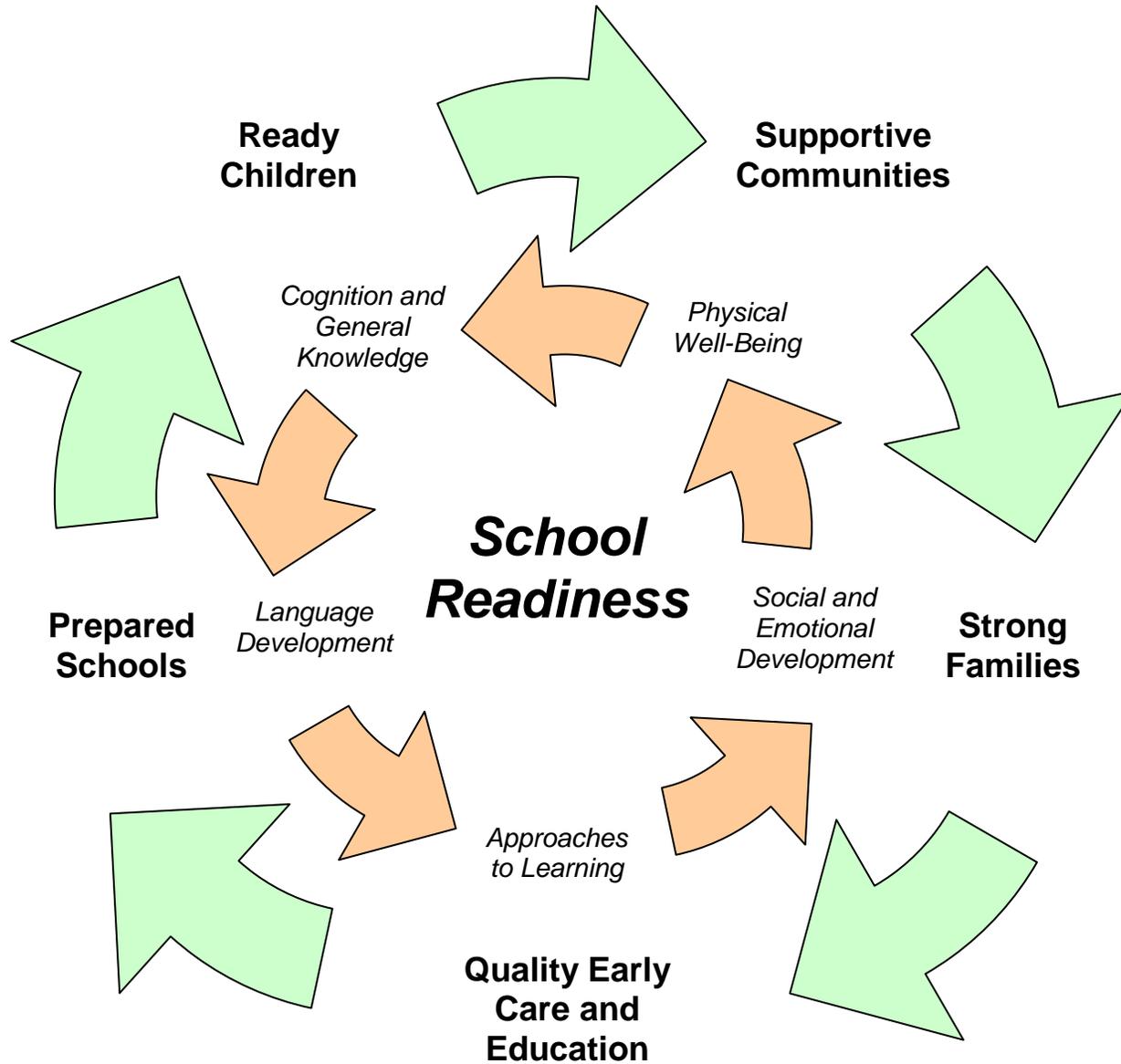


Oklahoma Framework for School Readiness



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It has been found that, “children who enter kindergarten ready to meet its academic, social, and emotional demands are more likely to achieve later academic and life success” (Stedron and Berger, 2010). This statement is indicative that school readiness involves more than cognitive ability; children must be ready for school and schools must be prepared to meet the needs of children.

The most effective way to prepare children to enter Kindergarten, or any level of formal schooling, is to provide a dependable, strong support system. An ideal support system includes supportive communities, strong families, quality early care and education, prepared schools, and ready children.

- **Supportive communities** play a crucial part in supporting families; working together to support children’s school and long term success by providing families affordable access to information and services.
- **Strong families** understand they are the most important people in the child’s life. A strong family takes responsibility through direct, frequent and positive involvement and interest in the child. The adults in the family recognize their role as the child’s first teacher.
- **Quality early care and education** accepts all children and assists families with a seamless transition to a high-quality formal learning environment.
- **Prepared schools** welcome all children while recognizing and reinforcing children’s strengths and individual differences. Prepared schools are sensitive to cultural values and understand children develop holistically and at different rates.
- **Ready children** are socially, personally, physically and intellectually prepared within developmentally appropriate expectations. This includes:
 - **Approaches to learning** - To what extent do children show curiosity, enthusiasm and persistence toward learning tasks?
 - **Cognition and general knowledge** - Do children have basic knowledge about the world around them? Do they know shapes, numbers, own name, etc.?
 - **Language development** - To what extent do children use verbal and nonverbal skills to convey meaning and understanding?
 - **Physical well-being** - Are children growing and developing properly? Are they healthy?
 - **Social and emotional development** - Do children interact well with others and communicate their feelings in appropriate ways?