורין להבטל ממנה

You are not required to complete the task, but neither are you free to desist from it.

Social-Emotional:

1. Regulates own emotions and behaviors
 - a. Manages feelings (demonstrates emotional self- regulation)
 - b. Follows limits and expectations (Follows class rules, routines and transitions with only occasional reminders)
 - c. Takes care of own needs appropriately (e.g. hand washing, coat away, toys in proper place, waits turn)
2. Establishes and sustains positive relationships
 - a. Forms positive relationships with adults (Engages in conversation)
 - b. Interacts with and identifies feelings of peers (notices and describes others' feelings during sustained play)
 - c. Maintains special friendships (seeks out certain friend regularly)
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others (Discovers how personal actions affect others and begins to accept consequences)
 - b. Solves social problems (Utilizes conflict resolution and problem solving skills with teacher modeling)

Physical:

4. Demonstrates traveling skills
 - a. Walks up and down stairs, alternating feet
 - b. Runs smoothly, avoids obstacles, starts and stops easily
 - c. Skips alternating feet
5. Demonstrates balancing skills
 - a. Stands on one foot 5-10 seconds without support
 - b. Walks on balance beam alternating feet
 - c. Jumps forward with 2 feet; Hops 5-8 times on one foot
6. Demonstrates gross-motor manipulative skills
 - a. Throws balls underhand or overhand toward person 6-10 ft away
 - b. Catches large ball with both hands
 - c. Kicks ball forward with bent knee
7. Demonstrates fine-motor strength and coordination
 - a. Uses small, precise finger and hand movements
 - b. Uses tripod grip and efficient hand placement on tool when writing and drawing
 - c. Uses bilateral skills (e.g. Helping hand to stabilize paper during writing, drawing and cutting)

- d. Crosses midline of body with arms during visual-motor tasks such as easel painting, drawing, writing
- e. Uses one dominant hand for visual-motor tasks (no more switching tool from hand to hand)
- f. Uses scissors with “thumbs up” position and can rotate paper while cutting

Language:

8. Listens to and understands increasingly complex language
 - a. Responds appropriately to complex statements, questions, vocabulary and stories
 - b. Follows 3-4 step directions
9. Uses language to express thoughts and needs
 - a. Incorporates new vocabulary in conversation
 - b. Understood by most people; May mispronounce new, long or unusual words
 - c. Uses long, complex sentences and follows most grammatical rules
 - d. Tells elaborate stories that refer to other times and places
10. Uses appropriate conversational and other communication skills
 - a. Engages in 4 or more turns in conversation
 - b. Begins to follow rules of social language (decrease interruptions, stay on topic, regulate voice volume, gradually shift topics)

Cognitive:

11. Demonstrates positive approaches to learning
 - a. Attends to and engages in projects and tasks ignoring most distractions
 - b. Plans and pursues appropriately challenging tasks (tries different ways to build something if unsuccessful; keeps looking until finds and places correct puzzle piece)
 - c. Thinks through problems considering many possibilities and finding a good solution
 - d. Shows interests in learning about new topics and seeks out resources (books, etc) to get more information
 - e. Shows flexibility and accepts change in schedule or activity and shows willingness to try things a different way
12. Remembers and connects experiences
 - a. Retells story or personal experience with 4 or more steps in sequential order
 - b. Reflects on prior knowledge and everyday experiences and connects concepts already known with new concepts
13. Uses classification skills
 - a. Groups objects by one characteristic; then regroupes using a different attribute and indicates the reason
14. Uses symbols and images to represent something not present
 - a. Plans out and uses dramatization, drawings, constructions or movements to represent ideas, objects and places
 - b. Interacts with a group of children during pretend play negotiating roles and discussing actions for a sustained play scenario

Literacy:

15. Demonstrates phonological awareness
 - a. Hears and claps out syllables in words
 - b. Identifies initial sounds in words
 - c. Engages in rhyming and exploring word families
 - d. Begins to blend beginning and ending parts of words

16. Demonstrates knowledge of the alphabet
 - a. Identifies and names all 26 uppercase letters of alphabet
 - b. Recognizes most lowercase letters
 - c. Identifies the sounds of 10-20 letters (e.g. when you see [R], you say /r/)
 - d. Begins to blend individual sounds into words
17. Demonstrates knowledge of print and its uses
 - a. Knows book features (e.g. author, illustrator, title, jacket, spine)
 - b. Explores fiction and non-fiction books
 - c. Understands left-right and top-bottom directionality of text
 - d. Shows awareness that words are formed from groups of letters
 - e. Reads environmental print (e.g. stop sign, CVS,...)
18. Comprehends and responds to books
 - a. Asks and answers questions about problems, events and characters in stories
 - b. Models reading behavior, reciting language from text on each page
 - c. Some students may begin to point to words as read, recognizing simple sight words and starting to sound out words
 - d. Retells stories in sequence including major events and characters
 - e. Uses picture cues to predict story events
19. Demonstrates emergent writing and drawing skills
 - a. Writes name in upper-case letters using lines and curves
 - b. Uses invented spelling to approximate words to describe drawings
 - c. Begins to write name with initial Capital, others lowercase letters
 - d. Uses drawings and letters to represent thoughts and ideas
 - e. Expresses personal ideas or stories through dictations
 - f. Manipulates writing utensils using tripod grip to practice writing letters and numbers
 - g. Draws basic shapes using verbal cues (e.g. across down across up)
 - h. Plans out drawings using component shapes

Mathematics:

20. Uses number concepts and operations
 - a. Verbally counts to 30 accurately
 - b. Knows that last number counted states how many in all
 - c. Tells what numbers come before and after a number up to 10
 - d. Begins to understand the patterns in counting to 100 (10-20's, 30's, 40's... or 5-10-15, etc)
 - e. Explores relationships between numbers and quantities (more, less, equal)
 - f. Uses a variety of strategies for counting objects
 - g. Identifies numbers to 20 by name and connects to counted objects
21. Explores and describes spatial relationships and shapes
 - a. Uses and responds to positional words indicating location, direction and distance
 - b. Describes shapes in words (e.g. square has 4 sides made with lines)
 - c. Recognizes shapes in environment
22. Compares and measures
 - a. Makes comparisons using numbers
 - b. Uses measurement words
 - c. Measures with non-standard items (e.g. paperclips, apples, etc)
 - d. Explores standard measuring tools
 - e. Uses ordinal numbers from first to tenth
 - f. Explore measuring concepts using recipes

- g. Demonstrates knowledge of patterns
- h. Identifies, creates and extends simple patterns using manipulatives
- i. Verbalizes patterns as they follow along (e.g. Circle-Square-Rectangle, Circle-Square-Rectangle, etc)
- j. Identifies what comes next in a pattern
- k. Begins to create and explain more complex patterns

Science and Technology:

- 23. Uses scientific inquiry skills
 - a. Makes focused observations
 - b. Connects prior knowledge to new discoveries
 - c. Asks questions and makes predictions
- 24. Demonstrates knowledge of the characteristics of living things
 - a. Discriminates and classifies living and non-living things in their environment
 - b. Observes the concept of change in people, plants, animals and their environments
 - c. Shows awareness of life cycle of some living things (e.g. apple tree, butterfly, ladybug)
- 25. Demonstrates knowledge of the physical properties of objects and materials
 - a. Explores variety of substances and describes characteristics
 - b. Uses appropriate vocabulary to describe physical properties of objects (e.g. sink/float, absorb/repel, rough/smooth)
- 26. Demonstrates knowledge of Earth's environment
 - a. Identifies attributes of the four seasons
 - b. Shows understanding of how weather affects people, animals and plants
 - c. Practices habits of recycling and reusing and understands how this conservation helps the earth
 - d. Develops an awareness and appreciation of the environment and their role in taking care of it (Tikun Olam)
- 27. Uses tools and other technology to perform tasks
 - a. Understands how tools and technology are used in daily life
 - b. Demonstrates appropriate use of tools emphasizing safety
 - c. Understands that a computer keyboard is used to type letters and numbers

Social Studies:

- 28. Demonstrates knowledge about self
 - a. Recognizes the characteristics that make them special and different
 - b. Shows ability to make independent choices and express personal preferences
- 29. Shows basic understanding of people and how they live
 - a. Understands that we are part of a larger community
 - b. Awareness of different jobs of people in community
 - c. Shows respect for differences among people and cultures
 - d. Begins to understand "stranger danger" and safety rules
- 30. Explores change related to familiar people or places
 - a. Demonstrates understanding that people and things change over time
 - b. Names the months of the year
 - c. Uses vocabulary to describe concepts of time (yesterday, tomorrow, minute, month, etc)
- 31. Demonstrates simple geographic knowledge
 - a. Understands that the world extends beyond our community (city, state, country, continent)

- b. Identifies USA and our home state on globe or map
- c. Develops an awareness of the global world through maps and discussions of other places and cultures

The Arts:

32. Explores the visual arts
 - a. Participates in planning, creating and appreciating art
 - b. Explores color, line, shape, form and texture
 - c. Utilizes various media in art
 - d. Uses and cares for art materials appropriately
33. Explores musical concepts and expression
 - a. Shows awareness and appreciation of different kinds of music
 - b. Participates in songs, rhymes and poetry
 - c. Explores patterns of rhythm and beat
 - d. Identifies different pitch (high/low), tempo (fast/slow), and volume in music
34. Explores dance and movement concepts
 - a. Demonstrates body control by responding to tempo changes
 - b. Demonstrates movement of body parts in a rhythmic pattern
 - c. Uses dance or movement to creatively interpret music or express feelings
 - d. Demonstrates ability to follow directions during movement activities
35. Explores drama through actions and language
 - a. Engages in dramatizations of stories or dramatic play scenarios
 - b. Uses props to enhance dramatic play and exhibit creativity
 - c. Compromises with peers during group dramatization
 - d. Discriminates between fantasy and reality

English Language Acquisition (as needed):

36. Demonstrates progress in listening to and understanding English
 - a. Observes others as they converse in English
 - b. Responds to common English words
 - c. Understands increasingly complex English phrases
37. Demonstrates progress in speaking English
 - a. Repeats words in English
 - b. Uses a few socially interactive words in English
 - c. Develops 2-4 word phrases to increase expression in English
 - d. Uses increasingly complex English grammar with some mistakes common for younger children

Jewish Studies

- Jewish Life
 - Provide an environment to acquire a strong Jewish identity
 - Develop a Jewish identity in a natural and enjoyable process
 - Become familiar with prayers and brachot (blessings), the pre-Shabbat and holiday activities, inclusion of Biblical stories and Hebrew
- Israel

- Israel is a place where Jewish and non-Jewish people live
- Degel (flag) of Israel
- Hebrew
 - Listens to, understands and incorporates simple Hebrew
 - words in everyday use
- Ta'am Shel Shabbat
 - Become familiar with Shabbat prayers and brachot (blessings)
 - Become familiar with Bible Stories
- Tzedakah and Mitzvot
 - To understand the concept of helping others, giving charity and feeling compassion
 - To become familiar with, understand and engage in mitzvot*, derech erez, community, tzedakah (charity), gimulat hasadim

Mitzvah (“Commandment”) however, loosely translated as “good deeds”.

Derech Eretz (the way of the world) loosely translated as “Appropriate behavior and good character”

Tzedakah (“Righteous Giving”)

Gimulat Hasadim (“Acts of Love and Kindness”)