



TRANSITIONING FROM A PRE-K TO A KINDERGARTEN

Making a transition from Pre-K to Kindergarten involves the beginning stages of building independence, interdependence, and academic readiness. Transitioning from Pre-K to Kindergarten involves skills outlined in the *Early Learning & Development Standards (ELDS)* and supported by the early learning domains of approaches to learning, cognitive development and general knowledge, language and early literacy development, physical development and well being, and interpersonal skills. Key skills to practice/continue practicing prior to entering kindergarten:

Helping Your Child Build Independence

Prior to entering kindergarten, practice:

- ☐ Using the restroom and washing hands independently
- ☐ Dressing independently
- ☐ Following two- and multi-step directions
- ☐ Opening lunch containers and wrappers
- ☐ Keeping track of personal belongings
- ☐ Cleaning up after themselves
- ☐ Asking for help when needed

Parents/guardians are a vital key to the success of children transitioning and learning. Understanding the role and part that parents/guardians play will be instrumental in the success of making the transition from pre-k to kindergarten smooth. By fostering these relationships, families can help their children thrive in their new educational environment.

Family Transition Tips Before Kindergarten:

- ☐ Adjust routines (example: bedtime and wake-up times)
- ☐ Being present for parent orientations (visit the school, playground, meet the teachers, etc.)
- ☐ Reading books about starting kindergarten to reduce anxiety
- ☐ School supplies in advance so they can be labeled and marked with the child's name.
- ☐ Decide on transportation (bus or car rider) and review bus procedures if applicable

Family and Caregiver Kindergarten Readiness Checklist

Child's Name: _____ Date: _____

Here's a practical, parent-friendly checklist to help your child (and you!) transition smoothly from Pre-K to Kindergarten:

APPROACHES TO LEARNING

Initiative and Curiosity Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Tries new materials, activities, and experiences	AL 1.1.4 Seek out and engage with unfamiliar objects, materials, and experiences.
☐ Asks questions and talks about new ideas or experiences	AL 1.2.4 Seek information and contribute to discussions about a variety of new topics, ideas, and activities.
☐ Completes familiar tasks with multiple steps, such as getting ready to go outside or cleaning up materials	AL 1.3.4 Complete multi-step tasks independently.
Attention, Engagement and Persistence Parent-friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Stays focused on an adult-led activity with support	AL 2.1.4 Maintain focus on adult-directed activities with adult support.
☐ Keeps trying when a task is difficult	AL 2.2.4 Persist with a challenging task despite interruptions and disruptions.
☐ Makes a plan and follows through	AL 2.3.4 Express simple goals that extend over time, make plans, and follow through to complete them (e.g., Child says, "I want to play doctor after breakfast. Liam is going to play with me.", and then does so after eating).
Problem Solving Parent-friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Makes predictions and explains thinking	AL 3.1.4 Make predictions and explain

	reasoning.
☐ Uses something already learned to solve a new problem	AL 3.2.4 Apply prior knowledge and experiences to complete new tasks and solve new problems.
☐ Explains the steps used to solve a problem or finish a task	AL 3.3.4 Communicate the steps used to solve problems and/or accomplish tasks.

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Knowledge of Numbers Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Counts aloud accurately to 20	CM 1.1.4: Rote count to 20 with accuracy; tell what number 1-10 comes next in order by counting.
☐ Counts up to 10 objects, touching or pointing to each object once.	CM 1.2.4: Accurately count up to ten objects in a structured arrangement with one-to-one correspondence.
☐ Tells how many objects are in a group after counting them	CM 1.3.4: Tell how many objects are in a group by giving the last number counted.
☐ Quickly recognizes groups of up to five objects without counting each one	CM 1.4.4: Recognize and name the number of items in a small set, up to five, without counting.
☐ Compares two groups and tells which has more, less, or the same amount	CM 1.5.4 Compare two groups of objects and identify whether the number of objects in one group is more, less, or the same as the number of objects in the other group
☐ Recognizes numbers 0–10 and matches each number to the correct number of objects	CM 1.6.4 Identify written numerals 0-10 by name and match each to counted objects.
☐ Recognizes and writes some numbers from 0–10	CM 1.7.4 Read and write some numerals up to 10.
☐ Uses words like first, second, and third to describe the order of people or objects	CM 1.8.4 Identify an object's or person's position in a sequence using ordinal numbers (e.g., first, second, third).
Patterns and Operations Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)

☐ Creates, copies, and continues simple repeating patterns	CM 2.1.4: Identify, duplicate, extend, and create simple repeating patterns in different forms.
☐ Uses objects or fingers to solve simple adding and taking-away problems	CM 2.3.4 Solve simple addition and subtraction problems by using concrete objects or fingers during play and daily activities (e.g., <i>If we have 3 apples and I eat 1, how many apples do we have left?</i>)
Measurement Parent-friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Sorts objects one way and then sorts them a different way	CM 3.1.4: Sort objects by one characteristic, then re-sort using a different characteristic and explain the reasoning with guidance and support.
☐ Compares objects using words such as longer, shorter, heavier, lighter, bigger, or smaller	CM 3.2.4: Describe measurable attributes of objects and materials using comparative words
☐ Puts objects in order by size, length, or weight	CM 3.3.4 Compare and order a small set of objects using measurable terms (e.g., length, weight).
☐ Measures objects using items such as paper clips or blocks with help	CM 3.5.4 Measure using multiples of the same non-standard unit (e.g., paper clips, snap cubes) with guidance and support.
Shapes and Spatial Relationships Parent-friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Recognizes common shapes, such as circles, squares, triangles, and rectangles	CM 4.2.4 Identify basic shapes (e.g., circle, square, triangle, rectangle) regardless of size and orientation.
☐ Describes common two- and three-dimensional shapes	CM 4.3.4: Describe basic two- and three-dimensional shapes.
☐ Builds or creates shapes using different materials, such as sticks, blocks, or craft supplies	CM 4.4.4 Create and build shapes using a variety of materials (e.g., popsicle sticks to create a square).
☐ Uses position words such as above, below, behind, in front of, and near	CM 4.5.4: Identify and respond accurately to positional words indicating location, direction, and distance.

SCIENCE & EXPLORATION

Scientific Inquiry Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Observes and explores the world, asks questions, makes predictions, and compares what happens using senses, past experiences, and simple tools.	CS 1.1.4: Observe, ask questions, predict, make comparisons, and gather information about the physical and natural world using their senses, prior knowledge, previous experiences, equipment, and tools.
☐ Participates in simple experiments or investigations	CS 1.2.4: Conduct scientific investigations and simple experiments.
☐ Talks about, draws, or explains what was learned from an investigation	CS 1.3.4: Describe and generate explanations and/or conclusions about investigations they have conducted with guidance and support.

SOCIAL STUDIES

Social Studies Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Talks about things that happened in the past	CSS 1.1.4: Communicate events, activities, and people from the past.
☐ Recognizes and identifies familiar places in the community, such as the fire station, post office, library, or school	CSS 1.3.4 Identify familiar landmarks in their community (e.g., fire station, post office).
☐ Shows where familiar objects or places are located through drawing or play	CSS 1.3.4 Identify the relative location of specific objects and/or features in a familiar environment (e.g., classroom, playground) through drawings or play activities.
☐ Talks about familiar family, community, and traditions	CSS 2.1.4: Describe familiar elements of one's family, community, and traditions.
☐ Identifies responsibilities of children and adults at home, school, and in the community	CSS 2.2.4: Identify responsibilities of self and others in school, home, and community.
☐ The child knows they are part of groups, such as	CSS 2.3.4 Identify self as a member of

their family, school, class, or team	groups and share information about other groups (e.g., gymnastics class, soccer team, member of a school).
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CREATIVE ART

Music and Movement Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Uses music and movement to express ideas or feelings and moves safely through space	CCA 1.1.4: Express thoughts and feelings through dance and movement with increasing spatial awareness.
☐ Makes music by singing or using instruments and explores different sounds, beats, and speeds	CCA 1.2.4 Create music using instruments and/or voice to produce more complex rhythms, tones, melodies, and songs. Show increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (beat), tempo (speed), and volume
Visual Arts Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Talks about artwork, including colors, lines, textures, or feelings	CCA 2.1.4: Observe and participate in discussions about various forms of art, including how it makes them feel and/or specific elements of art.
☐ Uses different art materials and tools to create original artwork	CCA 2.2.4: Use a variety of materials, tools, and techniques to create artistic works.
Dramatic Play Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Uses pretend play to express ideas, feelings, and creativity	CCA 3.1.4: Participate in dramatic play to express thoughts, feelings, and creativity.
☐ Pretends to be different characters using their voice and facial expressions	CCA 3.2.4 Represent a character by using voice inflections and facial expressions.
☐ Uses pretend play with characters, conversations, and props	CCA 3.3.4 Engage in a variety of play experiences that include elements of drama (e.g., roles, dialogue, props).

LANGUAGE AND EARLY LITERACY DEVELOPMENT

Receptive Communication Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Listens and responds to longer questions, statements, and directions	LD 1.2.4: Respond to complex statements, questions, and other communication that include multiple phrases and ideas.
☐ Understands and uses a variety of words, including words that mean the same or opposite	LD 1.3.4 Demonstrate understanding of a variety of words through conversations and actions, including words that express abstract concepts such as synonyms and opposites.
☐ Follows directions with multiple steps	LD 1.4.4 Follow detailed directions that involve multiple steps (e.g. "Get the sponge, dampen it with water, and clean your table top.")
☐ Uses longer sentences and descriptive words to communicate ideas, wants, and needs	LD 2.1.4: Communicate using longer sentences, including the use of descriptive details and vocabulary and/or combining two or three phrases.
☐ Tells stories and talks about past experiences, ideas, or things that are not present	LD 2.2.4 Communicate about abstract ideas, tell a story, describe past experiences, and discuss objects that are not physically present using verbal communication.
☐ Asks and answers questions to learn more, understand directions, and solve problems	LD 2.3.4 Answer and ask complex questions to learn more about topics of interest, understand tasks, and solve problems with explanation or follow-up questions.
☐ Uses a growing vocabulary, including words that mean the same or opposite	LD 2.4.4 Use several words that explain the same idea (i.e. synonyms) and opposites. Use acquired vocabulary in conversations.
☐ Speaks clearly enough to be understood by people outside the family	LD 2.5.4 Speak in a way that is understood by unfamiliar listeners, with few pronunciation errors

Social and Conversational Rules Parent-friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Starts conversations with other children by asking questions or using words to join in	LD 3.1.4 Initiate communication with peers by asking questions or using verbal cues.
☐ Takes turns during conversations and stays connected to the topic with appropriate voice levels.	LD 3.2.4: Initiate and participate in conversations that involve multiple turn-taking exchanges, with each exchange relating to and building upon the previous. Use appropriate volume and intonation to match the situation when communicating.
☐ Participates in group conversations by listening, taking turns, asking questions, and making comments	LD 3.3.4 Participate in a group discussion, making comments and asking questions related to the topic. Follow commonly accepted norms of communication in group settings with increasing independence.
☐ Speaks in complete sentences using correct grammar most of the time	LD 3.4.4 Speak in full sentences that are grammatically correct within their home language most of the time.
Phonological Awareness Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Identifies and says rhyming words	EL 1.1.4: Identify and produce rhyming words.
☐ Identifies the beginning sound in a spoken word with help	EL 1.2.4: Identify the initial sound in a spoken word with guidance and support.
☐ Breaks a spoken sentence into individual words	EL 1.3.4 Segment spoken sentences into individual words.
☐ Claps or counts the syllables (parts) in spoken words	EL 1.4.4 Identify syllables in spoken words.
☐ Puts spoken word parts (syllables) together to make a whole word	EL 1.5.4 Blend a sequence of spoken syllables to produce words.
☐ Puts the beginning sound and ending part of a	EL 1.6.4 Blend onsets and rimes of

word together to make a whole word	single syllable spoken words with guidance and support.
Print Concepts Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Recognizes familiar signs, symbols, logos, and pictures in everyday places	EL 2.1.4 Recognize and name pictures, symbols, and logos in the environment (environmental print).
☐ Understands that print has meaning and matches spoken words	EL 2.2.4: Demonstrate an understanding that print has meaning and corresponds with spoken language.
☐ Handles books correctly and understands basic parts of a book and how print works	EL 2.3.4 Hold a book right side up while turning pages one by one from front to back. Identify parts of a book such as the front, back, and title. Demonstrate awareness of some conventions of print (e.g., capital letters, where to start reading on a page). Describe the role of the author and illustrator of a text.
☐ Shows interest in different types of books and stories on a variety of topics	EL 2.4.4 Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
Alphabet Awareness Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Recognizes and names many letters, especially letters in own name	EL 3.1.4: Recognize and name many of the letters in the alphabet, specifically letters in their own name, as well as letters that occur frequently in the environment.
☐ Identifies or says the sounds of many familiar letters	EL 3.2.4: Identify or produce the sound of many recognized letters.
☐ Recognizes own printed name and some common words	EL 3.3.4: Recognize their own name and some common words in print.
Comprehension Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)

☐ Tells a real or make-believe story with 2–3 events in order	EL 4.1.4 Tell make-believe or real-life stories using a sequence of at least 2–3 connected events.
☐ Tells important details from a familiar story	EL 4.2.4: Describe some key details from familiar stories, such as characters, setting, and/or major events.
☐ Answers questions about a story and predicts what might happen next	EL 4.3.4 Ask or answer questions about key details in a familiar story, informational book, or other text. Make predictions about events that might happen next, with guidance and support.
☐ Connects events or information in a book to their own experiences	EL 4.4.4 Recall their own experiences that relate to events and information from stories or informational texts.
☐ Talks about and explains ideas or events from a story with help	EL 4.5.4 Analyze and reason about stories and other text with guidance and support during shared reading experiences.
☐ Knows the difference between make-believe stories, informational books, and poetry	EL 4.6.4 Recognize differences between stories/make believe, information text, and poetry.
Emergent Writing Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Uses drawing and writing to communicate an idea or message	EL 5.1.4: Use writing for a variety of purposes to convey meaning.
☐ Writes some letters in meaningful words, such as own name	EL 5.2.4: Write some letters of meaningful words such as their name, using letters and letter-like forms.
☐ Tries to write words using sounds they hear and begins using spaces between words	EL 5.3.4 Attempt to write some words using invented spelling. Demonstrate awareness of some print conventions (e.g., moving from left to right when writing; leaving space between some groups of letters).
☐ Shares ideas or stories through writing, drawing, or telling an adult what to write	EL 5.4.4 Dictate elaborative or meaningful information or stories for

	someone to write down. Use writing and/or digital tools to communicate information. Use classroom resources (e.g., labels; anchor charts) to support writing.
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PHYSICAL DEVELOPMENT AND WELL-BEING

Gross Motor Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Moves safely around other people and objects during active play	PD 1.1.4 Demonstrate increasing awareness of body and space in relation to other people and objects in physical play activities.
☐ Moves their whole body with control and balance during physical activities	PD 1.2.4 Coordinate movements of the whole body (locomotor skills) with control and balance to perform more complex tasks.
☐ Throws, catches, or kicks balls and other objects with coordination	PD 1.3.4: Demonstrate coordination when using objects during active play.
☐ Participates in active play for longer periods	PD 1.4.4: Demonstrate increased strength and stamina that allows for participation in active play activities for extended periods of time.
Fine Motor Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Uses crayons, pencils, scissors, and other tools with increasing precision	PD 2.1.4: Coordinate the use of hands, fingers, and wrists to manipulate objects and perform activities and tasks with precision.
☐ Uses hand-eye coordination to cut, draw, and complete other small-motor tasks with control	PD 2.2.4 Demonstrate eye-hand coordination to perform complex tasks (e.g., cutting on lines, drawing) with moderate levels of precision and control.
Healthy Behaviors Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Participates in different physical activities, such as running, playing games, and exercising	PD 3.1.4 Initiate and engage in a variety of physical activities (e.g., games, exercises)

	that enhance physical fitness.
☐ Identifies healthy foods and talks about why foods may be healthy or less healthy	PD 3.2.4: Identify different foods that are healthy and indicate why a particular food is healthy or unhealthy.
☐ Identifies and follows basic safety rules with very little adult help	PD 3.3.4: Identify and follow safety rules with minimal guidance from adults.
☐ Notices possible dangers and alerts an adult or another child	PD 3.4.4: Begin to identify and alert others of potential hazards.

INTERPERSONAL

Relationships with Adults Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Recognizes and interacts with familiar adults using words and actions	IS 1.1.4 Demonstrate recognition of familiar adults using multiple and varied actions or words.
☐ Separates from familiar adults and joins activities in new settings	IS 1.2.4 Separate from familiar adults in new settings, such as joining other children to play at a birthday party.
☐ Works with adults to solve problems, then tries the solution independently	IS 1.3.4 Work with adults to generate ideas for accomplishing tasks or solving problems, then implement suggestions independently.
☐ Talks and interacts comfortably with new adults in familiar settings	IS 1.4.4 Interact with adults new to their environment (e.g., substitute caregiver), such as asking a nurse questions at the doctor's office.
☐ Shares ideas with adults and asks for help when needed	IS 1.5.4 Interact with adults to share ideas and plan activities, such as asking an adult to help sound out a new word in a book.
Relationships with Children Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Plays cooperatively with a small group of children for a longer period	IS 2.1.4: Interact or play cooperatively with a small group of children for a sustained period of time.
☐ Takes turns and shares with few reminders	IS 2.2.4: Demonstrate prosocial behavior,

	such as taking turns and sharing, when playing with other children with few reminders.
☐ Builds friendships and enjoys playing with familiar children	IS 2.3.4 Demonstrate preference to routinely play with one or more specific children, such as describing another child as their “best friend”
☐ Joins and continues playing positively with a small group of children	IS 2.4.4 Initiate, join in, and sustain positive interactions with a small group of children, such as asking if they can play a game with a small group of children.
☐ Tries to solve disagreements with other children with little adult help	IS 2.5.4 Suggest solutions to resolve conflicts with other children with limited adult support, such as telling another child, “I’m playing with these cars, so here is a truck you can use to play.”
Self-Esteem Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Talks positively about self and describes personal characteristics	IS 3.1.4 Use words to describe personal physical characteristics (e.g., hair color, eye color).
☐ Shows confidence by trying new or challenging activities independently	IS 3.5.4 Demonstrate confidence in one’s own abilities, taking on new and challenging activities, and declining help when offered, such as offering to help other children tie shoes after tying their own shoes.
☐ Describes themselves positively, such as being helpful, kind, or good at something	IS 3.6.4 Describe oneself using positive terms (e.g., hard worker, good at drawing).
Self-Regulation Parent-Friendly Skill/Checklist	Aligned Louisiana Early Learning and Development Standard(s) (ELDS)
☐ Expresses strong feelings safely, with occasional adult support	IS 4.1.4: Express strong feelings in a manner that is safe for self and others with occasional adult support.
☐ Names own feelings and recognizes when those feelings occur	IS 4.2.4: Accurately name one’s own feelings and identify them in various situations.

☐ Recognizes how another person is feeling and responds with care	IS 4.3.4: Accurately name feelings in others, predict causes, and respond with care and concern.
☐ Follows routines, handles transitions, and adjusts to changes with adult support	IS 4.5.4 Participate in routines, manage transitions, and follow adult guidelines for behavior, adapting to changes in each as needed, such as transitioning easily from play inside to play outside and then to clean-up time with adult prompts.
☐ Understands that actions have consequences with adult support	IS 4.6.4 Predict consequences of one's own and others' actions and behavior with adult support, such as when a child knows not to leave the caps off of markers to prevent their drying.
☐ Manages behavior and reactions with occasional reminders	IS 4.7.4 Manage reactions and behavior with occasional verbal, visual, or auditory reminders, such as singing a song with an adult while waiting for a turn to swing.
☐ Calms down and chooses a different response with adult support when needed	IS 4.9.4 Able to decrease intensity of reactions more consistently, with adult support when needed, such as choosing a new activity rather than arguing with another child about sharing.
☐ Follows rules and daily routines with occasional reminders	IS 4.10.4 Follow rules and routines with occasional reminders from adults, such as consulting a picture schedule to remind oneself of the next daily activity, like outside time.

Parent Notes/Comments:

Please Note: Children develop and learn at different rates. This checklist is intended to provide guidance and highlight areas of growth and development; it is not a pass/fail assessment.