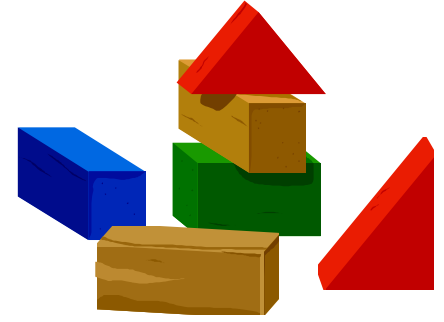




Five Dimensions of Readiness

From the National Education Goals Panel*



I. Physical Well Being and Motor Development

A. Physical Development

- q Rate of Growth- height, weight, and physical maturation;
- q Physical Fitness- stamina, energy, strength, and flexibility;
- q Body Physiology- optimal functioning of the body and its organ systems.

B. Physical Abilities

- q Gross Motor Skills- walking, running, jumping, climbing;
- q Fine Motor Skills- cutting with scissors, fastening buttons;
- q Sensorimotor Skills- vision, hearing, touching, kinesthesia (e.g., kicking a ball rolling in the child's direction);
- q Oral Motor Skills- sucking, coordination of breathing, movements necessary to produce speech.

II. Social and Emotional Development

A. Emotional Development

- q Self Concept- consisting of traits, habits, abilities, motives, social roles, goals, and values that define how we perceive ourselves:
 - § Primary emotions- joy, fear, anger, grief;
 - § Sensory stimulated emotions- disgust, delight, horror;
 - § Self-appraisal emotions- shame, pride, guilt.
- q Includes the ability to comprehend the feelings of others:
 - § Empathy, understanding, acceptance.

B. Social Development

- q Ability to Form and Sustain Social Relationships with Adults and Friends is Central to Children's Preparedness for School;
- q Social Competence with Adults Includes:
 - § Ability to communicate with adults;
 - § Ability to understand and identify adult roles.
- q Social Competence with Peers has Two Aspects:
 - § Social skills necessary to cooperate with peers:
 - ü Understanding rights of others;
 - ü Distinguishing between incidental and intentional actions;
 - ü Treating others as one would like to be treated.
 - § Ability to form and sustain reciprocal friendships:
 - ü Listening to others' points of view;
 - ü Willingness to solicit and act upon others' points of view;
 - ü Providing help and support for friends.

III. Approaches Toward Learning

A. Predispositions

- q Gender- influences attitudes toward subjects (e.g., mathematics), about one's own abilities, how one approaches a task, and attributions for success and failure;
- v *Note: differences in the cognitive development of young males and females are empirically insignificant, but parental and teacher expectations frequently vary by gender, which can affect children's attitudes and motivations.*
- q Temperament- variations can influence the way children think, perceive, understand, judge, and solve problems;
- q Cultural Patterns and Values- may affect children's work styles, including their comfort working independently or socially.

B. Learning Styles

- q Openness to and Curiosity about New Tasks and Challenges- approaching learning with inquisitiveness or passivity characterizes a child's style of learning;
- q Initiative, Task Persistence, and Attentiveness- enables children to develop and follow through on plans and tasks;
- q Reflection and Interpretation- includes the capacity to seek models, absorb information, and work through alternate possibilities.
- q Imagination and Invention- associated with the ability to form images of what is not actually present and to extend conventional thinking;
- q Cognitive Styles- refers to why children approach learning- e.g., do they separate details from background and analyze information (filed-independent style) or vice versa (filed-dependent style)?

IV. Language development

A. Verbal Language

- q Listening;
- q Speaking;
- q Social Uses of Language- language as a tool to get services and objects, express emotions, get and give information; language as part of social convention and manners;
- q Vocabulary and Meaning- meaningful words and sentences understood, explored, and used; relationship terms; complex sentences linking simple sentences in terms of sequence or causality;
- q Questioning;
- q Creative Use of Language- rhyming sounds and words; storytelling.

B. Emerging Literacy

- q Literature Awareness- interest in various forms of literature; recalling familiar stories;
- q Print Awareness- aware of print permanency; aware of connection between text and oral storytelling; assigning verbal labels to letters, and sounds to letter combinations; recognizing own name in writing;
- q Story Sense- aware of story sequence;
- q Writing Process- produce ordered scribbling.

V. Cognition and General Knowledge

A. Physical Knowledge

- q Knowledge of objects in external reality learned by observation and experience with the objects— e.g., a red, heavy ball rolling downhill.

B. Logic-Mathematical Knowledge

- q Knowledge constructed within the mind of the individual that establishes similarities, differences, and associations between objects, events, or people—e.g., a red and blue bead may be different if the variable under consideration in the mind of the individual is color, or the same if it is based on size.

C. Social-Conventional Knowledge

- q Knowledge that reflects agreed-upon conventions of society and that could not be reinvented by every generation of learners— e.g., the English language has 26 letters, including 5 vowels and 21 consonants.

D. Cognitive Competencies that Young Children Develop Through Interaction with Different Types of Knowledge

- q Representational Thought- ability to think about things not present;
- q Problem-solving-ability to experiment using different strategies; cause and effect; interpret and generalize;
- q Mathematical Knowledge- ability to put objects, events, actions into relationships; explore sequence; cardinality and ordinality;
- q Social Knowledge- ability to be aware of self-family, community, physical environment, and natural world;
- q Imagination- ability to “formulate rich and varied mental images, see beyond the obvious, or draw upon experience in inventive and effective ways” [Jalongo, 1990, p. 195].

* Excerpted from: Kagan, S. L., Moore, E., & Bredekamp, S. (Eds.). (1995). Reconsidering children's early development and learning: Toward shared beliefs and vocabulary. Washington, DC: National Education Goals Panel.