

Skills to Learn

Grades K-2



Look inside
to find out!



This is a list of skills students should learn in each grade
to be ready for the next grade.

Due to developmental differences and/or physical capabilities,
every child is not expected to master every skill. If you have
concerns about your child's development, please contact the
special education department in your local school district.

Kindergarten Reading Standards

Speaking & Listening

- ❑ Listens to others and takes turns in conversations
- ❑ Talk about a story and retell it
- ❑ Ask for help or information
- ❑ Use drawings and pictures to share ideas

Understanding Words

- ❑ Recognize and make rhyming words
- ❑ Recognize word parts (syllables)
- ❑ Take apart and blend together sounds (cat = c-at and c-a-t)
- ❑ Make new words by changing one sound (that are one syllable)
(cat to cot; cat to cot; cat to can)
- ❑ Know consonant sounds
- ❑ Understand that vowels a,e,i,o,u have both long and short sounds
- ❑ Read common sight words (can, the, we)
- ❑ Read and understand kindergarten level books

Understanding Printed Text

- ❑ Name all upper (capital) and lower-case letters in the alphabet
- ❑ Read from left to right, top to bottom, page by page
- ❑ Words are written using letters in a specific order
- ❑ Words have spaces between them

Writing

- ❑ Write or draw a picture to show how a student feels about a topic or book
- ❑ Write or draw a picture to explain a topic or book
- ❑ Write or draw a picture to tell a story
- ❑ Use a computer to write (with help from an adult)
- ❑ Work with a group to learn and write about a new topic

Language

- ❑ Use words correctly when writing and speaking
- ❑ Form upper and lowercase letters correctly
- ❑ Use naming words (nouns) and action words (verbs)
- ❑ Make nouns plural (more than one) hat – hats; lunch – lunches
- ❑ Use and understand question words (who, what, where, when, why, how)
- ❑ Use common prepositions (to, from, in, out, on, off, for, of, by, with)
- ❑ Make short sentences longer (I see a cat. – I see an orange cat in my yard.)
- ❑ Write a sentence that begins with a capital letter (uppercase letter)
- ❑ Use a capital letter (uppercase letter) for the pronoun “I”
- ❑ Name a “period” or “question mark” at the end of a sentence
- ❑ When given a sound, write the letter for the sound
- ❑ Use sound knowledge to spell simple words
- ❑ Understand and use new words learned through reading
- ❑ Put words into groups (shapes, food, animals)
- ❑ Understand opposites (up/down; in/out)
- ❑ Tell the difference between words with similar meanings (walk, march, strut, prance)

Understanding and Talking about Stories

- ❑ Ask and answer questions about important details
- ❑ Retell a story in one’s own words
- ❑ Tell the main idea and important details
- ❑ Tell where the story happened (setting), who was in the story (characters), and the big events (plot)
- ❑ Understand there are different types of written texts – stories, poems, magazines, and informational books
- ❑ Understand that the author writes the book and the illustrator creates the pictures
- ❑ Understand that the words and pictures go together
- ❑ Understand how characters, topics, and stories are the same and how they are different
- ❑ Participate in group reading activities

Kindergarten Math Standards

Counting and Cardinality

- Count to 100 by ones and tens
 - 1,2,3,4,5...in order to 100 and 10,20,30,40,50...to 100
- Count on by any given number (instead of having to begin with 1)
 - For example, the student will count on from 14 to 25
- Write numbers 0 to 20
 - The student will write numerals with correct formation
- When counting objects say the number names that represent that group of objects
 - The student will count and scoop, count and touch, count and check, or use a ten frame when counting objects and the last number said should represent how many are in that group
- Given a number from 1-20, student can count out that many objects
- Compare two groups of objects up to ten using greater than, less than, or equal to
 - For example, when a student is given 2 hearts and 4 stars the student will tell that 2 hearts are less than 4 stars or 4 stars are greater than 2 hearts or given 3 hearts and 3 stars the student will tell that the objects are equal to
- Compare written numbers up to ten using greater than, less than, or equal to

Operations and Algebraic Thinking

- Represent addition and subtraction using objects, drawings, fingers, mental images, etc.
- Solve addition and subtraction word problems within ten
- Manipulate numbers less than 10 into groups in more than one way ($5 = 2 + 3$ and $5 = 4 + 1$)
- Make ten using any number from 1 to 9. ($1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, $5 + 5$)
- Fluently add and subtract within 5

Number and Operations in Base Ten

- Compose and decompose numbers from 11 to 19 into tens ones and additional ones
 - For example, to compose the student can tell that 10 and 5 is 15, and to decompose the student can break apart 15 as 10 and 5

Measurement and Data

- Describe attributes of objects using length or weight
 - The student will tell if an object is longer, shorter or equal to another object Example: the pencil is shorter than the ruler
- Compare two objects with same attributes using "more of" or "less of" Example: Compare the height of two children, and describe one child as taller or shorter
- Classify objects in given categories, count number in each category; sorting objects up to 10
 - The student will group objects by color, size, and/or shape and count the objects in each category

Geometry

- Describe objects in the environment using above, below, beside, in front of, behind, and next to
 - The student use the words above, below, beside, in front of, behind, and next to, to describe the position of an object Example: the ball is below the table
- Name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
 - The student will name the following two dimensional shapes: squares, circles, triangles, rectangles, and hexagons
- Identify two- and three- dimensional shapes
 - The student will name the following three dimensional shapes: cubes, cones, cylinders, and spheres
- Compare two- and three-dimensional shapes using number of sides, vertices, length or corners
 - The student will tell how two dimensional and three dimensional shapes are the same and how they are different
- Model shapes in the world by building shapes from real world objects and drawing shapes
 - The student will use shapes to build objects Example: use triangles, rectangles, circles and squares to build a train
- Compose simple shapes to form larger shapes (Joining two triangles with full sides touching to make a rectangle)



First Grade Reading Standards

Understanding Printed Text

- ❑ Understand that the first word of a sentence has a capital letter
- ❑ Understand a sentence ends with a period, exclamation, or question mark

Understanding of Spoken Words

- ❑ Tell if a vowel sound is short or long (cap/cape)
- ❑ Put together and take apart sounds in simple words, including consonant blends (f-l-a-g = flag; "flag" = f-l-a-g)
- ❑ Tell the beginning, middle, or ending sound in simple words

Understanding of Written Words

- ❑ Understand that sometimes two letters can make one new sound (digraphs: sh, ch, th)
- ❑ Read simple one syllable words (cat, dog, sit, etc.)
- ❑ Understand that words such as cake, bike, rope, and mule end with a silent e and have a long vowel sound (Vowel-Consonant-e)
- ❑ Read words with common vowel teams (ea, ee, oo, oa, ai, ay)
- ❑ Understand that every syllable has a vowel sound
- ❑ Read basic two syllable words
- ❑ Read words with common endings such as -er, -ed, -ing
- ❑ Read first grade sight words
- ❑ Read and understand books (fiction and non-fiction) on a first grade level
- ❑ Read words in a text accurately and smoothly

Understanding and Talking About Fiction and Non-Fiction Text:

- ❑ Ask and answer questions about important details in stories or to help with understanding of new words
- ❑ Make a prediction about a story using clues from the story (What will happen next?)
- ❑ Retell a story
- ❑ State the main topic and important details
- ❑ Tell where the story happened, who was in the story, and the story's big events
- ❑ Tell which words in a story describe feelings or appeals to the senses (crunching leaves appeals to hearing; cinnamon apples appeals to tasting)
- ❑ Tell the difference between books that tell stories (fiction) and books that give information (non-fiction)
- ❑ Talk about who is telling the story
- ❑ Use the pictures and details from a story to tell about the characters (who is in the story), setting (where the story takes place), and events
- ❑ Tell how the events in fiction and non-fiction texts are alike and how they are different
- ❑ Use text features (headings, table of contents, captions, glossary) to find information in texts
- ❑ Tell the reasons an author gives to support points in a non-fiction text

Writing

- ❑ Write to give an opinion (how a student feels about a topic or book) with organization (introduction, tell your opinion, give a reason for your opinion, and a closing statement)
- ❑ Write a simple poem
- ❑ Write to explain a topic using organization (name the topic, give some facts, and a closing statement)
- ❑ Write to tell a story using organization (introduce the story, tell at least two events in order, use words such as first, next, then, last, and have a closing statement)
- ❑ Work with classmates to improve a written project
- ❑ With help from an adult, work with classmates to write and publish texts on a computer
- ❑ Take part in a group research project

Speaking and Listening

- ❑ Follows rules of conversation: Listens to others, takes turns in conversations, adds information and asks questions about the topic
- ❑ Ask for help or information
- ❑ Participate in group discussions
- ❑ Use drawings, writings and pictures to tell about ideas, feelings, and events
- ❑ Speak in complete sentences

Language

- ❑ Use words correctly when writing and speaking
- ❑ Use upper and lowercase letters correctly
- ❑ Use common, proper, and possessive nouns

First Grade Math Standards

Operations and Algebraic Thinking

- Use addition and subtraction within 20 to solve word problems
- Add and subtraction within 20 using fluency, counting on, and making 10
- Understand the equal sign ($=$)
- Determine the unknown number ($8 + ? = 11$) and ($11 - ? = 3$)

Numbers and Operations in Base Ten

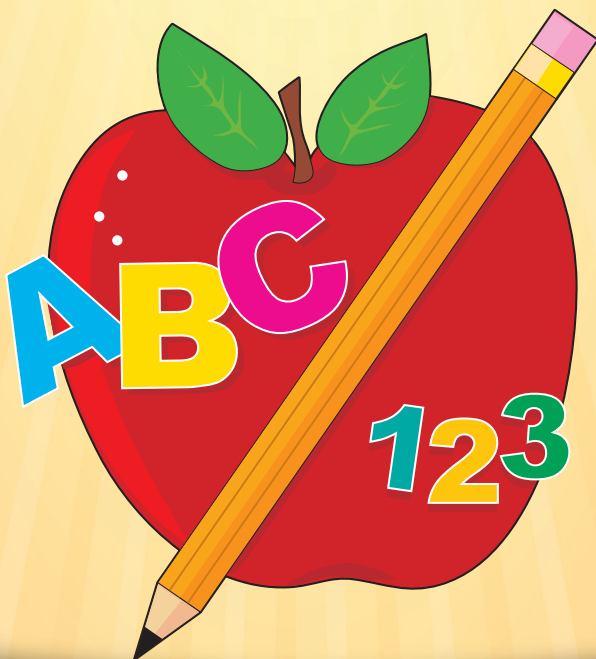
- Count up to 120, starting at any given numbers and write number to represent objects
- Understand two digit numbers are composed of ones and tens
- Compare two digit numbers using $< > =$
- Add within 100, including a two-digit number and a one-digit number
- Mentally add 10 more or 10 less to a given number

Measurement and Data

- Compare up to three objects in length; compare the lengths of two objects indirectly by using a third object
- Tell and write time in hour and half hour
- Organize, represent, and interpret data with up to three categories

Geometry

- Build and draw shapes supporting the attributes
- Build or compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles)
- Compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create composite shapes
- Divide circles and rectangles into two and four equal shares (halves, fourths, quarters)



Second Grade Reading Standards

Understanding of Written Words

- ❑ Read simple words with long and short vowels
- ❑ Read words with common vowel teams (ea, ee, oo, oa, ai, ay)
- ❑ Read simple two syllable words with long vowels
- ❑ Read words with prefixes and suffixes (rework, unhappy, careful, painless)
- ❑ Read words with uncommon spellings (laugh, thought, dough, light, eight)
- ❑ Read common second grade sight words
- ❑ Read words in a text accurately and smoothly

Understanding, Reading, and Talking About Fiction and Non-Fiction Text

- ❑ Ask and answer questions about a text (who, what, where, when, how)
- ❑ State the main topic and important details
- ❑ Retell stories, fables, and folktales from different cultures and tell their lesson or moral
- ❑ Tell how the characters respond to what happens in the story
- ❑ Tell how words and phrases give rhythm and meaning to a story, poem, or song (rhymes, alliteration, repeated lines)
- ❑ Tell the beginning, middle, and end of a story
- ❑ Understand that characters in a story have different points of view
- ❑ Use the authors words and illustrations to better understand what's happening in the story
- ❑ Tell how two versions of the same story or topic are alike and different
- ❑ Read fiction and non-fiction texts on a second grade level
- ❑ Tell the connection between a series of events in a non-fictional text
- ❑ Use text features (headings, table of contents, captions, glossary) to find information in texts
- ❑ Tell why the author used diagrams, photographs, etc. to help understand the text
- ❑ Tell the reasons an author gives to support points in a non-fiction text

Writing

- ❑ Write to give an opinion (how a student feels about a topic or book) with organization (introduction, tell your opinion, use linking words to connect opinion, give reasons for your opinion, and a concluding statement)
- ❑ Write a free-verse poem
- ❑ Write to explain a topic using organization (name the topic, give some facts, and a concluding statement)
- ❑ Write to tell a story using organization (introduce the story, include details thoughts and feelings, use words such as first, next, then, last, and have a closing statement)
- ❑ Work with classmates and adults to revise and edit a written project
- ❑ With help from an adult, work with classmates to write and publish texts on a computer
- ❑ Take part in a group research project and writing project
- ❑ Recall information from experiences or gather information from provided sources to answer a question

Speaking and Listening

- ❑ Follows rules of conversation: Listens to others, takes turns in conversations, adds information, and asks questions about the topic
- ❑ Ask for help or information
- ❑ Participate in group discussions
- ❑ Use drawings, writings, and pictures to tell about ideas, feelings, and events, and create audio recordings
- ❑ Speak in complete sentences

Language

- ❑ Use words correctly when writing and speaking
- ❑ Use upper and lower case letters correctly in cursive
- ❑ Use common, proper, plural, and possessive nouns, reflexive pronouns, past tense of irregular verbs, adjectives, and adverbs

Second Grade Math Standards

Understanding Place Value

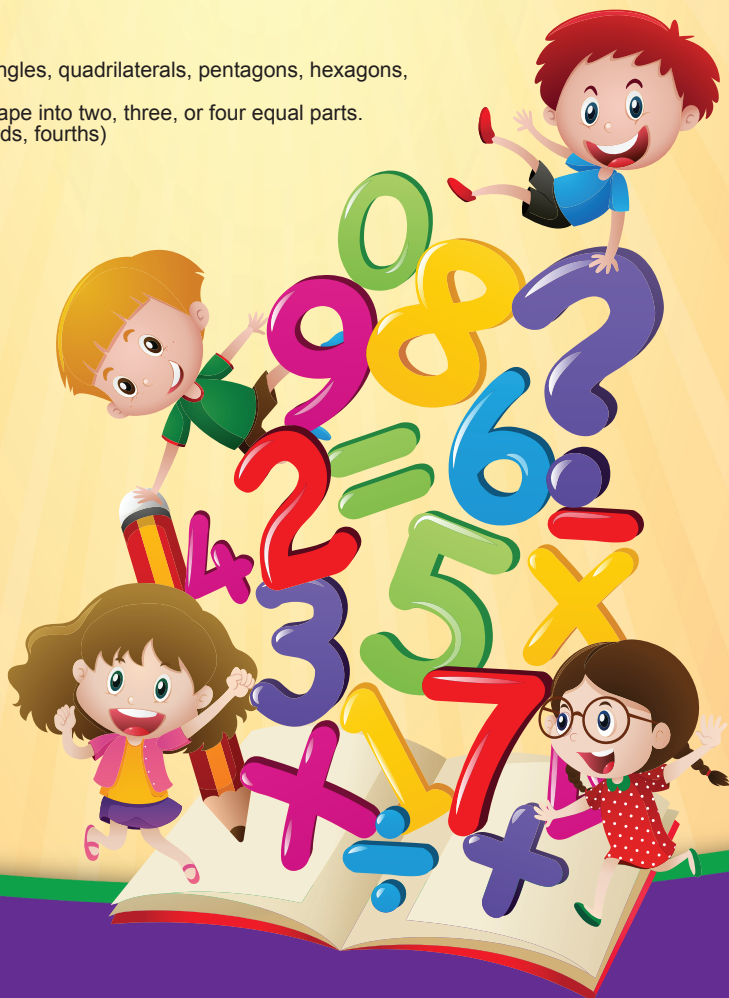
- Add and Subtract up to 100 to solve word problems
- Know all addition and subtraction facts within 20
- Identify odd and even numbers up to 20
- Work with equal groups of objects to understand basic multiplication
- Understand the value of a three digit number (hundreds, tens, and ones)
- Skip-count by 5s, 10s, and 100s within 1,000
- Read and write numbers up to 1000 using base ten blocks, number names, and expanded form
- Comparing three-digit numbers using greater than, less than, and equal to
- Add and Subtract two and three digit numbers with and without re-grouping within 1000

Measurement and Data

- Measure the length of an object using inches, feet, centimeters, and meters
- Tell time to the nearest five minutes
- Identify, count, and recognize money
- Count a variety of coins in a group up to \$1.00
- Read graphs (picture graph, bar graph, line plot) and use information to solve problems

Geometry

- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes
- Divide a shape into two, three, or four equal parts. (halves, thirds, fourths)





A Community Initiative of the Following Partners:

Community Action Partnership of North Alabama

Decatur City Schools

Decatur City Schools Foundation

Decatur-Morgan County Chamber of Commerce

Decatur Public Library

Hartselle City Schools

Morgan County Schools

Morgan County Schools Foundation

Quality Education Committee

For more information contact:

**DECATUR-MORGAN COUNTY
CHAMBER OF COMMERCE**

AT (256) 353-5312