


What Kindergarten Needs to Know for First Grade

Math

- ✓ Children need to count to 100.
- ✓ Children must be able to identify what number comes next in a series. An example of this is: 27, 28, __ 30.
- ✓ Children need to match numbers to items. This means they understand grouping objects.
- ✓ Children need to put numbers in order from 1 – 30.
- ✓ Children need to recognize numbers in any number from 1 – 30.
- ✓ Children need to understand the concept of less than, more than, and equal to.
- ✓ Children must be able to do single digit addition.
- ✓ Children must be able to do single digit subtraction.
- ✓ Children will be required to skip count by 5's and 10's to 100.
- ✓ Children must understand and be able to use ordinal numbers in terms of position. Some examples of ordinal numbers are: first, second, third, and fourth.
- ✓ Children need to identify shapes and colors.
- ✓ Children will need to be able to use objects to compare capacity, size, length, and weight.
- ✓ Children will need to be able to identify time to the nearest hour, both in digital and analog time.
- ✓ Children must recognize the months of the year and days of the week.
- ✓ Children are required to identify and count coins. This includes: pennies, dimes, nickels, and quarters.
- ✓ Children will be able to create and recognize patterns.

What Every Kindergartener Needs to Know in Reading for First Grade

- ✓ Name the capital and small letters of the alphabet and know the sounds they make.
- ✓ Can recognize, say and hear rhyming words by changing the first letter in a word. (Example: man, Dan, and can)
- ✓ Understand the difference between letters, words, and sentences.
- ✓ Can write their first and last name.
- ✓ Can properly write and space letters.
- ✓ Can create and write simple sentences and stories.
- ✓ Can read and write common sight words and also words that can be sounded out.
- ✓ Answer and ask questions about what happens in the story.
- ✓ Think and talk about what might happen next in the story.
- ✓ Know a story has a beginning, middle, and end.
- ✓ Retell a story.
- ✓ Know the parts of the book (Example: cover, title, and who wrote the book).
- ✓ Know the consonant letter sounds.
- ✓ Know the vowel letter sounds.
- ✓ Know how to follow directions.
- ✓ Can count to 100.
- ✓ Can recognize numbers up to 30.
- ✓ Can match numbers to objects. (Ex. Match the number 3 to a picture of 3 circles)
- ✓ Know their basic colors (brown, red, orange, white, purple, yellow, green, blue, and black) and basic shapes. (square, triangle, rectangle, circle, oval, diamond, heart)
- ✓ Is able to copy and continue patterns.
- ✓ Is able to make own pattern.
- ✓ Plays well with other children.
- ✓ Speaks loudly and clearly.



The following is a list of some accomplishments that you can expect of your child by the end of kindergarten. This list is based on research in the fields of reading, early childhood education, and child development. Remember, though, that children don't develop and learn at the same pace and in the same way. Your child may be more advanced or need more help than others in her age group. You are, of course, the best judge of your child's abilities and needs. You should take the accomplishments as guidelines and not as hard-and-fast rules. If you have concerns about your child's reading development, talk to his teacher.

Books and print

By the end of kindergarten, a child . . .

- Knows the parts of a book and how books are held and read
- Identifies a book's title and understands what authors and illustrators do
- Follows print from left to right and from top to bottom of a page when stories are read aloud
- Understands the relationship between print and pictures
- Understands that the message of most books is in the print and not the pictures

The alphabet

By the end of kindergarten, a child . . .

- Recognizes the shapes and names of all the letters in the alphabet (both uppercase and lowercase letters)
- Writes many uppercase and lowercase letters on his own

Sounds in spoken language

By the end of kindergarten, a child . . .

- Understands that spoken words are made up of separate sounds
- Recognizes and makes rhymes
- Identifies words that have the same beginning sound
- Puts together, or blends, spoken sounds into simple words

Phonics and word recognition

By the end of kindergarten, a child . . .

- Knows a number of letter-sound relationships
- Understands that the order of letters in a written word represents the order of sounds in a spoken word
- Recognizes some common words on sight, such as *a, the, I, said, you, is, are*

Reading

By the end of kindergarten, a child . . .

- Listens carefully to books read aloud
- Asks and answers questions about stories
- Uses what he already knows to help him understand a story
- Predicts what will happen in a story based on pictures or information in the story
- Retells and/or acts out stories
- Knows the difference between "made-up" (fiction) and "real" (nonfiction) books and the difference between stories and poems

Spelling and writing

By the end of kindergarten, a child . . .

- Uses phonemic awareness and letter knowledge to spell and write words
- Begins to spell some words correctly
- Writes his own first and last name and the first names of some friends, classmates, or family members
- Writes some letters and words as they are said to her

Vocabulary and knowledge of the world

By the end of kindergarten, a child . . .

- Plays with and is curious about words and language
- Uses new words in her own speech
- Knows and uses words that are important to school work, such as the names for colors, shapes, and numbers
- Knows and uses words that are important to daily life, such as street names and addresses and names for community workers

*The main source for this list
of accomplishments is
Preventing Reading Difficulties
in Young Children.*

*For more information about this
book, see Suggested Reading in
the back of this booklet.*