



**Understanding Your Child's Progress:
A Guide for
First Grade Parents
(Dual Language Programs)
2025-2026**



CHARACTERISTICS OF A SUCCESSFUL LEARNER

Exhibit trustworthiness

In CCISD, successful learners act with honesty, integrity, and loyalty. "Exhibit trustworthiness" means each student understands the importance of telling the truth, being reliable, and honoring commitments to self and others.

Demonstrate respect for others

In CCISD, successful learners use kind words, listen with an open mind, resolve conflict peacefully, and value diversity. "Demonstrate respect for others" means each student understands the importance of unconditional acceptance of self and others.

Demonstrate self-direction and responsibility

In CCISD, successful learners come prepared, participate, and accept personal ownership of their actions. "Demonstrate self-direction and responsibility" means each student understands the impact of personal choices and actions on self and others.

Display fairness and cooperation

In CCISD, successful learners play by the rules and share with others. "Display fairness and cooperation" means each student understands the importance of considering the feelings and needs of others and being inclusive of all.

Care for others

In CCISD successful learners help others, show empathy, and display tolerance. "Care for others" means each student understands the importance of kindness and empathy toward self and others.

Demonstrate citizenship

In CCISD, successful learners contribute to the well-being of their home, school, community, and country. "Demonstrate citizenship" means each student understands the importance of volunteerism and collaboration in achieving personal and communal goals.



EXPLANATION OF THE SYSTEM

A standards-based report card communicates a learner's proficiency level as he/she progresses toward meeting state and district standards. Learning standards are the academic skills your child should know or be able to do by the end of the school year. Standards-based grading is one way for CCISD to ensure that learners are prepared for the next grade level. Standards-based report cards give a grade for each learning goal, so learners receive multiple grades in each subject area. Behavior and work habits, referred to as "Characteristics of a Successful Learner," are graded separately to provide an accurate picture of your child's academic achievement.

CCISD has moved to the standards-based grading system in an effort to give students and parents more information about the areas in need of improvement. The traditional grading system combines many elements – test scores, quizzes, completed homework, classroom participation, extra credit – and averages the grading period's work into a percentage that correlates to a letter grade. The CCISD standards-based learning system is designed to identify specific learning gaps and academic needs, allowing learners, teachers, and parent time to work together to enable progress.

On the CCISD report card, there is a scale with descriptors to denote levels of achievement:

- 1 – Developing proficiency
- 2 – Approaching grade level standard
- 3 – Meets grade level standard
- 4 – Exceeds grade level standard

For each nine weeks you will see *district targets* and your child's progress. The ***district target*** lets you know at what level students are expected to be performing. The nine-week columns let you know exactly where ***your*** child is performing on that standard. If the district target and student progress are the same, your child is performing exactly as they should. If your student's progress is slightly lower, learning progression information in this Guide will be used to help identify specific areas in which to work. Each teacher will also be reviewing these progressions with the same goal in mind. If your child's progress is higher than the district target, your child is performing "above level" for that standard.

Student ownership of learning is very important in CCISD. This system allows for each learner to make choices, set goals, and drive their own learning, with a constant focus on the grade level standards. By the end of the school year, level 3 - meets grade level standard - is the target for every learning standard.



Spanish Language Arts

Using Vocabulary and Metacognitive Skills to Deepen Comprehension

Target	Expected Progress	TEKS	1 st Grade Priority Topic 1: Using Vocabulary and Metacognitive Skills to Deepen Comprehension
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	1.3B 1.6E 1.6F 1.6G 1.6H	Meets grade level standards for the skills listed below: The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop, and deepen comprehension of increasingly complex texts (<i>read, heard, or viewed</i>) by: • using illustrations and texts, the student is able to read and hear to learn or clarify word meanings • making inferences and using evidence to support understanding with adult assistance • evaluating details to determine what is most important with adult assistance • synthesizing information to create new understanding with adult assistance • making connections to personal experiences, ideas in other texts, and society with adult assistance
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- *What is your reading goal?*
- *What do you think _____ means from the story?*
- *Has this ever happened to you?*
- *What connection do you have to the story?*
- *Why do you think _____ happened? How do you know?*

FIRST PRIORITY TOPIC: Using Vocabulary and Metacognitive Skills to Deepen Comprehension

The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop, and deepen comprehension of increasingly complex texts (*read, heard, or viewed*) by:

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Making Connections <i>The student is <u>often</u> able with adult support:</i> * make connections	Making Connections <i>The student is <u>often</u> able with adult support:</i> *make connections between: - texts and self (personal experiences) - two or more texts	Showing Growth Toward 3.0 Target	Making Connections <i>The student is <u>able</u> with adult support:</i> *make connections between: - texts and self (personal experiences) - two or more texts	Making Connections <i>The student is <u>independently</u> able to:</i> *make connections between: - texts and self (personal experiences) - two or more texts
	Inferencing <i>The student is <u>often</u> able with adult support:</i> *makes inferences using: - schema (background knowledge) - personal experiences as evidence to support understanding - but not text evidence		Inferencing <i>The student is <u>able</u> with adult support:</i> *makes inferences using: - schema - personal experiences - text evidence	Inferencing <i>The student is <u>independently</u> able to:</i> *makes inferences using: - schema - personal experiences - text evidence
	Context Clues <i>The student is <u>often</u> able with adult support:</i> *Uses pictures and text to discover meanings of unknown words		Context Clues <i>The student is <u>able</u> with adult support:</i> *Uses pictures and text to discover meanings of unknown words	Context Clues <i>The student is <u>independently</u> able to:</i> *Uses pictures and text to discover meanings of unknown words
	Evaluate <i>The student is <u>often</u> able with adult support:</i> *evaluates details to determine what is most important with adult assistance		Evaluate <i>The student is <u>able</u> with adult support:</i> *consistently evaluates details to determine what is most important	Evaluate <i>The student is <u>independently</u> able to:</i> *consistently evaluates details to determine what is most important
	Synthesize <i>The student is <u>often</u> able with adult support:</i> *use details from the text to: - determine key ideas - make inferences - generate new ideas		Synthesize <i>The student is <u>able</u> with adult support:</i> *use details from the text to: - determine key ideas - make inferences - generate new ideas	Synthesize <i>The student is <u>independently</u> able to:</i> *use details from the text to: - determine key ideas - make inferences - generate new ideas
SUCCESS CRITERIA FOR MEETS GRADE LEVEL STANDARD FOR METACOGNITIVE SKILLS TO DEEPEN COMPREHENSION. <i>The student can:</i> - Use illustrations and texts, the student is able to read and hear to learn or clarify word meanings - Make inferences and using evidence to support understanding with adult assistance - Evaluate details read to determine what is most important with adult assistance - Synthesize information to create new understanding with adult assistance - Make connections to personal experiences, ideas in other texts, and society with adult assistance				

Genre Characteristics: Literary

Target	Expected Progress	TEKS	1 st Grade Priority Topics 2: Genre Characteristics: Literary
4.0			Exceeds grade level standards for the skills listed on the 3.0 target
3.0 	3 rd or 4 th Nine Weeks	1.7B 1.7C 1.7D 1.8B 1.8C 1.10A	Meets grade level standards for the skills listed below: The student is able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts by: - describing plot elements, including the main events, the problem, and the resolution - describing the main character (s) and the reason (s) for their actions - writing brief comments - discussing the author's purpose for writing a text - using text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target
0.5			With help, demonstrate a partial understanding of the 1.0 content

Questions to Ask Your Child at Home:

- What is your reading goal?
 - Who is the story about? Where did the story take place?
 - What did the main character do? Why?
 - What happened in the story?
 - What was the big problem? How was it solved?
 - Why do you think the author wrote this text? What do they want us to understand?
- *Follow up to each question—Where in the story does it tell you that? How do you know?

1ST GRADE PRIORITY TOPIC: Genre Characteristics: Literary

The student will be able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. **Evidence learning for this progression is collected from assigned literary texts that have been read, heard, or viewed.**

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Characters and Plot: <i>The student is able to:</i> * Describes one or two physical characteristics of the main character * States a generic reason for the main character's action (He was sad.) In a text read aloud, identifies basic plot elements of a story, possibly referring to the pictures • Characters • Events (may not be most important events)	Characters and Plot: <i>The student is able to:</i> * Give one to two descriptors of the physical characteristics of the main character(s) and name how the character feels * Names a specific reason behind the main character(s) actions and explain it clearly In a text read aloud, retells some plot elements of a story, possibly referring to the pictures • Characters • Setting • Main events • Problem • Resolution	Showing Growth Toward 3.0 Target	Characters and Plot: <i>The student is able to:</i> * Describe the physical characteristics of the main character(s) and articulate the feelings of the character(s) in detail * Name at least one reason behind the main character(s) actions, explain it clearly and use text evidence In a text read aloud and independently, retells most plot elements in a story read aloud, possibly referring to the pictures, including: • Characters • Setting • Main Events • Problem • Resolution • Theme	Characters and Plot: <i>In an independently read text, the student is able to:</i> * Describe the physical characteristics of the main character(s) and articulate the feelings of the character(s) in detail * Name at least one reason behind the main character(s) actions, explain it clearly and use text evidence In an independently read text, the student analyzes (breaks down) the plot and discusses how each part is important to the whole story.
Responding to Texts: The student describes, draws, or writes the events in a story in any order. <i>The student is able to:</i> * Write brief comments, using a sentence stem, on literary texts * Requires teacher prompting and support to complete the task.	Responding to Texts: The student retells, draws, or writes all key events in a story, in chronological order, but does not use transition words. <i>The student is able to:</i> * Write brief comments, using a sentence stem, on literary texts independently * Limited on the types of responses he/she provided		Responding to Texts: The student retells, draws, or writes all key events in a story, in sequential order, using transition words. <i>The student is able to:</i> * Write brief comments, using a sentence stem, on literary texts independently * Variety of formats	Responding to Texts: The student retells, draws, or writes all key events in a story, in sequential order, using transition words in a text read independently. The student is able to: * Write brief comments on literary texts independently * Variety of formats that demonstrate an understanding of the text
	Author's Purpose: <i>With adult assistance, the student:</i> * Inconsistently uses a verb to name the author's purpose * Provides one characteristic of literary text (narrative, classic literature, and/or poetry) as text evidence		Author's Purpose: With adult assistance, the student consistently: * Consistently uses a verb to name the author's purpose * Discusses multiple characteristics of literary text (narrative, classic literature, and/or poetry) as text evidence	Author's Purpose: Without adult assistance, the student consistently: * Uses a verb to name the author's purpose * Discusses multiple characteristics of literary text (narrative, classic literature, and/or poetry) as text evidence

SUCCESS CRITERIA FOR LITERARY ELEMENTS

The student can:

- Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance
- Identify and describe the main character(s)
- Write brief comments
- Discuss the author's purpose for writing a text
- Use text evidence to support an appropriate response

Genre Characteristics: Informational and Persuasive

Target	Expected Progress	TEKS	1 st Grade Priority Topics 3: Genre Characteristics: Informational and Persuasive
4.0			Exceeds grade level standards for the skills listed on the 3.0 target
3.0 	3rd or 4th Nine weeks	1.9(D)i 1.9E 1.7B 1.10A 1.7C	Meets grade level standards for the skills listed below: The student is able to recognize and analyze characteristics of informational and persuasive texts recognize characteristics and structures of informational text, including: - identifying the central idea of informational texts and providing supporting evidence with adult assistance - stating what the author is trying to persuade the reader to think or do in persuasive texts with adult assistance - writing brief comments on informational texts - discussing the author's purpose for writing a text - using text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your reading goal?
- What did you learn from the text? Where did you find it?
- What does the author want us to learn? How do you know?
- Was the author trying to convince us of something? (ex: we should recycle more, save the rainforest, etc.)

1ST GRADE PRIORITY TOPIC: GENRE CHARACTERISTICS: Informational and Persuasive

The student is able to recognize and analyze characteristics of informational and persuasive texts and recognize characteristics and structures of informational text. **Evidence learning for this progression is collected from assigned informational texts that have been read, heard, or viewed.**

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Central Idea and Supporting Details: With adult assistance, the student is able to: * Identify the topic of the text * Details with prompting	Central Idea and Supporting Details: With adult assistance, the student is able to: * Identify the topic or central idea of the text and may refer to text features * Supporting details and may refer to text features	Showing Growth Toward 3.0 Target	Central Idea and Supporting Details: With adult assistance, the student is able to: * Identify central idea of the text and may refer to text features * Supporting details and may refer to text features * Gains information by using titles and simple text features	Central Idea and Supporting Details: Without adult assistance, the student is able to: * Identify central idea of the text and may refer to text features * Supporting details and may refer to text features * Gains information by using titles and simple text features
	Author's Purpose: With adult assistance, the student: * Inconsistently uses a verb to name the author's purpose * Provides one characteristic of informational text (persuasive, literary nonfiction, and nonfiction) as text evidence With adult assistance, the student: * Identify that a text is persuasive * Can state what the author is trying to persuade them to think or do		Author's Purpose: With adult assistance, the student: * Consistently uses a verb to name the author's purpose * Discusses multiple characteristics of informational text (persuasive, literary nonfiction, and nonfiction) as text evidence With adult assistance, the student: * Identify that a text is persuasive * Can state what the author is trying to persuade them to think or do * Explain how they know	Author's Purpose: Without adult assistance, the student consistently: * Uses a verb to name the author's purpose * Discusses multiple characteristics of informational text (persuasive, literary nonfiction, and nonfiction) as text evidence Without adult assistance, the student: * Identify that a text is persuasive * Can state what the author is trying to persuade them to think or do * Explain how they know
Responding to Text: The student is able to: * Write brief comments, using a sentence stem, on informational texts * Requires teacher prompting and support to complete the task.	Responding to Text: The student is able to: * Write brief comments, using a sentence stem, on informational texts independently * Limited on the types of responses he/she provided		Responding to Text: The student is able to: * Write brief comments, using a sentence stem, on informational texts independently * Variety of formats	Responding to Text: The student is able to: * Write brief comments on informational texts independently * Variety of formats that demonstrate an understanding of the text

SUCCESS CRITERIA FOR INFORMATIONAL AND PERSUASIVE TEXTS

The student can:

- Identify the central idea of informational texts and provide supporting evidence with adult assistance
- State what the author is trying to persuade the reader to think or do in persuasive texts with adult assistance
- Write brief comments
- Discuss the author's purpose for writing a text
- Use text evidence to support an appropriate response

Foundational Skills

Target	Expected Progress	TEKS	1 st Grade Priority Topics 4: Foundational Skills
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3rd or 4th Nine weeks	1.2C(i) 1.2C(ii)	Meets grade level standards for the skills listed below. The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell by: Spelling and reading words with syllabic patterns such as: a, e, i, o, u, m, p, t, l, s, n, f, d, b, v, ga, go, gu, j, ca, co, cu, z, y, ll, r, rr, ñ, k, w, x, h, ch, <i>sílabas cerradas</i>
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- How do you read words you do not recognize? How do you figure it out?
- Can you spell _____?
- How do you know when to spell words with “ll” or “ch” patterns?
- How do you know when to spell a word with sílabas cerradas (closed syllables concha, manta, monte, morder)?

1ST GRADE PRIORITY TOPIC: Foundational Skills

The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the first nine weeks. Decoding and Encoding: Words with syllables with m, p, t, l, s, n, f, d	Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the second nine weeks Decoding and Encoding Words with syllables with m, p, t, l, s, n, f, d, b, v, ga, go, gu, j, ca, co, cu, z, y, ll	Showing Growth Toward 3.0 Target	Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the third and fourth nine weeks Decoding and Encoding Words with syllables with m, p, t, l, s, n, f, d, b, v, ga, go, gu, j, ca, co, cu, z, y, ll, r, rr, ñ, k, w, x, h, ch, silabas cerradas	Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the fourth nine weeks and extends learning with enrichment. Decoding and Encoding Words with syllables with silent h, que, qui, gue, gui, güe, güi, ce, ci, ge, gi, diphthongs, hiatus, common prefixes, and suffixes, silabas trabadas con l y r

SUCCESS CRITERIA FOR FOUNDATIONAL SKILLS

The student can:

a, e, i, o, u, m, p, t, l, s, n, f, d, b, v, ga, go, gu, j, ca, co, cu, z, y, ll, r, rr, ñ, k, w, x, h, ch, **silabas cerradas** (CVC)

*Evidence will be collected utilizing "Evaluaciones semanales de fonética", small groups, and assessments, including the mid-year and end-of-year check. Additionally, students should demonstrate evidence of previously taught phonics skills in other subjects through writing.

Writing

Target	Expected Progress	TEKS	1 st Grade Priority Topic 5: Writing
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	1.11A 1.11B 1.11C 1.11D (i), (xi)	Meets grade level standards for the skills listed below. The student is able to recursively use the writing process to compose multiple legible texts, use appropriate conventions, and reflect genre characteristics. • Plan a first draft by generating ideas for writing, such as drawing and brainstorming • Develop drafts in oral, pictorial, or written form by ○ organizing with structure; and ○ developing an idea with specific and relevant details • Revise drafts by adding details in pictures or words. • Edit drafts by using complete sentences • Edit drafts by using past and present tense verbs. • Edit drafts by using the correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your goal in writing?
- What are you currently writing about? What is your topic?

*Practice speaking in complete sentences with subject-verb agreement to help develop clear and concise communication.

FIRST PRIORITY TOPIC: Writing				
The student is able to use the writing process recursively to compose multiple texts that are legible, use appropriate conventions, and reflect genre characteristics.				
DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Plan <i>With adult assistance, the student is able:</i> *to plan a first draft by generating on-task ideas by drawing OR brainstorming	Plan <i>The student is partially able:</i> *to plan a first draft by generating on-task ideas by drawing OR brainstorming	Showing Growth Toward 3.0 Target	Plan <i>The student is able:</i> *to plan a first draft by generating on-task ideas by drawing AND brainstorming	Plan <i>The student independently beyond grade level expectation:</i> *plans a first draft by generating on-task ideas by drawing AND brainstorming
Develop <i>With adult assistance, the student is able to:</i> *organize drafts with structure (graphic organizers, etc.) *develop an idea OR relevant details	Develop <i>The student is partially able:</i> *to organize drafts *to develop an idea and relevant details		Develop <i>The student is able:</i> *To develop a first draft in oral, pictorial, or written format *To develop an idea and relevant details consistently.	Develop <i>The student independently beyond grade level expectation:</i> *Develops drafts into a focused piece of writing by: - Organizing with structure; and - Developing an idea with specific and relevant details
Revise <i>With adult assistance, the student is able to:</i> *revise drafts by adding details in pictures or words	Revise <i>The student is partially able:</i> *to revise a draft by adding details in pictures or words		Revise <i>The student is able:</i> *to revise a draft by adding details in pictures or words	Revise <i>The student independently beyond grade level expectation:</i> *Recognizes where revisions could be made and is able to revise drafts by adding and deleting details in pictures or words independently
Edit <i>With adult assistance, the student is able to:</i> *Edit drafts to correctly spell words with grade-appropriate orthographic patterns and rules (VC and CVC) *Capitalize the first word in the sentence and the pronoun I. *Uses appropriate spacing between words	Edit <i>With adult assistance, the student is able:</i> *Partially able to edit drafts to create complete sentences with subject-verb agreement *Inconsistently able to edit drafts to correctly spell words with grade-appropriate orthographic patterns and rules (digraphs and initial blends) and high-frequency words *To use appropriate punctuation at the end of a sentence		Edit <i>The student is able to:</i> *Consistently able to edit drafts to create complete sentences with subject-verb agreement *Consistently able to edit drafts to use past and present verb tense correctly *Consistently able to edit drafts to correctly spell words with grade-appropriate orthographic patterns and rules and high-frequency words	Edit <i>The student is able to independently beyond grade level expectations:</i> *Edit drafts to create complete sentences with subject-verb agreement *Edit drafts to use past and present verb tense correctly *Edit drafts to correctly spell words with grade-appropriate orthographic patterns and rules and high-frequency words
SUCCESS CRITERIA FOR WRITING <i>The student can:</i> Plan a first draft by generating ideas for writing through class discussions and drawings. Develop drafts in oral, pictorial, or written form by - organizing with structure; and - developing an idea with specific and relevant details Revise drafts by adding details in pictures or words. Edit drafts by using complete sentences. Edit drafts by using past and present verb tense. Edit drafts by using the correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words.				



MATH

Compose and decompose numbers to 10

To be a 3.0 on this learning progression, students will need to show proficiency on all 10 skills listed on the progression as described below:

- Decompose ten objects in 11 ways using 2 addend and compose all the number sentences for 10 objects using 2 addends
- Decompose 10 when given subtraction situations
- Decompose 4 objects in 5 ways using 2 addends and compose all the number sentences for 4 objects using 2 addends
- Decompose 5 objects in 6 ways using 2 addends and compose all the number sentences for 5 objects using 2 addends
- Decompose 6 objects in 7 ways using 2 addends and compose all the number sentences for 6 objects using 2 addends
- Decompose 7 objects in 8 ways using 2 addends and compose all the number sentences for 7 objects using 2 addends
- Decompose 8 objects in 9 ways using 2 addends and compose all the number sentences for 8 objects using 2 addends
- Decompose 9 objects in 10 ways using 2 addends and compose all the number sentences for 9 objects using 2 addends
- Add numbers to make sums up to 20 when shown full model
- Subtract from numbers up to 20 when shown full model

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in following order:

Level 0.5 – With help, a partial understanding of the 1.0 content

Level 1.0 - Decompose ten objects in 11 ways using 2 addends and compose all the number sentences for 10 objects using 2 addends

Level 1.5 - Decompose 10 when given subtraction situations

Level 2.0 - Decompose 4 objects in 5 ways using 2 addends and compose all the number sentences for 4 objects using 2 addends

Decompose 5 objects in 6 ways using 2 addends and compose all the number sentences for 5 objects using 2 addends

Decompose 6 objects in 7 ways using 2 addends and compose all the number sentences for 6 objects using 2 addends



Level 2.5 - Decompose 7 objects in 8 ways using 2 addends and compose all the number sentences for 7 objects using 2 addends

Decompose 8 objects in 9 ways using 2 addends and compose all the number sentences for 8 objects using 2 addends

Decompose 9 objects in 10 ways using 2 addends and compose all the number sentences for 9 objects using 2 addends

Level 3.0 – Use strategies to add and/or subtract numbers up to 20

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with:

- Decompose the number 4-9 when given concrete representations of part of the total quantity
- Decompose the number 4-10 when given no model
- Add numbers to make sums up to 20 when shown no model.
- Add 10 to a single-digit number when shown no model
- Subtract from numbers up to 20 when shown no model
- Subtract 10 from a number between 11-20 when shown no model

Student progression checklists will be located in your child's take-home folder to check progress throughout the year.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Compose and Decompose Numbers to 10 Introduced: 1 st Nine Weeks
4.0			☐ Decompose the numbers 4 – 9 when given concrete representations of part of the total quantity ☐ Decompose the numbers 4-10 when given no model ☐ Add numbers to make sums up to 20 when shown no model ☐ Add 10 to a single-digit number when shown no model ☐ Subtract from numbers up to 20 when shown no model ☐ Subtract 10 from a number between 11 and 20 when shown no model
3.0 	3 rd	1.3D	☐ Use strategies to add and/or subtract to make numbers up to 20
2.5	2 nd	1.3D	☐ Decompose seven objects in 8 ways using 2 addends ☐ Compose all the number sentences for 7 objects using 2 addends ☐ Decompose eight objects in 9 ways using 2 addends ☐ Compose all the number sentences for 8 objects using 2 addends ☐ Decompose nine objects in 10 ways using 2 addends ☐ Compose all the number sentences for 9 objects using 2 addends
2.0		1.3D	☐ Decompose four objects in 5 ways using 2 addends ☐ Compose all the number sentences for 4 objects using 2 addends ☐ Decompose five objects in 6 ways using 2 addends ☐ Compose all the number sentences for 5 objects using 2 addends ☐ Decompose six objects in 7 ways using 2 addends ☐ Compose all the number sentences for 6 objects using 2 addends
1.5	1 st	1.3D	☐ Decompose 10 when given subtraction situations
1.0		1.3C 1.3D	☐ Decompose ten objects in 11 ways using 2 addends ☐ Compose all the number sentences for 10 objects using 2 addends
0.5			☐ With help, a partial understanding of the 1.0 content



Represent and Solve Addition and Subtraction Situations within 20

To be a 3.0 on this learning progression, students will need to show proficiency on all 33 skills listed on the progression.

- Students will represent 4-word problem structures (11 types) using bar models, number sentences and solutions with labels.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who ,with help, shows a partial understanding of the 1.0 level will achieve a level 0.5.

In order to achieve level 1.0, students will demonstrate proficiency (3-4 times per skill) of 2 of 8 number sentences and bar models and 2 of 4 solutions with labels.

In order to achieve level 1.5, students will demonstrate proficiency (3-4 times per skill) of 6 of 8 number sentences and bar models and 3 of 4 solutions with labels by the end of the 2nd 9 weeks.

In order to achieve level 2.0, students will demonstrate proficiency (3-4 times per skill) of 9 of 22 number sentences and bar models and 4 of 11 solutions with labels.

In order to achieve level 2.5, students will demonstrate proficiency (3-4 times per skill) of 12 of 22 number sentences and bar models and 6 of 11 solutions with labels by the end of the 3rd 9 weeks.

In order to achieve level 3.0, students will demonstrate proficiency (3-4 times per skill) of 15 of 22 number sentences and bar models and 8 of 11 solutions with labels by the end of the 4th 9 weeks.

Students have the opportunity to achieve a 3.0 by the end of the 4th weeks.

Students will be actively involved in Goal Setting and Reflection during Unit 2 and 3 centered around these 33 skills. Watch for goal sheets students will be using to track their progress. After the units have been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during Tier 2/3 time and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with:

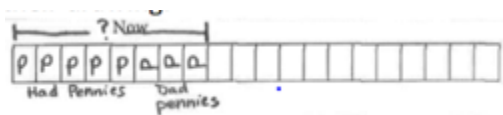
- Students demonstrate proficiency (3-4 times per skill) of 33 out of the 33 skills listed in the 3.0.

Student progression checklists will be located in your child's take-home folder to check progress throughout the year.

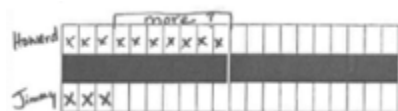
Please contact your student's classroom teacher to clarify the work your student is doing after they achieve level 3.0.

Below are examples from the TEKS of bar models for first grade students.

Students should use concrete objects to act out joining, separating, and part-part-whole word problems. Then students use a graphic like the example below (which we call a unitized bar model) to create a pictorial drawing with labels.



Students should use concrete objects to act out comparing word problems. Students will also use a graphic like the example below (which we call a unitized bar model) to create a pictorial drawing with labels. This picture illustrates the story using the two rows to represent the two quantities being compared.



The following are the 11 types of problems that first grade students are expected to develop to proficiency. Besides the unitized bar model drawings, they are also expected to write number sentences for each type including an unknown. Below and on the next page you will find examples of the 11 types of stories as well as modeled number sentences with unknowns in accurate locations.

Joining and separating stories have specific action and only one accurate number sentence represents that action.

3 types of joining stories:

Bob had 3 cars. His father gave him 2 more cars. How many cars does Bob have?

$$3 + 2 = ?$$

Bob had 3 cars. His father gave him some more cars. Bob has 6 cars now. How many cars did his father give him?

$$3 + ? = 6$$

Bob had some cars. His father gave him 3 cars. Now Bob has 7 cars now. How many cars did Bob start with?

$$? + 3 = 7$$

3 types of separating stories:

Bob had 6 cars. He lost 4 cars. How many cars does Bob have?

$$6 - 4 = ?$$

Bob had 6 cars. He lost some cars. Bob has 3 cars now. How many cars did Bob lose?

$$6 - ? = 3$$

Bob had some cars. He lost 4 cars. Bob has 3 cars left. How many cars did Bob start with?

$$? - 4 = 3$$



Part-part-whole and comparing stories do not have specific number sentences that represent the story. All accurate number sentences will be accepted as representing the story for these two types of stories. One sample number sentence is shown for each story. Several other number sentences will be accurate as well.

2 types of part-part-whole stories:

Bob has 3 red cars. He has 2 blue cars. How many cars does Bob have?

$$3 + 2 = ?$$

Bob has some red cars. He has 2 blue cars. Bob has 6 cars. How many red cars does Bob have?

$$? + 2 = 6$$

3 types of comparing stories:

***Bob has 3 cars. Suzy has 2 cars. How many more cars does Bob have than Suzy?

$$3 - 2 = ?$$

Bob has 3 cars. Suzy has 2 cars. How many fewer (less) cars does Suzy have than Bob?

$$3 - 2 = ?$$

***Bob has 6 cars. Suzy has 3 fewer (less) cars than Bob. How many cars does Suzy have?

$$6 - 3 = ?$$

Bob has 6 cars. Bob has 3 more cars than Suzy. How many cars does Suzy have?

$$6 - 3 = ?$$

***Bob has 5 cars. Suzy has 4 more cars than Bob. How many cars does Suzy have?

$$5 + 4 = ?$$

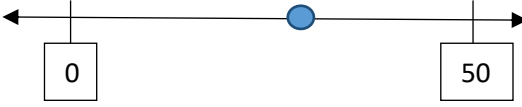
Bob has 5 cars. Bob has 4 fewer (less) cars than Suzy. How many cars does Suzy have?

$$5 + 4 = ?$$

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Represent and Solve Addition and Subtraction Situations within 20 Introduced: 1 st Nine Weeks										
4.0			Proficiency in all 11 bar models, 11 number sentences, and 11 solutions with labels listed at the 3.0 target										
3.0 	4 th	1.3B 1.3F 1.5D	Represent 4-word problem structures (11 types) using bar models, number sentences, and solutions with labels										
			Joining			Separating			Part-part-whole		Comparing		
			Result	Start	Change	Result	Start	Change	Part	Whole	Difference	Large	Small
			Bar model	Bar model	Bar model	Bar model	Bar model	Bar model	Bar model	Bar model	Bar model	Bar model	Bar model
			Number sentence	Number sentence	Number sentence	Number sentence	Number sentence	Number sentence	Number sentence	Number sentence	Number sentence	Number sentence	Number sentence
			Solution with label	Solution with label	Solution with label	Solution with label	Solution with label	Solution with label	Solution with label	Solution with label	Solution with label	Solution with label	Solution with label
			Proficiency in 15 of 22 number sentences and bar models Proficiency in 8 of 11 solutions with labels										
			2.5	3 rd		Proficiency in 12 of 22 number sentences and bar models Proficiency in 6 of 11 solutions with labels							
			2.0			Proficiency in 9 of 22 number sentences and bar models Proficiency in 4 of 11 solutions with labels							
1.5	2 nd		Proficiency in 6 of 8 number sentences and bar models Proficiency in 3 of 4 solutions with labels										
1.0			Proficiency in 2 of 8 number sentences and bar models Proficiency in 2 of 4 solutions with labels										
0.5			With help, a partial understanding of the 1.0 content										

Use place value to 120

To be a 3.0 on this learning progression, students will need to show proficiency on all 3 skills listed on the progression.

Compose or decompose numbers to 120 efficiently.	Example: $115 = 100 + 10 + 5 = 1 \text{ hundred, } 1 \text{ ten and } 5 \text{ ones.}$ Students are learning to take numbers such as 53 and separate it into a correct set of tens and ones (see the example in the progression). Students are also learning to take a pile and put it together to find a number. Example: $10 + 10 + 10 + 1 + 1 + 1 + 1 + 1 = 35$ Students are also writing numbers to 120 in the quickest way by focusing solely on place values. Example: Students begin to stop seeing 74 as: $10 + 10 + 10 + 10 + 10 + 10 + 1 + 1 + 1 + 1$ and now see it more simply as: 70 + 4 or 7 tens and 4 ones.
Use open number lines to compare and order numbers to 120.	Example: Where should you place 30 on this number line?  Students are asked to place numbers up to 120 on an open number line to show comparisons. The expectation is not perfect placement but reasonable.
Use symbols to compare two numbers to 100.	Example: $54 > 45$ Students must now apply their understanding of number values to compare up to 100 using symbols and order up to 120.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but can only accomplish part of 1 skill will achieve a 0.5.

In order to achieve level 1.0, students will demonstrate proficiency of 1 out of the 3 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 2 out of the 3 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 4th 9 weeks.

Students will be actively involved in Learning Experiences and Reflection during Unit 4 centered around these place value skills. Students will have a progression checklist in their take-home folder. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during math station time and teachers will continue to track their progress. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

Students will have opportunities to achieve a 4.0 if they have mastered the 3.0 before the end of the 4th nine weeks. A level 4.0 shows mastery of skills above 1st grade level.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with:

- Write numbers to 120 in word form
- Use open number lines to order numbers to 1200
- Use symbols to compare two numbers up to 1200

Student progression checklists will be located in your child's take home folder to check progress throughout the year.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Use Place Value to 120 Introduced: 3 rd Nine Weeks
4.0			Write numbers to 120 in word form Use open number lines to order numbers to 1200 Use symbols to compare two numbers up to 1200
3.0 	4 th	1.2C 1.2F 1.2G	• Compose or decompose numbers to 120 efficiently (ex. $115 = 100 + 10 + 5 = 1 \text{ hundred, } 1 \text{ ten and } 5 \text{ ones}$) • Use open number lines to compare and order numbers to 120 • Use symbols to compare two numbers to 100
2.0			Proficiency with 2 out of 3 skills on the 3.0 target
1.0			Proficiency with 1 out or 3 skills on the 3.0 target
0.5			With help, a partial understanding of the 1.0 content

SCIENCE

Matter and Its Properties

In the 1st 9 weeks, your first grader will describe and classify objects based on their physical properties and observable attributes. Building on what they learned in Kindergarten, they will identify and record properties of objects such as shape, color, texture, and material. This year, they will use these properties and other observable attributes like size and weight to classify objects. Your child will have many hands-on opportunities to use tools like hand lenses and goggles to closely observe the properties of objects.

First grade also introduces the concept that materials can change through heating and cooling, helping students understand that properties can change. They will work with various materials to see how they change when heat is applied, predicting the outcomes and observing the changes. They will also predict, observe, and describe what happens to objects when they are cooled. This hands-on learning will provide a strong foundation in understanding the properties and changes of materials.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Matter and Its Properties Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	1 st	1.6A 1.6B	Proficient understanding that objects have physical properties that determine how they are described and classified by: ☐ Using tools to collect data to classify objects by observable properties and attributes. ☐ Discussing and explaining how to classify objects based on shape, color, texture, size, and heavier/lighter. ☐ Using tools to predict and explain changes in materials caused by heating and cooling.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Force, Motion, and Energy

In the second 9 weeks, your child will begin to understand what happens to objects when force is applied. They will learn that pushing an object in the direction it is already moving can speed it up, while pushing it in the opposite direction can slow it down or stop it. Through observations and data collection, they will see how objects change positions and alter their motion.

Your child will also explore how they interact with thermal energy as heat in their daily lives, often without realizing it. They will observe and compare changes in objects when heat is applied and when cooling occurs. This hands-on exploration, along with varied visuals and real-world connections, is essential for understanding these concepts.

The most important part of this unit is that your child will be planning and conducting investigations. They will gather data on force and motion, as well as thermal energy, through descriptive investigations that include a question but not a hypothesis. Using tools like science notebooks, they will observe, record, and communicate their findings, making the learning process engaging and interactive.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Force, Motion, and Energy Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	2 nd	1.7A 1.8A	Proficient understanding that forces cause changes in motion and position in everyday life by: ☐ Using data to explain how pushes and pulls can affect the speed or direction of an object's motion. Proficient understanding that energy is everywhere and can be observed in everyday life by: ☐ Investigating and collecting data about the applications of heat in everyday life. ☐ Describing the application of heat in everyday life.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Earth and Space

In the 3rd 9 weeks, your child will learn about different types of soils and how to classify them based on their physical properties. Hands-on experiences are essential, allowing students to closely examine soils, compare particle sizes, and describe textures. They will also observe how water moves rock and soil from one location to another. Visuals, demonstrations, real-world examples, and investigations will help them make meaningful connections.

Additionally, your child will understand that rock, soil, and water are natural resources all around us and are used in our everyday lives. They will describe how these resources are used by plants, animals, and humans through pictures and words. Creating models will help reinforce this learning.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Earth and Space Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	3 rd	1.10B 1.11A	Proficient understanding that the natural world includes earth materials that can be observed in systems and processes, by: ☐ Investigating and analyzing models to determine how water can move rock and soil from one place to another. ☐ Describing and explaining how water can move rock and soil from one place to another. Proficient understanding that earth materials and products made from these materials are important to everyday life, by: ☐ Using tools and models to identify and describe how plants, animals, and humans use rocks, soil, and water.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Organisms and Environments

In the 4th 9 weeks, your child will be formally introduced to food chains. They will learn that all living organisms need energy to live, grow, and survive. Your child will identify and illustrate how living organisms depend on each other through food chains, putting the organisms in order based on the energy flow. They'll also learn that the arrow in a food chain shows that the consumer is gaining energy from the organism it eats.

Additionally, your child will learn that animals have unique features that determine where they live, how they move, and how they meet their basic needs for survival. They will understand that an animal's appearance contributes to its survival. By collecting and analyzing data, your child will compare how external structures help animals meet their needs. Making real-world connections will help them understand why animals live in certain environments due to their unique features. Exploring various animals in different environments will be essential to understanding the importance of these external characteristics. These engaging activities will help your child develop a deeper understanding of the natural world and the interconnectedness of living organisms.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Organisms and Environments Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	4 th	1.12C 1.13A	Proficient understanding that the environment is composed of relationships between living organisms and nonliving components, by: ☐ Identifying and illustrating how living organisms depend on each other through food chains. Proficient understanding that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments, by: ☐ Collecting data to identify the external structures of different animals. ☐ Analyzing data to compare how different external structures help animals live, move, and meet basic needs for survival.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target



SOCIAL STUDIES

Being an American

First grade students will begin the school year learning about important symbols, customs, and celebrations that represent American beliefs and principles. Students will explore the process of voting as a way of making choices and decisions.

By the end of the 9 weeks, we will ensure that students can explain the purpose of voting after participating in voting experiences. Although it is early in the school year, prompt students to communicate their understandings both verbally and written through pictures and words.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Being an American Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	1 st	1.13D	Proficient understanding of important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity by: ☐ Explaining the process of voting as a way of making choices and decisions. ☐ Practice voting and comparing reasons for one choice over another. ☐ Understanding concept specific vocabulary, such as <i>voting, decision, choice, etc.</i>
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Leaders and Rules

For this progression, instruction will focus on understanding different types of rules, why we have them, and who enforces them. Students will explore the authority figures and public officials that help create the rules and explain why they are important. This is a great opportunity to practice identifying leaders in your home, school, community, and nation.

By the end of the 2nd 9 weeks, we will ensure that students can identify public officials in their community and explain the purpose for rules and laws. Although it is early in the school year, prompt students to communicate their understandings both verbally and written through pictures and words.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Leaders and Rules Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	2 nd	1.10A 1.11B	Proficient understanding of the purpose of rules and laws by: □ Explaining the purpose for rules and laws in the home, school, and community. Proficient understanding of the roles of authority figures, public officials, and citizens by: □ Identifying and describing the role of public officials in the community, state, and nation. □ Understanding concept specific vocabulary, such as: <i>law, conflict, security, authority figures</i>
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Exploring Places

In the 3rd 9 weeks, first grade students will explore basic geography concepts to locate places on a map using the four cardinal directions. Students will identify the different types of landforms, bodies of water, resources, and weather on Earth. Students will use this information to describe the physical characteristics of a location. Finally, based on the characteristics of a location students will describe the impact it has on the people how live there. Encourage your child to identify locations using cardinal directions (north, south, east, and west). They should also be able to describe the weather, food, clothing, and activities they experience as Texans.

By the end of the 9 weeks, we will ensure that students are able to use the four cardinal directions to identify places on maps and globes. They should also be able to describe the physical and human characteristics of a place.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Exploring Places Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	3 rd	1.3B 1.4B 1.5A 1.5B	Proficient understanding of the relative location of places by: ☐ Locating places using the four cardinal directions. Proficient understanding of the purpose of geographic tools, including maps and globes, by: ☐ Locating and exploring the community, Texas, and the United States on maps and globes Proficient understanding of the physical and human characteristics of places to better understand their community and the world around them by: ☐ Identifying and describing the physical characteristics of a place such as landforms, bodies of water, resources, and weather. ☐ Identifying and describing how geographic location influences the human characteristics of different places, such as shelter, clothing, food, and activities.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Economics

In the fourth nine weeks of social studies, students will be able to identify examples of choices that families make when buying goods or services, understanding that we can't always have all that we want, and, therefore, choices must be made. Students may be able to connect this with the choices and decisions that they make in their daily life. In order to build to that understanding, students will first describe ways their families meet basic needs of food, clothing, and shelter. Once students can name these needs, we support them in understanding that, in our home/school/community sometimes our needs and wants can be met by purchasing goods and services. Help your child identify goods in your home and include them in on choices when buying goods and services.

By the end of the 9 weeks, students will synthesize these understandings to identify examples of choices that families make when making purchases.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Economics Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	4 th	1.6A 1.7A 1.8C	Proficient understanding of how families meet basic human needs by: ☐ Identifying the basic needs of families and describe how they are met. Proficient understanding of the concepts of goods and services by: ☐ Identifying examples of goods and services in the home, school, and community that families can choose from. Proficient understanding of the condition of not being able to have all the goods and services one wants by: ☐ Identifying examples of choices families make when buying goods and services.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

MUSIC

Develop fundamental rhythmic and melodic skills

First grade students will build on their knowledge of creating a steady beat to identify and imitate rhythmic and melodic patterns. As they progress, students will learn to read and notate rhythmic patterns, and finally to create and perform their own. The use of appropriate technique and music terminology will be emphasized throughout the year. In groups and independently, students will demonstrate their ability to sing tunefully and play instruments with proper technique and expression.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Develop fundamental rhythmic and melodic skills
4.0			Demonstrate musicality beyond grade level
3.0 	3 rd /4 th	1.A-C 2.A-B 3.A-E 4.A-C 6.B-C	Perform and create rhythmic and melodic patterns independently and in a group Sing tunefully and play classroom instruments with proper technique and expression
2.0	2 nd		Read and notate rhythmic and melodic patterns independently and in a group Sing and play classroom instruments appropriately and with confidence
1.0	1 st		Identify and imitate rhythmic and melodic patterns with guidance Perform individually or in a group utilizing a variety of instruments, including the voice Independently perform a consistent, steady beat at different tempos

ART

Communicate ideas and utilize elements of art

First grade students will communicate similarities, differences, and variations among subjects in the natural or man-made environment through art. They will continue to increase manipulation skills for working with a variety of art materials and processes. Students will be expected to explain simple ideas and key elements and principles of art (line, shape, color, texture, form, emphasis, pattern, and balance) in their own artwork, the work of their peers, and masterworks from various cultures and time periods. By the end of the year, first graders are expected to place components in orderly arrangements to create designs and invent images.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic Express ideas and identify elements of art in original designs Introduced: 1 st Nine Weeks
4.0			Utilize elements and principles of art beyond grade level
3.0 	3 rd /4 th	1.1A-B 1.2A-C 1.4A-C	Communicate ideas through a variety of art experiences Utilize elements at grade level Utilize principles of art with minimal prompting
2.0	2 nd		Communicate ideas through a variety of art experiences with minimal prompting Utilize elements of art at grade level with minimal prompting
1.0	1 st		Communicate ideas when prompted Utilize elements of art when prompted.

WELLNESS

Demonstrate positive self-management and utilize elements of movement

First grade students will work on demonstrating positive self-management and will utilize elements of movement. Students will begin working on self-management when learning the rules and procedures of the Physical Education classroom, while maintaining their own personal space in both large and group settings. During the mastering of self-management, students will be introduced to movement (i.e. running, skipping, game play, tagging dodging etc.) First grade students that master the grade level expectation of positive self-management and who utilize the elements of movement will be able to perform the 2nd grade TEKS of Physical Education when entering the next grade level.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Demonstrate positive self-management and utilize elements of movement Introduced: 1 st Nine Weeks
4.0		2.1A-N 2.2A-B 2.3A-d	Utilize elements of movement beyond grade level
3.0 	3 rd /4 th	1.1A-H 1.2A-B 1.3A-D A.6A-B 1.7A-C	Demonstrate positive self-management independently Utilize elements of movement independently
2.0			Demonstrate positive self-management with minimal support Utilize elements of movement with minimal support
1.0			Demonstrate positive self-management with support Utilize elements of movement with support

THEATRE

Use stories to create a performance

First grade students will use stories to create a performance using expressive movements that demonstrate spatial awareness. The students will imitate and create characters, environments, and costumes using common objects and materials. They will assume a variety of roles or characters, and use imitation in dramatic play. By the end of the year, first graders are expected to perform a scripted story with confidence for an audience.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Use stories to create a performance Introduced: 1 st Nine Weeks
4.0			Demonstrate theatricality beyond grade level
3.0 	3 rd /4 th	1.A-D 2.A-D 3.A-D 4.A-B 5A	Perform a scripted story in front of others with confidence Cooperate with others in dramatic play Display appropriate audience behavior
2.0	2nd		Imitate and create characters and environments in dramatic play Cooperate with others in dramatic play with some guidance
1.0	1st		Imitate actions and sounds in dramatic play Cooperate with others in dramatic play with guidance