

Edina Public School pre-K and Kindergarten teachers met during 2008 to identify **Kindergarten Power Standards**—skills and expectations they believe are most likely to ensure a successful transition to kindergarten and to set the stage for successful learning throughout life. The following list has been culled from the MN Department of Education’s [*Early Childhood Indicators of Progress and the Kindergarten Academic Standards*](#). It is expected that most children will meet the majority of these expectations **by the end of the pre-Kindergarten year**. These skills are best learned and demonstrated through age-appropriate **play**.

Social and Emotional

- The student shares school supplies and toys with others
- The student demonstrates the ability to take turns
- The student plays with other children
- The student uses his/her words to constructively express emotions, ask for help, and verbally express needs

Independence

- The student is developing the ability to dress independently and manage belongings (tie shoes, zip or fasten pants and jacket, manage backpack)
- The student toilets himself or herself independently, using conventional hygiene, including use of toilet paper and hand washing
- The student is able to emotionally separate from parents without crying

Fine Motor and Arts

- The student demonstrates familiarity with school tools such as a pencil, scissors and glue
- The student uses materials to create visual art (play dough, clay, scissors, pencils, crayons, glue, paint, markers)

Language and Literacy (Language Arts)

- The student interacts with and views books, environmental print and other text
- The student demonstrates recognition of some letter names and sounds, especially those in their own name

- The student demonstrates recognition of phonemes and sounds through word play, rhymes, chants, poetry, and songs
- The student prints his/her first name or a representation of his/her first name
- The student attends and listens without distraction to self or others

Numeracy (Math)

- The student recognizes some numbers and their value
- The student counts in sequence to 10
- The student recognizes numerals to 10
- The students demonstrates understanding of 1:1 correspondence
- The student recognizes and creates beginning patterns