Critical Skills for Promotion
Kindergarten
Reading/English Language Arts
Students must attain (70%-75%) of Critical Standards

Reading: Foundational Skills

RF.K.1. Demonstrate understanding of the organization and basic features of print.

RF.K.1a. Follow words from left to right, top to bottom, and page by page.

RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1c. Understand that words are separated by spaces in print.

RF.K.1d. Recognize and name all uppercase and lowercase letters of the alphabet.

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2a. Recognize and produce rhyming words.

RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.4. Read emergent-reader texts with purpose and understanding.

English Language Arts

L.K.1a. Print many uppercase and lowercase letters.

L.K.2a. Capitalize the first word in a sentence and the pronoun "I".

L.K.2b. Recognize and name end punctuation.

L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Critical Skills for Promotion
Kindergarten
Mathematics
Students must attain (70%-75%) of Critical Standards

K.CC.A Know number names and the count sequence
K-CC1 Count to 100 by ones and by tens.

K-CC2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K-CC3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20

      (with 0 representing a count of no objects).

K.CC.B Count to tell the number of objects
K-CC4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K-CC4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K-CC4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K-CC4c. Understand that each successive number name refers to a quantity that is one larger.

K-CC5 Count to answer "how many'" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

K.CC.C Compare Numbers
K-CC6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies-(Include groups with up to ten objects).

K-CC7 Compare two numbers between 1 and 10 presented as written numerals.

K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K-OA1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)

K-OA3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation
(e.g., 5 = 2 + 3 and 5 = 4 + 1).

K-OA5 Fluently add and subtract within 5.

K.NBT.A Work with numbers 11-19 to gain foundations of place value
K-NBT1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

K.MD.B Classify objects and count the number of objects in categories.

K.G.A. Identify and describe shapes

K-G2 Correctly name shapes regardless of their orientations or overall size.

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic, and retell key details.

RF.1.1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization and ending punctuation).

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.
b. Decode regularly spelled one-syllable words.
c. Know final –e and common vowel team conventions for representing long vowel sounds.

d. Not Applicable

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Not Applicable

g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

    a.   Read on-level text with purpose and understanding.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

    a.   Print all uppercase and lowercase letters.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

    a.   Capitalize dates and names of people.

    b.   Use end punctuation for sentences

    c.   Not Applicable

    d.   Not Applicable

    e.   Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Decatur
City Schools

Critical Skills for Promotion
First Grade

Mathematics

Students must attain (70%-75%) of Critical Standards

1.OA.A Represent and solve problems involving addition and subtraction.
1-OA1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1-OA2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.

1-OA3. Apply properties of operations as strategies to add and subtract.

1-OA4. Understand subtraction as an unknown-addend problem (*e.g. Subtract 10-8 by find the number that makes 10 when added to 8*).

1.OA.C Add and subtract within 20.

1.OA.5 Relate counting to addition and subtraction (e.g. by counting on from a number).

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 – 4 = 13 – 3 – 1 = 10 – 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 – 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.D Work with addition and subtraction equations.

1-OA7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Which of the following equations are true and which are false?

 Examples: $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$

1.NBT.A Extending the counting sequence

1.NBT.1 Count to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral.

1.NBT.B Understand place value.

1.NBT.2 Understand that the 2 digits of a 2-digit number represent amounts of tens and ones. Understand the following as special cases:

        a. 10 can be thought of as a bundle of ten ones—called a "ten."

        b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

        c. The numbers 10, 20, 30,. 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3 Compare two 2-digit numbers based on meaning of the tens and ones digits, recording the results using the following symbols <, > and =.

1.NBT.C Use place value understanding and properties of operations to add and subtract.

1.MD.A Measure lengths indirectly and by iterating length units.

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size);build and draw shapes to possess defining attributes.

1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three- dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6; 7 = 8 – 1; 5 + 2 = 2 + 5; 4 + 1 = 5 +2.*

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8+?= 11; 5=?–3; 6+6=?.*