

Georgia Department of Education  
Title I, Part C – Migrant Education Program  
Readiness Skills for Preschool Children (age 3-5)

**Language, Literacy, and Numeracy Development**

- Listens to and imitates sounds in familiar songs, nursery rhymes and chants
- Uses words to describe or name pictures when reading
- Can answer and ask questions about a story
- Uses pictures to predict story content
- Uses prior knowledge, story title, and pictures to make predictions about story content
- Creates letter-like symbols - may use invented spelling to label drawings
- Draws pictures and copies letters and/or numbers to communicate
- Follows words from left to right, top to bottom, and page by page.
- Recognizes and name all upper- and lowercase letters of the alphabet
- Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant
- Prints many upper and lower case letters
- Counts to 100 by ones and tens
- Says the number names in the standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object
- Understands that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted
- Correctly name shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere) regardless of their orientation or overall size
- Describes objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, next to

**Cognition and General Knowledge**

- Uses senses to explore the environment and process information
- Can ask or answer questions about local conditions (e.g., weather)
- Listens and responds to conversations and group discussions
- Says his or her name
- Says his or her age

**Approaches Toward Learning**

- Seeks information from others
- Demonstrates focus on a teacher directed activity for a short period of time
- Asks to plan a particular game and assists the SSP with setup
- Enjoys constructing structures with play blocks or other manipulatives
- Asks questions about unfamiliar objects, people and experiences
- Asks questions and seeks new information with assistance; looks for new information and wants to know more
- Willingly joins in sustained cooperative play and learning with other to complete a task
- Continues working on activity even after setbacks

**Physical Well-Being and Motor Development**

- Acts and moves with purpose and recognizes differences in location, directions, and distance with some adult assistance
- Can use blunt scissors to cut out simple shapes with reasonable accuracy
- Can place puzzle pieces on a board or child's block puzzles with reasonable accuracy
- Enjoys constructing structures with blocks or other manipulatives
- Refines grasp to manipulate tools and objects

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- Performs fine-motor tasks that require small-muscle strength and control
- Demonstrates coordination and balance in a variety of activities
- Attempts to cut paper with child safe scissors
- Places beads in a container
- Copies simple shapes
- Uses writing tools with adult guidance

**Social and Emotional Development**

- Asks to play a particular game and assists the SSP with setup
- Occasionally joins in cooperative play and learning in a group setting
- Willingly joins in sustained cooperative play and learning with others to complete a task
- Listens and responds to conversations and group discussions
- Makes choices about activities they want to engage in during free play
- Uses imagination to create a variety of ideas, role-plays and fantasy situations