

Kindergarten Report Card							
<b>4 = Exceeds Standard Expectations</b>							
Consistently grasps, applies, and extends key concepts, processes, and skills. Works beyond stated benchmarks.							
<b>3 = Meets Standard Expectations</b>							
Grasps and applies key concepts, processes, and skills. Meets stated benchmarks.							
<b>2 = Approaching Standard Expectations</b>							
Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.							
<b>1 = Not Meeting Standard Expectations</b>							
Not grasping key concepts, processes, and essential skills. Area of concern that requires support.							

Marking Period:	1	2	3
<b>Language Arts Literacy - Reading (Speaking and Listening Included)</b>			
Recognizes and names upper and lowercase letters			
Associates sounds with letters			
Blends sounds orally to read simple words			
Demonstrates understanding of spoken words, syllables, and sounds (phonemes)			
Recognizes and produces rhyming words			
Retells stories, including key details			
Identifies characters, settings, and major events in familiar stories			
Identifies the main topic and key details in informational texts			
Asks and answers questions about key details in a text			
Describes the connection between two pieces of information in a text			
<b>Language Arts Literacy - Writing (Speaking and Listening Included)</b>			
Uses drawing, dictating, and writing to compose informative texts			
Uses drawing, dictating, and writing to narrate a single event or several events			
Adds details to strengthen writing			
Recalls information from experiences or gathers information from provided sources			
Uses drawing, dictating, and writing to compose opinion pieces			
Uses proper grammar in sentences, including the correct use of capitalization and punctuation			
Participates in shared research and writing projects			
Spells simple words phonetically, demonstrating an understanding of letter-sound relationships			
<b>Mathematics</b>			
Knows number names and the count sequence			
Counts to tell the number of objects			
Compares numbers 0 to 10			
Classifies and counts data			
Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from			
Adds and subtracts within 5			
Works with two-digit numbers to gain foundations for place value			
Identifies different denominations, performs basic transactions, and solves problems involving money			
Describes and compares measurable attributes			
Classifies objects and counts the number of objects in categories			
Identifies and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)			
Analyzes, compares, creates, and composes shapes			
<b>Science</b>			
Constructs an argument supported by evidence			
Asks questions, makes observations, and gathers information to define a simple problem			
Investigates to compare the effects of different strengths or different directions of pushes/pulls on the motion of an object			
Communicates solutions that will reduce negative impacts on the local environment			
Uses observations of local weather to describe patterns over time and asks about weather forecasting			
Makes observations to determine the effect of sunlight on Earth's surface			
Describes patterns of what plants and animals need to survive			
Analyzes data from tests of two objects designed to solve the same problem and compares them			
<b>Social Studies</b>			
Recognizes and appreciates cultural diversity within the classroom or school community			
Identifies basic needs and wants and understands how goods and services meet those needs in their community			
Identifies basic roles and responsibilities within the school or classroom community and understands the importance of rules and fairness			
Identifies and discusses basic concepts of time (past, present, future) and understands how daily activities relate to larger historical events			
Recognizes and describes basic geographic features such as landforms, bodies of water, and our community on maps and globes			
<b>World Language</b>			
Understands and responds to basic phrases and commands in the target language when supported by visuals, gestures, or context			
Exchanges basic information in the target language when supported by visuals, gestures, or context			
Can express understanding of familiar topics using words, phrases, visual aids, and/or expressions in the target language			
Demonstrates awareness of cultural practices from target-language communities			
Identifies familiar words, phrases, or symbols when supported by visuals, gestures, or context			
<b>Visual Art</b>			
Explores and uses a variety of materials to create art			
Uses art to express ideas, stories, or feelings			
Participates with effort and follows directions			
Demonstrates care and responsibility when using art tools and materials			
Explains the purpose of a chosen artwork and describes the process used to create it			
Talks about own artwork and that of others, identifying basic elements and features			
<b>Performing Arts</b>			
Sings or plays instruments with expression and/or accuracy			
Creates and/or performs short, simple musical patterns and phrases			
Demonstrates appropriate audience behavior during performances and class activities			
Participates with effort and follows directions			
Explores and expresses ideas, feelings, or stories through movement or sound			
Identifies, describes, and/or responds to basic elements of music			
<b>Physical Education/ Health</b>			
Identifies basic body parts			
Demonstrates basic movement skills and participates in activities that improve fitness			
Identifies healthy behaviors and explains how they help to maintain good health			
Recognizes emotions and demonstrates ways to express them in a healthy manner			
Works cooperatively during physical activities and follows established rules			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
Solves problems and generates new ideas			
Demonstrates critical thinking skills to make decisions			
Works effectively and respectfully to accomplish a common goal			
Communicates effectively in a variety of contexts			
Demonstrates awareness of diverse perspectives			
Manages emotions and own behaviors in different situations			
Uses technology effectively to enhance learning			
Demonstrates adaptability and flexibility in various situations			

Grade 1 Report Card												
<b>4 = Exceeds Standard Expectations</b>												
Consistently grasps, applies, and extends key concepts, processes, and skills. Works beyond stated benchmarks.												
<b>3 = Meets Standard Expectations</b>												
Grasps and applies key concepts, processes, and skills. Meets stated benchmarks.												
<b>2 = Approaching Standard Expectations</b>												
Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.												
<b>1 = Not Meeting Standard Expectations</b>												
Not grasping key concepts, processes, and essential skills. Area of concern that requires support.												

Marking Period:		1	2	3
<b>Social Studies</b>				
Recognizes and appreciates cultural diversity within the classroom or school community				
Identifies basic needs and wants and understands how goods and services meet those needs in their community				
Identifies basic roles and responsibilities within the school or classroom community and understands the importance of rules and fairness				
Identifies and discusses basic concepts of time (past, present, future) and understands how daily activities relate to larger historical events				
Recognizes and describes basic geographic features such as landforms, bodies of water, and our community on maps and globes				
<b>World Language</b>				
Understands and responds to basic phrases and commands in the target language				
Engages in simple conversations and exchanges basic information in the target language				
Presents basic information about familiar topics using words, phrases, and memorized expressions in the target language				
Demonstrates understanding of cultural practices or products from target-language communities				
Identifies familiar words, phrases, or symbols when supported by some visuals, gestures, or context				
<b>Visual Art</b>				
Explores and combines a variety of materials and techniques to create original artwork				
Uses art to express personal ideas, tell detailed stories, or communicate feelings				
Demonstrates increasing independence and responsibility when selecting and using art tools and materials				
Explains the purpose of a chosen artwork and describes the process and choices made during its creation				
Talks about own artwork and that of others, using art vocabulary to describe elements and features				
Participates with effort and follows directions				
<b>Performing Arts</b>				
Sings or plays instruments with expression and/or accuracy				
Creates and/or performs short, simple musical patterns and phrases				
Demonstrates appropriate audience behavior during performances and class activities				
Explores and expresses ideas, feelings, or stories through movement or sound				
Participates with effort and follows directions				
Identifies, describes, and/or responds to basic elements of music like tempo and dynamics				
<b>Physical Education/ Health</b>				
Identifies and describes basic functions of body parts				
Demonstrates basic movement skills and participates in activities that improve fitness				
Identifies healthy habits and explains how they support lifelong wellness				
Recognizes and describes emotions; expresses them in a healthy manner				
Works cooperatively during physical activities and follows established rules and procedures				
<b>Career Readiness, Life Literacies, and Key Skills</b>				
Solves problems and generates new ideas				
Demonstrates critical thinking skills to make decisions				
Works effectively and respectfully to accomplish a common goal				
Communicates effectively in a variety of contexts				
Demonstrates awareness of diverse perspectives				
Uses technology effectively to enhance learning				
Demonstrates adaptability and flexibility in various situations				
Makes responsible choices by considering the impact of actions on self and others				
Shows empathy towards others				

Grade 2 Report Card									
<b>4 = Exceeds Standard Expectations</b>									
Consistently grasps, applies, and extends key concepts, processes, and skills. Works beyond stated benchmarks.									
<b>3 = Meets Standard Expectations</b>									
Grasps and applies key concepts, processes, and skills. Meets stated benchmarks.									
<b>2 = Approaching Standard Expectations</b>									
Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.									
<b>1 = Not Meeting Standard Expectations</b>									
Not grasping key concepts, processes, and essential skills. Area of concern that requires support.									

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Grade 3 Report Card									
<b>4 = Exceeds Standard Expectations</b>									
Consistently grasps, applies, and extends key concepts, processes, and skills. Works beyond stated benchmarks.									
<b>3 = Meets Standard Expectations</b>									
Grasps and applies key concepts, processes, and skills. Meets stated benchmarks.									
<b>2 = Approaching Standard Expectations</b>									
Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.									
<b>1 = Not Meeting Standard Expectations</b>									
Not grasping key concepts, processes, and essential skills. Area of concern that requires support.									

Marking Period:	1	2	3
<b>Language Arts Literacy - Reading (Speaking and Listening Included)</b>			
Applies grade-level phonics and word analysis skills in decoding and encoding words			
Reads with accuracy and fluency			
Determines the meaning of academic and domain-specific words and phrases			
Demonstrates an understanding of figurative language, word relationships, and word meanings			
Demonstrates an understanding of informational and literary text and utilizes textual evidence as the basis for answering questions			
Recounts key details from literary/informational text and explains how they support the theme/main idea			
Demonstrates an understanding of the development of characters' traits, motivations, or feelings and explains how their actions contribute to the plot			
Describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect			
References text features when writing or speaking about a text and describes how each part builds on earlier sections			
Demonstrates an understanding of the text through information gained from text features			
Demonstrates an understanding of the connection between particular sentences and paragraphs in a text to support specific points the author makes			
Compares and contrasts elements of literary/informational texts written by the same author about similar characters/on the same topic			
Develops their own point of view from that of the author/narrator			
Demonstrates an understanding of how illustrations contribute to what is conveyed by the words in a story			
Generates questions about a topic and locates related information from at least two reference sources to obtain information			
<b>Language Arts Literacy - Writing (Speaking and Listening Included)</b>			
Applies grade-level spelling patterns and generalizations when writing			
Uses correct capitalization, punctuation, and grammar in written work; can discuss revisions and corrections individually, in small groups, and/or in large groups.			
Demonstrates command of grammar and usage when writing, including verb tense, subject-verb agreement, and appropriate use of adjectives and adverbs			
Plans, drafts, revises, and edits writing to strengthen focus, clarity, and organization			
Writes clear and organized pieces with appropriate structure and purpose, including opinion, informative/explanatory, and narrative writing			
Gathers information from books, discussions, or digital sources to develop and support writing ideas			
<b>Mathematics</b>			
Understands multiplication and division of whole numbers by interpreting equal groups, arrays, and number lines to represent and solve problems			
Uses patterns to build fluency with multiplication facts; identifies and applies strategies			
Applies properties of operations (associative, commutative, and distributive) to learn multiplication facts for 3s, 4s, 6s, 7s, and 8s			
Uses multiplication to understand and solve division problems			
Fluently multiplies and divides within 100 using strategies			
Connects area to multiplication and division by relating the area of rectangles to the product of side lengths and solving real-world problems			
Uses operations with whole numbers to solve one- and two-step word problems			
Represents and interprets data using scaled picture graphs, bar graphs, and line plots to solve problems involving measurement and comparison			
Demonstrates an understanding of data-based questions and data collection			
Uses strategies and properties to add and subtract multi-digit numbers, including rounding and decomposing numbers			
Fluently adds and subtracts within 1,000 using strategies			
Multiplies whole numbers by multiples of 10 using knowledge of place value and properties of operations			
Understands fractions as numbers			
Recognizes and generates equivalent fractions and compares fractions with the same numerator or denominator using visual models and reasoning			
Solves problems involving time, capacity, and mass			
Solves perimeter problems by finding the perimeter of polygons and using addition or multiplication to determine side lengths			
Identifies attributes of two-dimensional shapes			
<b>Science</b>			
Plans and carries out investigations and makes measurements to provide evidence of how forces affect motion and how patterns in motion can predict future movement			
<b>Social Studies</b>			
Demonstrates disciplinary concepts and tools of historians, geographers, economists, and political scientists to investigate the local community			
Compares urban, rural, and suburban communities and explains factors that make regions unique			
Analyzes the composition of culture, explores rural/urban global communities, and distinguishes between modern v. traditional societies			
Demonstrates understanding and application of civics, government, and human rights			
<b>World Language</b>			
Uses words, phrases, and simple sentences to understand text, recognize familiar words and phrases, answer learned questions, and ask memorized questions			
Understands and communicates at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences.			
Presents basic information using many memorized phrases and appropriate gestures or visual supports			
Describes people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language			
<b>Visual Art</b>			
Selects and explores a variety of materials, tools, and techniques to purposefully create original artwork			
Uses visual art to clearly express personal ideas, stories, or feelings through subject matter, media, and/or composition			
Demonstrates consistent care, safety, and responsibility when selecting and using art tools and materials			
Participates with effort and follows directions			
Explains the purpose, materials, and techniques used in a chosen artwork, describing steps in the creative process			
Discusses their own artwork and/or the work of others by identifying and analyzing basic elements, principles, and visual features			
<b>Performing Arts</b>			
Listens to feedback and makes changes to their music to improve it over time			
Performs music using expression (like loud/soft, fast/slow, smooth/sharp) to show meaning			
Performs music, alone or with others, with expression, technical accuracy, and appropriate interpretation			
Participates with effort and follows directions			
Demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and/or responding to music			
Generates and improvises musical ideas, simple accompaniment patterns, and chord changes; explains connections to purpose and context (e.g., social, cultural, historical)			
<b>Physical Education/ Health</b>			
Identifies effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)			
Participates in moderate to vigorous age-appropriate fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance)			
Understands the impact of feelings and thoughts that lead to healthy and unhealthy behaviors			
Applies specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment			
Communicates personal boundaries and demonstrates ways to respect other people's personal boundaries			
Works cooperatively during physical activities and follows established rules and procedures			
<b>Career Readiness, Life Literacies, and Key Skills</b>			
Solves problems and generates new ideas			
Demonstrates critical thinking skills to make decisions			
Works effectively and respectfully to accomplish a common goal			
Communicates effectively in a variety of contexts			
Demonstrates awareness of diverse perspectives			
Uses technology effectively to enhance learning			
Demonstrates adaptability and flexibility in various situations			
Makes responsible choices by considering the impact of actions on self and others			
Shows empathy towards others			
Establishes and maintains healthy relationships with peers and adults			

Investigates cause-and-effect relationships in electric and magnetic interactions, and defines design problems that can be solved using magnets								
Uses evidence to construct an explanation surrounding various topics (i.e. variations in characteristics among species, influences in the environment)								
Uses data and gathered information to describe weather patterns, compare climates across regions, and evaluate solutions that reduce the impacts of climate-related hazards								
Uses models and data to explain life cycles and inherited traits in plants and animals, including variation within species								
Constructs evidence-based arguments about how organisms survive in their habitats, how environmental changes affect survival, and how group behaviors support survival								
Analyzes and interprets data from fossils to provide evidence of the organisms and the environments in which they lived long ago								
Defines engineering problems and tests multiple solutions to identify improvements based on criteria and constraints								

<b>Kindergarten Benchmarks</b>			
	<b>Benchmark Key</b>		
	<b>Developing Skill</b>	This NJSLS-based skill may be in development; early assessment <i>may</i> take place <b>but is not reflected on MP Report Card.</b>	
	<b>Not Assessed</b>	This NJSLS-based skill has not been assessed and is not reflected on MP Report Card.	
	<b>Fall</b>	September - November	
	<b>Winter</b>	December - February	
	<b>Spring</b>	March - June	
<b>Reading</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Recognizes and names upper and lowercase letters</b>	Recognizes and names most uppercase letters (A-Z); beginning recognition of some lowercase letters (a-z)	Recognizes and names all uppercase and most lowercase letters	Recognizes and names all uppercase and lowercase letters consistently and quickly
<b>Associates sounds with letters</b>	Matches consonant sounds with some corresponding letters (especially common ones like m, b, s, t)	Accurately produces sounds for all consonants; begins short vowel sounds	Produces primary sound(s) for each consonant and all short vowels; may begin long vowel knowledge
<b>Blends sounds orally to read simple words</b>	Participates in oral blending of 2-3 phonemes with support (e.g., /c/ /a/ /t/ → cat)	Blends simple CVC words independently in oral practice and decodable texts	Blends and reads CVC and some CCVC/CVCC words in connected text
<b>Demonstrates understanding of spoken words, syllables, and sounds (phonemes)</b>	Claps/counts syllables in spoken words; identifies first sound in a word	Segments and blends onset and rime; isolates beginning, middle, and end sounds in CVC words	Segments and manipulates sounds in simple words (add/change/delete phonemes)
<b>Recognizes and produces rhyming words</b>	Recognizes rhyming pairs (e.g., cat/hat) in songs or read-alouds	Recognizes and begins to produce rhyming words in familiar contexts	Produces rhyming words independently and identifies when words do not rhyme
<b>Retells stories, including key details</b>	Retells a familiar story with some beginning/middle/end structure using pictures or prompts	Retells stories in sequence including character, setting, and 1–2 major events	Independently retells a complete story with beginning, middle, and end and includes key details
<b>Identifies characters, settings, and major events in familiar stories</b>	Names main character and setting in read-alouds with support	Identifies characters, setting, and 1–2 major events in sequence	Identifies and describes characters, settings, and major events with some detail using textual evidence
<b>Identifies the main topic and key details in informational texts</b>	Identifies the topic of a read-aloud or shared text with guidance	Identifies topic and 1–2 details using pictures and text features	Independently states the topic and identifies key details in an informational text
<b>Asks and answers questions about key details in a text</b>	Answers basic "who," "what," and "where" questions about a story read aloud	Asks and answers "how" and "why" questions using details from the text with support	Independently asks and answers questions about key details in both narrative and informational texts
<b>Describes the connection between two pieces of information in a text</b>	With prompting, identifies simple connections (e.g., both animals live in water)	Describes relationships between ideas or events using key details (e.g., first/then; cause/effect)	Explains simple connections between two ideas, events, or pieces of information (e.g., comparison, sequence, or cause/effect)
<b>Writing</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Uses drawing, dictating, and writing to compose informative texts</b>	Uses pictures and oral language to convey information; attempts to label drawings	Uses drawing and dictation to share facts; includes a topic and some supporting ideas with teacher support	Independently draws, dictates, and writes to state a topic and include factual details about a subject

Uses drawing, dictating, and writing to narrate a single event or several events	Uses drawings and labels to describe a personal experience; orally recounts events	Dictates or writes a simple story with a beginning and some sequence of events	Writes/draws a story that includes a sequence of events and reaction or closure
Adds details to strengthen writing	Adds basic words or pictures to clarify a simple idea with guidance	Revises work with help by adding 1–2 details (e.g., place, feeling, action)	Independently revises work by adding meaningful details that enhance clarity or engagement
Recalls information from experiences or gathers information from provided sources	Shares personal experiences orally or through drawings	Uses teacher-provided materials to add relevant facts or labels in shared writing	Independently recalls or finds information from sources to add to writing with support
Uses drawing, dictating, and writing to compose opinion pieces	Expresses likes/dislikes through pictures and oral language	Dictates or writes a sentence to state an opinion and give a reason (e.g., "I like dogs because...")	Independently expresses a simple opinion piece with a topic, reason, and closure (e.g., "I think... because...") through dictation, writing, and/or drawing
Uses proper grammar in sentences, including the correct use of capitalization and punctuation	Writes labels or phrases with emerging awareness of spacing and punctuation	Begins writing complete sentences with capital letters and ending punctuation	Independently writes sentences with capital letters, spacing, and correct ending punctuation
Participates in shared research and writing projects	Contributes to shared experiences and class writing through discussion and pictures	Participates in group writing and contributes ideas from read-alouds or exploration	Contributes to a shared project with facts, opinions, or narrative details using writing and/or drawing
Spells simple words phonetically, demonstrating an understanding of letter-sound relationships	Uses beginning sounds to represent words; may use random letters	Spells CVC and familiar words phonetically with beginning and ending sounds	Spells many simple words phonetically and some high-frequency words conventionally
<b>Mathematics</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
Knows number names and the count sequence	Recites numbers 0–10 in order	Counts to 20; recognizes and names numbers to 10	Counts to 100 by 1s and 10s; reads and writes numbers to 20
Counts to tell the number of objects	Accurately counts up to 5 objects using one-to-one correspondence	Counts up to 10 objects and answers "how many" questions	Counts up to 20 objects and matches the count to a written numeral
Compares numbers 0 to 10	Compares groups using language like "more," "less," and "same" with concrete objects	Identifies which number is greater/less between 0 and 10	Compares two written numbers between 0 and 10
Classifies and counts data	Sorts objects by one attribute (e.g., color or shape)	Sorts and counts objects in up to two categories	Sorts, counts, and compares data in three categories using informal graphs or charts
Understands addition as putting together and adding to, and subtraction as taking apart and taking from	Uses objects or drawings to show joining and separating groups up to 5	Models and solves simple word problems within 5 using drawings or manipulatives	Represents and solves addition and subtraction word problems within 10
Adds and subtracts within 5	Uses fingers, drawings, or counters to solve basic problems within 5 with support	Solves simple addition/subtraction problems within 5 with minimal prompting	Fluently adds and subtracts within 5 without support
Works with two-digit numbers to gain foundations for place value	Identifies numbers 11–19 as "ten and some more" using objects	Groups 10 ones into a "ten" and understands teen numbers as 10 + ones	Understands place value of numbers 11–19 as composed of one ten and additional ones
Identifies different denominations, performs basic transactions, and solves problems involving money		Matches coins to values and makes simple exchanges (e.g., 5 pennies = 1 nickel)	Solves basic problems involving money up to 10¢ using real or play money
Describes and compares measurable attributes			Uses everyday vocabulary to describe size and length (e.g., big/small, tall/short)
Classifies objects and counts the number of objects in categories			Sorts and counts objects within 2 categories and compares which group is larger

<b>Identifies and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</b>			Uses precise language to identify and describe shapes (e.g., number of sides, hexagon, cone, triangle, etc.)
<b>Analyzes, compares, creates, and composes shapes</b>			Independently creates and composes complex shapes using smaller shapes (e.g., two triangles make a square)

Science			
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Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Constructs an argument supported by evidence</b>	Makes simple observations and states opinions with prompting (e.g., "The ball is fast.")	Begins to use evidence from investigations or observations to support ideas (e.g., "I saw the big ball go faster.")	Constructs a simple argument using specific evidence (e.g., "The small ramp made the car go slower because it wasn't steep.")
<b>Asks questions, makes observations, and gathers information to define a simple problem</b>	Observes and asks simple "why" or "what" questions during exploration	Makes purposeful observations and begins to connect them to a real-world problem (e.g., "Why is it so windy?")	Identifies a simple problem and gathers observations and information to describe and define it clearly
<b>Investigations to compare the effects of different strengths or different directions of pushes/pulls on the motion of an object</b>	Explores pushing and pulling objects and observes how they move	Compares the speed or direction of movement when strength or direction of push/pull is changed	Describes and explains how different strengths or directions affect motion using evidence from investigation
<b>Communicates solutions that will reduce negative impacts on the local environment</b>	Identifies ways to take care of the environment with guidance (e.g., "Pick up trash.")	Suggests simple solutions to common environmental problems with support (e.g., "We can recycle.")	Explains how a specific action can reduce environmental harm (e.g., "We can plant trees to help animals have homes.")
<b>Uses observations of local weather to describe patterns over time and asks about weather forecasting</b>	Observes and identifies types of daily weather (e.g., sunny, rainy)	Begins to notice and describe weather patterns across days or weeks (e.g., "It's cold in winter.")	Describes weather trends over time and asks questions about future weather (e.g., "Will it snow next week?")
<b>Make observations to determine the effect of sunlight on Earth's surface</b>	Notifies and names the warmth or brightness of sunlight (e.g., "It's hot in the sun.")	Observes and compares how sunlight affects different surfaces (e.g., warm sidewalk vs. cool shade)	Describes patterns in how sunlight changes temperature or surface conditions using simple comparisons
<b>Describe patterns of what plants and animals need to survive</b>		Describes basic needs of living things and begins to compare (e.g., "Plants need water, animals need food.")	Explains patterns across different living things (e.g., "All animals need food and air. Plants need sun and water.")
<b>Analyzes data from tests of two objects designed to solve the same problem and compares them</b>		Compares objects informally through play or discussion (e.g., "This one goes faster."); records observations or data using pictures or simple charts.	Analyzes and explains differences between two designs and how one is better suited to the task based on evidence

Social Studies			
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Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Recognizes and appreciates cultural diversity within the classroom or school community</b>	Identifies similarities and differences among classmates (e.g., food, language, traditions) with support	Participates in classroom activities that celebrate different cultures and traditions	Expresses appreciation for cultural diversity through discussion, art, or writing (e.g., "My friend celebrates Diwali.")
<b>Identifies basic needs and wants and understands how goods and services meet those needs in their community</b>	Understands the difference between needs (e.g., food, home) and wants (e.g., toys) with guidance	Sorts items into needs vs. wants; identifies people in the community who provide goods or services	Describes how goods and services help meet needs in the school or neighborhood (e.g., "The doctor helps us stay healthy.")
<b>Identifies basic roles and responsibilities within the school or classroom community and understands the importance of rules and fairness</b>	Names familiar helpers (e.g., teacher, principal) and rules (e.g., raise hand, share)	Explains the purpose of rules and the role of different people in the classroom/school	Demonstrates responsibility (e.g., cleaning up, helping others) and explains why rules keep things fair and safe



Identifies and discusses basic concepts of time (past, present, future) and understands how daily activities relate to larger historical events	Understands the concept of “today, yesterday, and tomorrow” using routines and visual schedules	Uses words such as “before,” “after,” and “long ago” to describe personal events or routines	Recognizes national holidays and symbols (e.g., flags, presidents) and connects them to historical figures or events
Recognizes and describes basic geographic features such as landforms, bodies of water, and our community on maps and globes	Identifies familiar locations (e.g., classroom, home, school) using positional words like “next to” or “above”	Recognizes simple maps or globes and identifies features like land and water	Names and describes basic geographic features (e.g., mountains, rivers) and can identify them on simple maps or globes
World Language			
Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
Understands and responds to basic phrases and commands in the target language when supported by visuals, gestures, or context	Follows simple commands with gestures or modeling (e.g., “stand up,” “wave”)	Responds to short phrases or questions using actions or words with support	Follows classroom directions and responds to greetings or questions with words or actions independently
Exchanges basic information in the target language when supported by visuals, gestures, or context	Repeats simple greetings or words (e.g., “hello,” “thank you”)	Answers simple questions with single words or gestures (e.g., “name,” “color”)	Asks and answers simple questions using words or phrases with visual cues
Can express understanding of familiar topics using words, phrases, visual aids, and/or expressions in the target language	Points to or matches familiar vocabulary when asked (e.g., colors, numbers, objects)	Names familiar objects or ideas with support (e.g., “rojo,” “perro”)	Uses short phrases to describe or label familiar topics with confidence
Demonstrates awareness of cultural practices from target-language communities	Listens to songs, stories, or traditions from other cultures with interest	Talks about simple cultural traditions (e.g., holidays, foods) with support	Shares information or opinions about cultural practices with pictures, words, or role-play
Identifies familiar words, phrases, or symbols when supported by visuals, gestures, or context	Recognizes a few familiar words or symbols in books, songs, or visuals	Points to or matches spoken words to pictures or written words in the target language	Reads or recognizes basic words, symbols, or phrases with growing independence (e.g., days of the week, numbers, colors)
Visual Art			
Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
Explores and uses a variety of materials to create art	Experiments with basic tools and materials (e.g., crayons, paint, scissors) with guidance	Selects from a range of materials and combines them in intentional ways	Independently chooses and uses a variety of materials and techniques to create original artwork
Uses art to express ideas, stories, or feelings	Uses drawing or painting to represent simple emotions or familiar objects (e.g., “This is my family.”)	Creates artwork that expresses a story, idea, or feeling with teacher support	Clearly communicates ideas, personal stories, or emotions through art with increasing detail and intentionality
Participates with effort and follows directions	Follows simple directions with reminders; starts tasks when asked	Listens carefully and puts effort into tasks with some independence	Follows multi-step directions, participates fully, and shows pride in doing their best work
Demonstrates care and responsibility when using art tools and materials	Follows basic routines and safety rules with support (e.g., cleans up with reminders)	Uses tools appropriately and safely with occasional reminders	Consistently demonstrates care, responsibility, and independence in handling and cleaning up materials
Explains the purpose of a chosen artwork and describes the process used to create it	Shares what the artwork shows or represents with teacher prompts	Begins to describe the materials and steps used to make art (e.g., “I painted the sky first.”)	Explains the purpose or message of their artwork and gives a sequence of steps used during the process
Talks about own artwork and that of others, identifying basic elements and features	Uses simple language to talk about art (e.g., “That’s red.” or “I made a cat.”)	Identifies basic elements in artwork like colors, lines, or shapes with prompting	Uses vocabulary to describe features and express opinions about their own and others’ art (e.g., “I used curved lines for the hair because it looks soft.”)
Performing Arts			
Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
Sings or plays instruments with expression and/or accuracy	Tries to sing or play with the class	Sings or plays familiar songs or sounds clearly	Sings or plays clearly and with feeling (loud/soft, fast/slow)

<b>Creates and/or performs short, simple musical patterns and phrases</b>	Copies sounds or rhythms (like clap-clap-stomp)	Makes and shares their own short music patterns	Makes and performs short music patterns with sounds or instruments
<b>Demonstrates appropriate audience behavior during performances and class activities</b>	Listens quietly and watches others with reminders	Follows audience rules most of the time (quiet, claps)	Always listens, watches, and claps at the right times
<b>Participates with effort and follows directions</b>	Follows simple directions with reminders; starts tasks when asked	Listens carefully and puts effort into tasks with some independence	Follows multi-step directions, participates fully, and shows pride in doing their best work
<b>Explores and expresses ideas, feelings, or stories through movement or sound</b>	Moves or makes sounds to show a feeling (e.g., happy/sad)	Shows an idea or story through movement or sound	Uses movement or sound to tell a clear story or feeling
<b>Identifies, describes, and/or responds to basic elements of music like tempo</b>	Moves to music that is fast or slow	Talks about how music sounds (fast, slow, loud, soft)	Uses music words (tempo, loud/soft) to describe what they hear or play

### Physical Education/ Health

Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Identifies and describes basic functions of body parts</b>	Names main body parts (e. g., arms, legs, heart)	Says what some body parts do (e.g., "My legs help me run")	Explains how different body parts work together to help us move and stay healthy
<b>Demonstrates basic movement skills and participates in physical activities that improve physical fitness</b>	Tries basic movements like running, jumping, and throwing	Shows control in movements like hopping, skipping, and balancing	Uses many movement skills during games and activities with energy and control
<b>Identifies healthy behaviors and explains how they help to maintain good health</b>	Names healthy choices like washing hands and eating fruits	Talks about how sleep, exercise, and healthy foods help us grow	Explains how healthy habits keep our bodies and minds strong
<b>Recognizes/describes emotions and demonstrates ways to express emotions in a healthy manner</b>	Identifies basic feelings like happy, sad, and mad	Uses words to describe how they feel and why	Chooses healthy ways to express and manage emotions (e.g., talking, breathing, asking for help)
<b>Works cooperatively during physical activities and follows established rules and procedures</b>	Plays and moves safely with reminders; follows simple directions	Takes turns and shares equipment with others	Follows rules and routines, works with partners or teams respectfully and safely

### Career Readiness, Life Literacies, and Key Skills

Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Solves problems and generates new ideas</b>	Tries different ways to solve a problem with help	Chooses a way to solve a problem and may share a new idea	Solves problems independently and explains creative solutions
<b>Demonstrates critical thinking skills to make decisions</b>	Makes simple choices with support from adults	Makes choices and gives simple reasons (e.g., "I chose this because...")	Makes thoughtful decisions and considers outcomes before acting
<b>Works effectively and respectfully to accomplish a common goal</b>	Plays or works with others with reminders to share or take turns	Follows group rules and works with peers toward a shared task	Cooperates and helps others during group tasks or class projects
<b>Communicates effectively in a variety of contexts</b>	Uses words, gestures, or pictures to share ideas or needs	Uses complete sentences to express ideas clearly in class and during play	Adjusts voice and words depending on the setting (e. g., quiet in line, loud during games)
<b>Demonstrates awareness of diverse perspectives</b>	Notices that people may like or do different things	Talks about how others may feel or think differently	Shows kindness and respect for classmates' different backgrounds, feelings, or ideas
<b>Manages emotions and own behaviors in different situations</b>	Names feelings and responds to reminders to calm down	Uses basic strategies (e.g., deep breathing) to manage feelings with help	Calms down, follows rules, and solves problems respectfully in most situations
<b>Uses technology effectively to enhance learning</b>	Uses devices or apps with help to complete tasks or explore ideas	Follows routines to use technology tools with purpose (e.g., drawing, games, research)	Uses technology independently to learn, show work, or find information
<b>Demonstrates adaptability and flexibility in various situations</b>	Adjusts to small changes in routine or class activities with support	Tries new things and handles change (e.g., different partner, location) with reminders	Shows independence, confidence, and flexibility during transitions and challenges

<b>Grade 1 Benchmarks</b>			
	<b>Benchmark Key</b>		
	<b>Developing Skill</b>	This NJSLS-based skill may be in development; early assessment <i>may</i> take place <b>but is not reflected on MP Report Card.</b>	
	<b>Not Assessed</b>	This NJSLS-based skill has not been assessed and is not reflected on MP Report Card.	
	<b>Fall</b>	September - November	
	<b>Winter</b>	December - February	
	<b>Spring</b>	March - June	
<b>Reading</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Knows and applies grade-level phonics and word analysis skills in decoding words</b>	Reads CVC words and high-frequency words with support	Reads long vowel patterns, blends, and digraphs in familiar words	Decodes unfamiliar words using phonics patterns and word parts independently
<b>Reads with sufficient accuracy and fluency to support comprehension</b>	Reads slowly but accurately with support; uses pictures or context to self-correct	Reads aloud with improving accuracy and some phrasing	Reads grade-level text fluently with accuracy, phrasing, and expression
<b>Uses text features (e.g., diagrams, tables, animations) to describe key ideas</b>	Identifies and talks about pictures or labels in informational texts	Uses headings, labels, or diagrams to understand facts or ideas	Uses multiple features (e.g., charts, diagrams) to describe and explain key information
<b>Demonstrates understanding of key details in literary text &amp; informational text (e.g., who, what, where, when, why, how)</b>	Answers basic who, what, and where questions with prompting	Answers who, what, when, where, why, and how questions using text and pictures	Answers questions using key details from the text to show deep understanding
<b>Determines central message and retells a sequence of events or key details in literary &amp; informational texts (e.g., who, what, where, when, why, how)</b>	Retells events or facts with teacher support and visual aids	Retells most events or ideas in correct order with some key details	Retells the central message or main idea clearly using key details in order
<b>Demonstrates mastery of the organization and basic features of print; understands the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</b>	Points to first and last words in sentences; recognizes capital letters and periods	Identifies and names parts of a sentence (e.g., "This is the first word")	Writes and edits sentences with correct capitalization, spacing, and punctuation
<b>Describes characters, settings, and major event(s) in a story, using key details</b>	Names main character and setting; tells what happened first	Describes characters, setting, and 1–2 key events using words or pictures	Describes how characters, setting, and events connect using important story details
<b>Demonstrates understanding of spoken words and syllables by using vowel sounds to determine the number of syllables in a printed word.</b>	Claps out syllables in words and identifies vowel sounds in simple words	Counts syllables and identifies vowel sounds in longer or new words	Uses knowledge of syllables and vowel sounds to read and write multisyllabic words
<b>Describes relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text</b>	Identifies what happened first, next, and last with pictures or support	Describes steps or events in order using time words or clue words	Explains steps, causes/effects, or similarities/differences using examples from the text
<b>Identifies similarities in and differences between two literary or two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)</b>	Discusses how two stories or texts are the same or different with help	Compares details from two texts with guidance (e.g., "Both books are about animals")	Independently explains similarities and differences between stories or informational texts using evidence from both
<b>Writing</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>

<b>Demonstrates understanding of writing conventions by forming letters from memory, matching sounds to letters, breaking spoken words into sounds, and recognizing that each syllable has a vowel sound.</b>	Writes most uppercase and some lowercase letters from memory; writes sounds they hear in a word	Writes all letters legibly and uses common spelling patterns to represent sounds	Segments words into syllables and sounds; uses common graphemes and vowel patterns in writing
<b>Demonstrates understanding of spelling conventions by encoding common single-syllable words with short vowels, consonants, and consonant blends.</b>	Spells simple CVC words (e.g., cat, dog) phonetically with support	Spells short-vowel words and words with beginning/ending blends (e.g., slip, mask)	Accurately spells many single-syllable short vowel and blend words without support
<b>Demonstrates command and use of the conventions of writing by utilizing punctuation, capitalization, and conjunctions to write sentences with increasing complexity</b>	Writes simple sentences with capital letters and periods (e.g., "I like cats.")	Uses punctuation marks (e.g., ?, ! ) and combines ideas with "and" or "because"	Writes more complex sentences using correct punctuation, capitalization, and varied conjunctions
<b>Develops and strengthens writing as needed by planning, revising, and editing</b>	Draws and talks about ideas before writing; adds simple labels or sentences	Revises writing by adding details or changing words with support	Plans and improves writing by rereading and editing for clarity, details, and conventions with support
<b>Writes opinion, informative/explanatory, and narrative pieces on a topic or texts; can dictate key ideas during writing process</b>	Dictates or writes a few sentences about a picture, event, or topic	Writes short pieces with a topic sentence and details (e.g., "I like dogs because...")	Independently writes full opinion, informative, and narrative pieces with a beginning, middle, and end, using details and closure
<b>Demonstrates an understanding of figurative language, word relationships, and nuances in word meanings</b>	Sorts words into groups (e.g., animals, colors); uses simple descriptive words	Uses sensory words or phrases (e.g., soft, loud, hot) to add meaning to writing	Uses similes, descriptive language, and explores words with similar or opposite meanings

<b>Mathematics</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Counts to 120</b>	Counts forward from numbers below 50; writes numbers to 30	Counts forward and backward to 100 from any number; writes numbers to 60	Counts to 120 starting at any number; writes numbers to 120 independently
<b>Uses addition and subtraction within 20, including to solve word problems</b>	Solves basic facts within 10 using fingers, pictures, or counters	Solves word problems within 20 using objects, drawings, or equations	Fluently adds/subtracts within 20 and explains thinking with strategies
<b>Understands and applies properties of operations and the relationship between addition and subtraction</b>	Recognizes part-part-whole in number stories (e.g., $5 + 3 = 8$ , $8 - 3 = 5$ )	Applies fact families (e.g., $6 + 4 = 10$ and $10 - 6 = 4$ ) using models	Explains how addition and subtraction are related in word problems and number sentences
<b>Understands the representation of tens and ones (place value)</b>	Groups objects into tens and leftover ones; begins reading teen numbers as "ten and some more"	Understands numbers to 50 as tens and ones; represents with base-ten blocks	Reads, writes, and models numbers to 120 using tens and ones accurately
<b>Extends the counting sequence</b>	Counts orally to 50 by 1s and 10s	Counts to 100 by 1s, 5s, and 10s; begins skip counting by 2s	Counts fluently to 120 by 1s, 5s, 10s; skip counts from any number within 100
<b>Organizes, represents, and interprets data</b>	Sorts and counts objects in categories; uses pictures to show data	Creates simple charts (e.g., tally or bar chart); answers basic questions	Interprets data and uses comparison terms (e.g., more/less, most/least, how many more)
<b>Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10</b>		Adds 2-digit + 1-digit and 2-digit + tens using models or place value strategies	Adds within 100 using place value and strategies (e.g., breaking apart numbers) independently
<b>Understands place value; that the two digits of a two-digit number represent amounts of tens and ones, and can compare two two-digit numbers</b>		Reads and builds 2-digit numbers with tens and ones blocks	Explains tens and ones in numbers and compares with correct vocabulary and symbols
<b>Measures lengths indirectly and by iterating length units</b>		Measures using nonstandard units (e.g., cubes); begins using rulers with support	Measures and compares using length units; explains measurement using vocabulary

<b>Tells and writes time in hours and half-hours using analog and digital clocks</b>			Tells time to the hour and half-hour on analog and digital clocks
<b>Works with money, knowing the comparative value of coins and all dollar bills, and can use dollars in the solution of problems up to \$20</b>			Identifies coins and their values; counts sets of coins up to \$1; solves problems involving bills and coins up to \$20 using strategies
<b>Reasons with two- or three-dimensional shapes and their attributes</b>			Sorts and compares shapes by attributes, including flat vs. solid shapes; composes shapes and explains similarities/differences

## Science

Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Constructs an argument supported by evidence</b>	Shares an idea based on what they saw or heard (e. g., “I think it’s heavy because it sank”)	Gives reasons for ideas based on simple evidence from class activities	Explains ideas using specific evidence from investigations (e.g., “This one went faster because it was pushed harder”)
<b>Investigates to compare the effects of different strengths or different directions of pushes/pulls on the motion of an object</b>	Explores motion using different pushes and pulls (e.g., pushes a toy car softly vs. hard)	Describes what happens when force or direction is changed	Compares and explains differences in movement using strength and direction vocabulary
<b>Makes observations and records data to determine the effect of sunlight on Earth’s surface, including changes in temperature, shadows, and surface warmth</b>	Notifies how the sun feels or affects temperature (e. g., “The slide is hot!”)	Measures or describes differences in temperature or shadows at different times	Records and compares data (e.g., shade vs. sunlight) and explains how sunlight changes the surface
<b>Asks questions, makes observations, and gathers information to define a simple problem</b>	Asks “why” and “what if” questions about something they see (e.g., “Why is it windy?”)	Observes and collects facts or data related to a real-world problem	Defines a simple problem using their observations and questions
<b>Uses observations of local weather conditions to identify and describe weather patterns over time, and connects this to how people prepare for weather changes</b>	Describes daily weather (e. g., “It’s rainy today”) using pictures or weather charts	Identifies patterns in local weather over a week or season	Explains how people dress or prepare for weather based on observed patterns
<b>Describes patterns of what plants and animals need to survive</b>	Identifies what plants and animals need (e.g., food, water, sun)	Describes patterns in needs (e.g., “All animals need food”)	Explains how those needs help living things survive and how their environments support them
<b>Communicates solutions that will reduce negative impacts on the local environment</b>		Talks about solutions for common problems (e.g., “We can recycle paper”)	Explains how their actions help the environment and shares ideas with others
<b>Analyzes data from tests of two objects designed to solve the same problem and compares them</b>		Tests two different tools or designs (e.g., paper planes) and discusses which worked better	Compares two designs and explains why one worked better using evidence (e.g., distance, speed, strength)

## Social Studies

Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Recognizes and appreciates cultural diversity within the classroom or school community</b>	Notifies that classmates may have different traditions, foods, or languages	Discusses family or classroom traditions and compares them with others’	Explains how people in their community are alike and different, and shows appreciation and respect
<b>Identifies basic needs and wants and understands how goods and services meet those needs in their community</b>	Sorts examples of needs and wants with support (e. g., food = need, toys = want)	Identifies community helpers and services that meet needs (e.g., doctor, grocery store)	Explains how goods and services help people live and work in the community
<b>Identifies basic roles and responsibilities within the school or classroom community and understands the importance of rules and fairness</b>	Names classroom roles (e. g., line leader, teacher) and follows simple rules	Discusses how classroom jobs and rules help everyone	Explains the importance of fairness and how everyone can help the school community



Identifies and discusses basic concepts of time (past, present, future) and understands how daily activities relate to larger historical events	Uses terms like today, yesterday, and tomorrow when talking about daily events	Describes personal events using past and present language (e.g., “I went to the park last week”)	Identifies holidays, symbols, and historical figures and connects them to past events
Recognizes and describes basic geographic features such as landforms, bodies of water, and our community on maps and globes	Identifies local places like school, park, or home on simple maps	Recognizes and names basic land and water forms (e.g., mountain, river, ocean) with support	Uses maps and globes to find landforms, bodies of water, and places in their community
<b>World Language</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
Understands and responds to basic phrases and commands in the target language	Responds to simple commands (e.g., “stand up,” “listen”) using gestures or teacher modeling	Follows classroom directions and responds to common phrases with words or actions	Independently follows multi-step directions and responds to questions or greetings in the target language
Engages in simple conversations and exchanges basic information in the target language	Repeats or answers with single words (e.g., “sí,” “rojo”) when prompted	Asks and answers basic questions (e.g., “What is your name?” “How are you?”) with support	Holds brief, structured exchanges using memorized phrases and gestures with confidence
Presents basic information about familiar topics using words, phrases, and memorized expressions in the target language	Names familiar objects (e.g., colors, animals, numbers) using visuals	Shares simple ideas about themselves or familiar topics (e.g., “I like cats”) using words and pictures	Presents short phrases or sentences aloud or in writing about familiar topics (e.g., family, school, weather)
Demonstrates understanding of cultural practices or products from target-language communities	Recognizes music, holidays, or foods from another culture with teacher guidance	Describes or compares a cultural product or tradition (e.g., “They eat tamales on holidays”)	Discusses cultural practices or products and how they are similar/different to their own life
Identifies familiar words, phrases, or symbols when supported by some visuals, gestures, or context	Matches or points to known words or pictures with help (e.g., “gato” = cat)	Identifies and names words/phrases in songs, books, or visuals with some support	Reads or recognizes familiar words, phrases, or classroom visuals with growing independence
<b>Visual Art</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
Explores and combines a variety of materials and techniques to create original artwork	Tries out different art tools (e.g., crayons, paint, scissors) with guidance	Uses more than one material or technique to make art (e.g., collage, watercolor)	Combines tools, textures, and materials independently to create original, thoughtful artwork
Uses art to express personal ideas, tell detailed stories, or communicate feelings	Makes artwork that shows a simple idea or feeling (e.g., “This is my family”)	Adds details that tell a story or show emotion (e.g., sad, excited)	Clearly expresses a full idea, story, or emotion through composition, color, and detail
Demonstrates increasing independence and responsibility when selecting and using art tools and materials	Uses tools safely with reminders; needs support to clean up	Selects tools independently and uses them carefully; begins cleaning up responsibly	Uses all tools safely, responsibly, and cleans up independently without reminders
Explains the purpose of a chosen artwork and describes the process and choices made during its creation	Talks about what their art shows with prompting (e.g., “I made a dog”)	Describes the steps they took and materials used (e.g., “First I painted, then I cut”)	Explains why they made artistic choices (e.g., “I used blue to show the rain”) and describes their process in detail
Talks about own artwork and that of others, using art vocabulary to describe elements and features	Describes art using basic words related to color or shape	Begins to use art vocabulary (e.g., line, texture, pattern) to describe details	Uses art terms to describe their work and peers’ work thoughtfully and respectfully
Participates with effort and follows directions	Follows step-by-step instructions with reminders	Listens carefully and stays on task with minimal prompting	Consistently follows directions, participates actively, and puts effort into all tasks
<b>Performing Arts</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>

<b>Sings or plays instruments with expression and/or accuracy</b>	Sings or plays with class using basic rhythm and melody	Matches pitch and plays/sings simple rhythms with improving accuracy	Sings or plays clearly with good pitch, rhythm, and expressive qualities (e.g., loud/soft, fast/slow)
<b>Creates and/or performs short, simple musical patterns and phrases</b>	Copies simple rhythmic or melodic patterns by clapping, tapping, or singing	Creates and performs short musical patterns with repetition or variation	Independently composes and performs simple patterns using body percussion, voice, or instruments
<b>Demonstrates appropriate audience behavior during performances and class activities</b>	Listens quietly and watches others with reminders	Follows audience behavior expectations with minimal prompting (e.g., stays seated, claps at the end)	Consistently shows respectful audience behavior independently during class or school events
<b>Explores and expresses ideas, feelings, or stories through movement or sound</b>	Moves to music or uses instruments to show a simple feeling or idea (e.g., tiptoeing to soft music)	Uses musical movement or sound patterns to show emotions or events in a story	Expresses clear ideas, emotions, or stories through movement or sound with purpose and creativity
<b>Participates with effort and follows directions</b>	Participates in singing, movement, or playing with support and reminders	Follows directions and stays on task during music activities with growing independence	Participates actively, follows multi-step directions, and consistently puts forth full effort
<b>Identifies, describes, and/or responds to basic elements of music like tempo and dynamics</b>	Responds to basic musical elements (e.g., fast/slow, loud/soft) with support	Names and talks about tempo, dynamics, and pitch using simple music words	Describes and responds to multiple musical elements and explains how they affect the sound or feeling of the music

### Physical Education/ Health

Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Identifies and describes basic functions of body parts</b>	Names basic body parts (e.g., heart, muscles, bones)	Explains how body parts help us move, grow, or stay healthy (e.g., "Muscles help me run")	Describes how body systems work together (e.g., "The heart pumps blood to my muscles when I exercise")
<b>Demonstrates basic movement skills and participates in activities that improve fitness</b>	Runs, jumps, throws, and moves with basic control and effort	Uses more complex movements like skipping, galloping, or balancing in activities	Shows coordination and effort in structured games and fitness activities with stamina and control
<b>Identifies healthy habits and explains how they support lifelong wellness</b>	Names healthy habits like eating fruits, brushing teeth, and getting sleep	Explains why these habits are important (e.g., "I brush my teeth to keep them strong")	Describes how healthy habits help us feel good and stay active for life
<b>Recognizes and describes emotions; expresses them in a healthy manner</b>	Identifies emotions (happy, sad, mad) in themselves and others	Uses words to describe feelings and simple strategies to calm down (e.g., breathing, asking for help)	Chooses healthy ways to handle strong emotions and respects others' feelings
<b>Works cooperatively during physical activities and follows established rules and procedures</b>	Participates in group play and activities with reminders to share or take turns	Follows rules and routines during games and shows teamwork with minimal prompting	Works well with others, takes turns, encourages peers, and plays fairly and respectfully

### Career Readiness, Life Literacies, and Key Skills

Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Solves problems and generates new ideas</b>	Tries different ways to solve simple problems with support	Solves problems and begins to offer new ideas or ways to improve a task	Solves problems creatively and explains their ideas or solutions clearly
<b>Demonstrates critical thinking skills to make decisions</b>	Makes basic choices with help and begins to explain why	Makes thoughtful choices and gives a reason (e.g., "I picked this because...")	Thinks through decisions independently and explains how their choices help them or others
<b>Works effectively and respectfully to accomplish a common goal</b>	Works with a partner or group with reminders to share or take turns	Cooperates during group tasks, listens to others' ideas, and follows group rules	Works respectfully with others, encourages teamwork, and helps the group reach a goal

<b>Communicates effectively in a variety of contexts</b>	Shares ideas with peers and adults using simple words or drawings	Expresses thoughts clearly in group discussions and during classroom tasks	Communicates clearly and appropriately in different situations (e.g., asking, explaining, presenting)
<b>Demonstrates awareness of diverse perspectives</b>	Recognizes that others may have different feelings or opinions	Talks about how someone else might think or feel	Shows respect for others' ideas, traditions, or viewpoints in class discussions or group work
<b>Uses technology effectively to enhance learning</b>	Uses technology with guidance (e.g., clicking, dragging, selecting) to complete simple tasks	Uses learning tools (e.g., tablets, websites, digital drawing) with growing independence	Chooses and uses digital tools to explore, create, or show understanding in learning tasks
<b>Demonstrates adaptability and flexibility in various situations</b>	Tries new things with support and follows changes in routine with reminders	Handles changes in schedule or tasks with minimal support	Adjusts easily to changes, tries new strategies, and helps others adapt too
<b>Makes responsible choices by considering the impact of actions on self and others</b>	Follows classroom rules with reminders and talks about right vs. wrong	Begins to think about how their actions affect others	Makes responsible choices and explains how they keep themselves and others safe, fairly treated, or happy
<b>Shows empathy towards others</b>	Recognizes when someone else is sad, hurt, or needs help	Responds kindly to others' feelings with guidance (e.g., "Are you okay?" or offering help)	Shows care and understanding for others by acting with kindness and offering support independently



Grade 2 Benchmarks			
	Benchmark Key		
	Developing Skill	This NJSLS-based skill may be in development; early assessment <i>may</i> take place <b>but is not reflected on MP Report Card.</b>	
	Not Assessed	This NJSLS-based skill has not been assessed and is not reflected on MP Report Card.	
	Fall	September - November	
	Winter	December - February	
	Spring	March - June	
Reading			
Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
Knows and applies grade-level phonics and word analysis skills in decoding words	Uses phonics to decode short vowel words, blends, and digraphs	Decodes two-syllable words with common patterns and long vowel teams	Reads multisyllabic words and irregular spellings using grade-level phonics rules
Reads with sufficient accuracy and fluency to support comprehension	Reads aloud with basic accuracy and some phrasing; may need support with expression	Reads with improved accuracy, smoother phrasing, and some expression	Reads grade-level text with fluency, expression, and strong comprehension
Uses text features (e.g., diagrams, tables, animations) to describe key ideas	Identifies simple text features (e.g., bold words, headings, pictures)	Uses charts, captions, or diagrams to find or explain facts	Uses multiple text features to describe or explain key ideas in detail
Demonstrates understanding of key details in literary and informational texts (e.g., who, what, where, when, why, how)	Answers who, what, and where questions using text evidence	Answers who, what, when, where, why, and how questions using details from the text	Uses key details to answer and explain all question types independently
Determines central message and retells a sequence of events or key details in literary & informational texts (e.g., who, what, where, when, why, how)	Retells stories or texts with some support; includes beginning or main idea	Retells events or key points in order with supporting details	Summarizes the central message or main idea clearly with well-sequenced details
Describes characters, settings, and major event(s) in a story, using key details	Identifies characters, setting, and main events in a story	Describes characters, settings, and events using story details	Explains how characters respond to events and how settings impact the story
Demonstrates mastery of the organization and basic features of print; understands the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	Recognizes capital letters, punctuation, and sentence parts in shared texts	Edits and writes simple sentences using correct capitalization and punctuation	Uses correct punctuation and capitalization consistently in writing and reading
Demonstrates understanding of spoken words and syllables by using vowel sounds to determine the number of syllables in a printed word	Claps out syllables and identifies short vs. long vowels in words	Uses vowel sounds to count and divide words into syllables	Breaks down and decodes multisyllabic words using vowel sounds and syllable rules
Describes relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text	Describes simple sequence of events with support (first, next, last)	Identifies cause-effect, compare-contrast relationships, and steps in a process in a nonfiction text	Explains relationships among ideas in texts using language like “because,” “then,” “alike,” “different”
Identifies similarities in and differences between two literary or two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)	Identifies basic similarities and differences between two stories or texts with guidance	Compares stories or texts on the same topic using details from both	Explains similarities and differences using specific examples from both texts independently
Writing			
Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark

<b>Demonstrates understanding of writing conventions by forming letters, matching sounds to letters, segmenting words into sounds, and identifying a vowel sound in each syllable</b>	Forms legible letters; writes simple words by stretching and matching sounds	Segments and spells words with clear sound-symbol match; includes vowels in most syllables	Applies spelling and syllable rules to write longer and more complex words independently
<b>Demonstrates understanding of spelling conventions by encoding common single-syllable words with short vowels, consonants, and consonant blends</b>	Spells CVC and high-frequency words correctly; uses phonetic spelling for new words	Spells words with short vowels and blends accurately; begins applying rules for more patterns	Spells most grade-level words correctly and applies common spelling patterns in writing
<b>Develops and strengthens writing as needed by planning, revising, and editing; can do this collaboratively and/or individually</b>	Draws or talks to plan ideas; makes changes when guided	Adds or changes words to improve writing with peer or teacher support	Plans, revises, and edits independently or with a partner to improve clarity, word choice, and structure
<b>Writes opinion, informative/explanatory, and narrative pieces on a topic or texts; articulates ideas and reflects on writing</b>	Writes a few related sentences on a topic or experience with support	Writes sequential sentences (e.g. topic sentence, detail sentences) on a topic or experience with or without support.	Writes beginning, middle, and end with details for opinion, information, or story writing
<b>Demonstrates command and use of the conventions of writing by utilizing punctuation, capitalization, and conjunctions to write sentences with increasing complexity</b>	Writes complete sentences with capital letters and periods; uses "and" to join ideas	Uses varied punctuation (e.g., !, ?) and coordinating conjunctions (e.g., but, so)	Writes complex and compound sentences using appropriate capitalization and punctuation
<b>Demonstrates an understanding of figurative language, word relationships, and nuances in word meanings</b>	Sorts and uses related words (e.g., hot/warm, small/tiny); uses basic descriptive language	Uses sensory or descriptive words (e.g., "The ocean glittered like diamonds in the sunlight.")	Uses figurative language (e.g., similes) and chooses precise vocabulary to strengthen writing

<b>Mathematics</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Represents and solves one- and two-step word problems using addition and subtraction</b>	Solves one-step word problems using drawings or tools	Solves one- and two-step word problems using number sentences	Solves word problems using equations with a symbol for the unknown and explains their reasoning
<b>Fluently adds and subtracts within 20</b>	Uses strategies (counting on, doubles, making 10) to solve facts within 20	Solves most facts within 20 quickly and accurately	Fluently adds and subtracts within 20 without using tools or counting strategies
<b>Understands place value; works with equal groups of objects to understand repeated addition and identifies even and odd numbers</b>	Understands place value to 100; uses objects to model groups	Identifies even/odd numbers and makes equal groups with support	Uses place value to explain even/odd numbers and represents repeated addition
<b>Adds and subtracts within 100 using strategies</b>	Adds/subtracts 2-digit numbers using base-ten models or drawings	Adds 2-digit numbers using place value strategies and begins regrouping	Adds and subtracts within 100 using mental math, place value, and standard algorithm
<b>Works with equal groups of objects to gain foundations for multiplication</b>	Groups objects equally and counts them by 2s, 5s, or 10s	Describes equal groups using repeated addition (e.g., 3 groups of 5 = 15)	Solves repeated addition problems and begins writing basic multiplication equations
<b>Understands concepts of data by collecting, organizing, and describing information</b>	Sorts objects or tallies simple data with teacher guidance	Makes and reads basic tables, tallies, or picture graphs	Interprets and compares data using bar graphs, pictographs, and tally charts
<b>Uses place value understanding and properties of operations to add and subtract</b>	Uses tens and ones to model addition and subtraction	Applies strategies like making a ten or breaking apart numbers	Adds/subtracts using place value and explains strategies used (e.g., compensation, regrouping)
<b>Works with time and money by telling and writing time to the nearest five minutes and solving word problems with coins and bills</b>	Tells time to the hour and half-hour; names and counts coins with fluency	Tells time to the nearest 5 minutes and solves basic coin problems	Solves time and money word problems (including multistep) involving different coin and bill combinations

<b>Measures and estimates lengths in standard units such as inches, feet, centimeters, and meters</b>		Measures accurately with standard tools and begins estimating	Measures, estimates, and compares lengths using inches, feet, centimeters, and meters
<b>Relates addition and subtraction to length</b>		Compares the lengths of two objects and solves simple problems by finding the difference between them	Uses addition/subtraction to solve multi-step measurement word problems
<b>Adds and subtracts within 1,000 using models and strategies</b>		Adds and subtracts within 1,000 using base-ten blocks, place value charts, or models, and begins regrouping with 3-digit numbers.	Adds/subtracts 3-digit numbers with regrouping using strategies and explains reasoning
<b>Represents and interprets data using picture graphs, bar graphs, and tally charts</b>			Organizes data into tally charts or picture/bar graphs with support, uses them to answer simple questions, and compares data sets to explain conclusions
<b>Reasons with shapes and their attributes by drawing, recognizing, and partitioning shapes based on given properties</b>			Identifies and describes basic 2D and 3D shapes, draws and partitions them into halves and quarters, and compares and classifies shapes based on their attributes

<b>Science</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Plans and conducts an investigation to describe and classify different kinds of materials by their observable properties</b>	Sorts and describes materials by how they look or feel (e.g., hard, soft, shiny)	Investigates and records how different materials can be grouped	Conducts investigations and explains why materials are grouped by their properties
<b>Analyzes data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</b>	Tests and talks about simple materials (e.g., paper, fabric) and what they are good for	Gathers and uses data to compare how materials perform (e.g., strong, bendy, waterproof)	Uses evidence from tests to explain which material is best for a specific use
<b>Constructs an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot</b>	Observes changes (e.g., melting ice, cooked egg) and describes what happened	Talks about which changes can or cannot be undone	Uses evidence to explain whether a change is reversible or not
<b>Makes observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object</b>	Takes objects apart and talks about the pieces	Makes something new using pieces from something else	Describes and explains how an object can be taken apart and rebuilt differently
<b>Develops a simple model that mimics the function of an animal in dispersing seeds or pollinating plants</b>	Observes animals interacting with plants (e.g., bees, birds)	Draws or builds a model that shows how seeds move or how pollination happens	Explains how their model works like a real animal to help plants grow
<b>Obtains information to identify where water is found on Earth and that it can be solid or liquid</b>	Identifies where water is found in nature (e.g., rain, oceans, snow)	Talks about the form of water (solid or liquid) in different places	Uses information to explain where water is found and in what forms
<b>Asks questions, makes observations, and gathers information about a situation people want to change that is based in Earth Science (e.g., pollution)</b>	Identifies a problem in the environment and talks about it (e.g., too much trash, pollution)	Gathers information and asks questions to learn more	Defines a problem and suggests an idea or tool that could help solve it
<b>Uses information from several sources to provide evidence that Earth events can occur quickly or slowly</b>	Learns about fast (e.g., earthquakes) and slow (e.g., erosion) Earth events	Sorts Earth events into “fast” and “slow” and explains why	Uses facts from books or videos to describe and compare fast and slow changes on Earth
<b>Compares multiple solutions designed to slow or prevent wind or water from changing the shape of the land</b>	Looks at pictures or models of solutions (e.g., walls, plants) and describes what they do	Compares how different solutions work using class discussions or demonstrations	Explains which solution works best and why, using evidence from class activities

<b>Plans and conducts an investigation to determine if plants need sunlight and water to grow</b>		With support, observes how plants grow in different conditions, conducts a simple experiment (e.g., no water, no sun), and records the results	Explains results and makes a claim about what plants need using evidence
<b>Develops a model to represent the shapes and kinds of land and bodies of water in an area</b>		Builds or draws models of land and water features, adding labels and details to represent landforms and bodies of water	Uses models to describe land and water in a specific area (e.g., beach, mountain, river)
<b>Makes observations of plants and animals to compare the diversity of life in different habitats</b>		Observes and names plants and animals in one location, then compares the living things found in two different places (e.g., park vs. pond)	Explains how different habitats have different kinds of plants and animals
<b>Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs</b>		Tries out two tools or models, collects data (e.g., how far, how fast), and explains which one worked better based on the results	Uses evidence to explain which design was better and why, based on results

### Social Studies

Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Demonstrates understanding of civics, government, and human rights</b>	Identifies rules, laws, and authority figures in school and the community.	Explains why rules and laws are important and how they keep communities fair and safe.	Describes the rights and responsibilities of citizens and how people work together to solve community problems.
<b>Uses information to understand and describe geography, people, and the environment including human population patterns, spatial views of the world, human-environment interactions, and global interconnections</b>	Identifies landforms, bodies of water, and their locations using simple maps and globes.	Describes how people live and work in different types of communities (urban, rural, suburban).	Explains how people change and adapt to the environment and how regions are connected by trade, travel, or communication.
<b>Understands economics, innovation, and technology including economic ways of thinking, exchange and markets, and national &amp; global economies</b>	Identifies basic needs and wants and how people use money to meet them.	Describes goods and services and the jobs that produce them in the local community.	Explains how people make choices about spending and saving and how technology affects work and communication.
<b>Demonstrates understanding of history, culture, and perspectives by interpreting timelines, connecting past to present, respecting diverse views, and using historical data from multiple sources</b>	Uses a timeline to place events in chronological order and identifies important holidays or traditions.	Compares daily life now with life in the past and identifies sources that teach us about history.	Explains how different cultures and perspectives are part of a shared community and uses multiple sources to understand history.

### World Language

Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Understands and responds to classroom directions and familiar questions in the target language</b>	Responds to simple commands and greetings with gestures or single words	Follows familiar classroom instructions and answers yes/no or either/or questions orally	Responds to a variety of familiar questions with short phrases or actions
<b>Engages in short conversations and exchanges personal information with growing confidence</b>	Shares name and feelings using memorized words or sentence frames	Asks and answers simple questions about age, likes/dislikes, or family	Participates in brief exchanges with classmates, using complete phrases with support
<b>Presents basic information using memorized phrases and appropriate gestures or visual supports</b>	Uses pictures or gestures to introduce self and express basic needs	Presents a short phrase or sentence about a familiar topic (e.g., weather, food) with visual support	Gives short oral or visual presentations using memorized language with increased independence
<b>Demonstrates understanding of cultural practices or products from target-language communities</b>	Identifies a cultural product or tradition (e.g., food, holiday, music) with teacher support	Compares a familiar tradition or practice to one from the target-language culture	Explains a simple cultural tradition or product and shares a personal reflection

Recognizes and interprets familiar words and phrases when presented with some visual or contextual support	Matches spoken or written words with pictures (e.g., colors, numbers, classroom items)	Recognizes familiar phrases in songs, videos, or short stories with pictures or gestures	Reads or listens to short texts and interprets key words or phrases using context clues or visuals
<b>Visual Art</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
Explores and uses a variety of materials to create art	Experiments with different materials (e.g., paint, clay, paper) to create simple art pieces	Combines materials and tools in purposeful ways to add texture, form, or color	Chooses materials independently and uses them with control to create detailed, original artwork
Uses art to express ideas, stories, or feelings	Creates artwork that shows a personal experience or feeling	Illustrates a short story or scene using symbols or expressive elements	Communicates a clear idea or message through visual choices in their artwork
Participates with effort and follows directions	Follows step-by-step instructions with encouragement	Completes projects independently and stays on task	Demonstrates consistent effort, creativity, and focus throughout the art-making process
Demonstrates care and responsibility when using art tools and materials	Uses tools and materials safely with reminders	Demonstrates growing independence in using and cleaning up materials	Consistently uses materials with care, responsibility, and respect
Explains the purpose of a chosen artwork and describes the process used to create it	Shares a few words about what they made and why	Describes steps taken during art-making and reasons for certain choices	Reflects on their own creative process and purpose using art vocabulary
Talks about own artwork and that of others, identifying basic elements and features	Identifies basic art elements (e.g., line, color) in their own work	Describes features of their own and/or a peer's artwork using basic terms	Compares and discusses artworks using descriptive vocabulary and personal opinion
<b>Performing Arts</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
Sings or plays instruments with expression and/or accuracy	Sings or plays simple patterns or songs with support and basic pitch/rhythm accuracy	Performs songs with clearer pitch, rhythm, and some expressive elements (e.g., loud/soft)	Sings or plays songs accurately with expression and attention to tempo, dynamics, and phrasing
Creates and/or performs extended musical patterns or simple songs with increasing accuracy	Claps or plays basic rhythmic patterns using instruments or body percussion	Creates or performs short rhythmic or melodic patterns independently	Composes or performs multi-step patterns or simple songs with accuracy and creativity
Consistently demonstrates appropriate audience behavior and respect for performers	Listens quietly and stays seated during peer or teacher performances	Responds appropriately to performances (e.g., claps, listens without talking)	Demonstrates consistent, respectful audience behavior in classroom and school performance settings
Participates with effort and follows directions	Participates with encouragement and follows basic routines	Follows multi-step directions and participates actively in group activities	Shows leadership in participation and follows routines and musical cues with independence
Explores and expresses ideas, feelings, or stories through movement or sound	Uses movement (e.g., swaying, marching) or vocal sounds to show emotion or match music	Creates sound effects or movement to represent a scene, character, or emotion	Performs a movement or sound piece that clearly expresses a story, mood, or idea
Identifies and describes elements of music such as tempo, dynamics, and rhythm with increasing accuracy	Recognizes and names basic elements (e.g., loud/soft, fast/slow) in a piece of music	Describes how tempo, dynamics, or rhythm change in familiar songs	Uses music vocabulary to describe and compare different pieces or performances
<b>Physical Education/ Health</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
Identifies and describes basic functions of body parts	Names major body parts and tells what they do (e.g., heart pumps blood)	Explains how body parts work together during movement or exercise	Describes how different body systems help keep us healthy and active



<b>Performs movement skills with control and participates in fitness activities</b>	Demonstrates basic movement skills (e.g., hopping, skipping) with control	Combines movement skills in games or fitness tasks with better coordination	Shows improved balance, strength, and coordination during physical activities
<b>Identifies healthy habits and explains how they support lifelong wellness</b>	Names healthy choices (e.g., brushing teeth, eating fruits/vegetables)	Explains how sleep, exercise, and hygiene help the body	Describes how healthy habits affect long-term physical and mental wellness
<b>Recognizes and describes emotions and demonstrates ways to express emotions in a healthy manner</b>	Names feelings and identifies situations that cause them	Talks about how to handle strong emotions (e.g., anger, worry) in safe ways	Demonstrates ways to manage emotions and support friends with empathy
<b>Works cooperatively during physical activities and follows established rules and procedures</b>	Listens to directions and takes turns in games or partner activities	Shares equipment and helps others during physical tasks	Works as part of a team, follows rules, and helps solve simple problems with others

### Career Readiness, Life Literacies, and Key Skills

<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Solves problems and generates new ideas</b>	Tries out ideas to solve simple classroom problems	Explains steps used to solve a problem	Solves problems by trying multiple ideas and reflecting on what worked
<b>Demonstrates critical thinking skills to make decisions</b>	Makes simple choices and explains why	Considers different options and chooses the best one	Makes thoughtful decisions after discussing consequences
<b>Works effectively and respectfully to accomplish a common goal</b>	Follows directions and contributes to group tasks	Shares responsibilities and listens to group members	Works cooperatively with others to reach a shared goal with minimal teacher support
<b>Communicates effectively in a variety of contexts</b>	Expresses thoughts clearly in discussions or class activities	Uses complete sentences and appropriate tone when speaking or presenting	Adapts communication (e.g., formal/informal) depending on the audience or situation
<b>Demonstrates awareness of diverse perspectives</b>	Identifies similarities and differences among classmates	Shows respect for different ideas and cultures	Explains why it's important to consider other people's views
<b>Uses technology effectively to enhance learning</b>	Uses simple digital tools (e.g., drawing apps, learning games) to complete tasks	Uses technology to find information or present ideas	Chooses appropriate tools to support learning or explain ideas
<b>Demonstrates adaptability and flexibility in various situations</b>	Adjusts to changes in routine with support	Stays focused when plans change or challenges arise	Adapts to new situations calmly and tries new ways to complete tasks
<b>Makes responsible choices by considering the impact of actions on self and others</b>	Recognizes when a choice is safe or fair	Describes how actions affect others	Makes responsible choices and explains the reasons for them
<b>Shows empathy towards others</b>	Identifies how someone else might feel	Offers help or kind words when someone is upset	Shows understanding and care for others' feelings through words or actions
<b>Establishes and maintains healthy relationships with peers and adults</b>	Works and plays respectfully with familiar peers and adults	Resolves small conflicts with guidance	Maintains positive relationships and solves conflicts respectfully and independently

<b>Grade 3 Benchmarks</b>			
	<b>Benchmark Key</b>		
	<b>Developing Skill</b>	This NJSLS-based skill may be in development; early assessment <i>may</i> take place <b>but is not reflected on MP Report Card.</b>	
	<b>Not Assessed</b>	This NJSLS-based skill has not been assessed and is not reflected on MP Report Card.	
	<b>Fall</b>	September - November	
	<b>Winter</b>	December - February	
	<b>Spring</b>	March - June	
<b>Reading</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Applies grade-level phonics and word analysis skills in decoding and encoding words</b>	Applies known phonics patterns to decode unfamiliar words and begins encoding phonetically regular words and syllable patterns.	Applies phonics and syllabication strategies to read longer multi-syllabic words and spell them accurately	Reads and spells grade-level multisyllabic words independently using phonics rules and word analysis
<b>Reads with accuracy and fluency</b>	Reads grade-level texts aloud with basic accuracy and appropriate pacing	Reads with improved expression, accuracy, and self-correction	Reads fluently and with expression across a range of texts with minimal support
<b>Determines the meaning of academic and domain-specific words and phrases</b>	Uses sentence-level context to determine meaning of unfamiliar academic or domain-specific words	Uses root words, prefixes, and suffixes to figure out word meanings	Determines precise meanings of academic vocabulary using multiple strategies (context, roots, affixes)
<b>Demonstrates an understanding of figurative language, word relationships, and word meanings</b>	Identifies common similes and basic word relationships such as synonyms and antonyms	Explains the meaning of common idioms or figurative phrases	Interprets figurative language and explains how it adds to the meaning of the text
<b>Demonstrates an understanding of informational and literary text and utilizes textual evidence as the basis for answering questions</b>	Answers text-based questions using who, what, when, where, and why with direct evidence	Cites specific details from the text to support inferences and answers	Supports answers and ideas with multiple pieces of evidence from the text
<b>Recounts key details from literary/informational text and explains how they support the theme/main idea</b>	Retells stories or key ideas in order including beginning, middle, and end	Identifies the main idea and explains how details support it	Explains how specific details reinforce the theme or central message
<b>Demonstrates an understanding of the development of characters' traits, motivations, or feelings and explains how their actions contribute to the plot</b>	Describes basic character traits and how characters respond to events	Explains how a character's actions affect the plot or other characters	Analyzes how characters' traits, motivations, and actions develop the story
<b>Describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause-effect</b>	Identifies steps or events in order using signal words like first, then, next	Describes relationships between ideas or events using cause/effect or sequence terms	Explains how and why a series of events or steps are connected in informational texts
<b>References text features when writing or speaking about a text and describes how each part builds on earlier sections</b>	Identifies and names text features such as headings, bold print, or captions	Explains how one text feature helps the reader understand part of the text	Describes how text features work together to support the structure and meaning of the text
<b>Demonstrates an understanding of the text through information gained from text features</b>	Uses diagrams or pictures to help answer questions about a text	Refers to visuals or labels to describe how they support key ideas	Combines visual and textual information to deepen understanding
<b>Demonstrates an understanding of the connection between particular sentences and paragraphs in a text to support specific points the author makes</b>	Identifies how one sentence leads to the next in a paragraph	Explains how groups of sentences form a paragraph that supports a key idea	Analyzes paragraph structure and how each part builds on the previous

<b>Compares and contrasts elements of literary/informational texts written by the same author about similar characters/on the same topic</b>	Identifies similar characters or ideas from two texts by the same author	Describes how two texts from the same author treat a character or topic similarly or differently	Compares and contrasts themes or messages across texts by the same author
<b>Develops their own point of view from that of the author/narrator</b>	Recognizes the narrator's or author's point of view	Compares personal opinions to the narrator's or author's	Explains how their point of view is similar to or different from the author's and why
<b>Demonstrates an understanding of how illustrations contribute to what is conveyed by the words in a story</b>	Matches illustrations to story events or details	Describes how illustrations help set the mood or show character actions	Explains how illustrations enhance meaning or provide additional details not in the text
<b>Generates questions about a topic and locates related information from at least two reference sources to obtain information</b>	Asks simple research questions and finds answers from a book or article	Uses two sources to gather related facts and begins comparing them	Synthesizes information from at least two sources to answer a research question

<b>Writing</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Applies grade-level spelling patterns and generalizations when writing</b>	Spells grade-level high-frequency words and applies basic spelling rules (e.g., CVCe, double consonants)	Spells multisyllabic words using known patterns and applies spelling rules consistently	Applies grade-level spelling patterns in written work with accuracy and independence
<b>Uses correct capitalization, punctuation, and grammar in written work; can discuss revisions and corrections individually, in small groups, and/or in large groups</b>	Uses basic punctuation and capitalization (e.g., periods, capitals at sentence start); participates in group editing with guidance	Applies punctuation rules (e.g., commas in a list, apostrophes) and begins offering feedback during peer revision	Edits and revises writing for capitalization, punctuation, and grammar in independent and collaborative settings
<b>Demonstrates command of grammar and usage when writing, including verb tense, subject-verb agreement, and appropriate use of adjectives and adverbs</b>	Writes complete sentences with correct verb tense and includes descriptive words with support	Uses subject-verb agreement and descriptive language (adjectives/adverbs) more consistently in writing	Demonstrates correct grammar usage, verb tense, and descriptive language throughout varied writing pieces
<b>Plans, drafts, revises, and edits writing to strengthen focus, clarity, and organization</b>	Uses graphic organizers or outlines to plan writing and adds details with guidance	Revises drafts to improve organization and clarity; edits with peer or teacher support	Independently plans, drafts, revises, and edits writing to enhance meaning and structure
<b>Writes clear and organized pieces with appropriate structure and purpose, including opinion, informative/explanatory, and narrative writing</b>	Writes simple paragraphs using sentence starters and a beginning, middle, and end	Produces complete pieces in narrative, opinion, and informative formats with growing organization	Writes multi-paragraph pieces with clear structure and transitions appropriate to the genre
<b>Gathers information from books, discussions, or digital sources to develop and support writing ideas</b>	Uses one source (text or discussion) to gather ideas for writing	Gathers and takes notes from two sources (books or digital) to support writing	Uses information from multiple sources to support ideas with evidence in opinion or informative writing

<b>Mathematics</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Understands multiplication and division of whole numbers by interpreting equal groups, arrays, and number lines to represent and solve problems</b>	Uses equal groups and arrays to model and solve basic multiplication and division problems	Solves word problems using arrays and number lines to show multiplication and division	Applies multiplication and division concepts to solve complex problems using multiple representations
<b>Uses patterns to build fluency with multiplication facts; identifies and applies strategies</b>	Identifies skip-counting patterns for 2s, 5s, and 10s to build fluency	Applies strategies (e.g., doubling, making ten) to learn facts for 3s, 4s, and 6s	Demonstrates fluency with most facts through 10s and applies patterns flexibly.
<b>Applies properties of operations (associative, commutative, and distributive) to learn multiplication facts for 3s, 4s, 6s, 7s, and 8s</b>	Uses commutative property to solve and check multiplication facts	Applies associative and distributive properties to break apart facts (e.g., $7 \times 6 = (5 \times 6) + (2 \times 6)$ )	Explains and applies all three properties to solve and justify strategies for all basic facts
<b>Uses multiplication to understand and solve division problems</b>	Connects repeated subtraction and equal groups to explain division	Uses known multiplication facts to solve division problems (e.g., $6 \times \underline{\quad} = 42$ )	Solves division problems efficiently using inverse relationships



<b>Fluently multiplies and divides within 100 using strategies</b>	Solves basic facts with accuracy and strategy for 2s, 5s, and 10s	Demonstrates fluency with facts through 6s	Fluently multiplies and divides within 100 using multiple strategies and justifies answers
<b>Connects area to multiplication and division by relating the area of rectangles to the product of side lengths and solving real-world problems</b>	Uses tiles or grids to measure and model area as the number of square units	Writes equations to find area of rectangles using multiplication	Solves word problems involving area and explains reasoning using models or equations
<b>Uses operations with whole numbers to solve one- and two-step word problems</b>	Solves one-step addition and subtraction word problems	Solves one- and two-step problems using all four operations with modeling	Solves multi-step word problems using equations and checks for reasonableness
<b>Represents and interprets data using scaled picture graphs, bar graphs, and line plots to solve problems involving measurement and comparison</b>	Reads and creates picture and bar graphs using a scale of 1 or 2	Uses scaled graphs and line plots to solve comparison and "how many more" problems	Interprets and creates graphs with varied scales and answers multi-step data questions
<b>Demonstrates an understanding of data-based questions and data collection</b>	Asks simple questions and collects data using tallies or charts	Organizes collected data into graphs or tables to answer questions	Designs and interprets surveys or data collection activities to make real-world decisions
<b>Uses strategies and properties to add and subtract multi-digit numbers, including rounding and decomposing numbers</b>	Uses place value strategies to round to nearest 10 or 100 and solve problems	Adds and subtracts 2- and 3-digit numbers using decomposing and regrouping	Solves word problems using addition and subtraction of large numbers with multiple steps
<b>Fluently adds and subtracts within 1,000 using strategies</b>	Adds and subtracts within 1,000 using place value models or number lines	Fluently adds and subtracts within 1,000 with regrouping and explanation	Applies fluency to solve real-world problems and explains multiple strategies
<b>Multiplies whole numbers by multiples of 10 using knowledge of place value and properties of operations</b>	Uses models (e.g., base-10 blocks) to represent multiplication with tens	Multiplies numbers like $3 \times 40$ by breaking apart numbers	Fluently multiplies 1-digit numbers by multiples of 10 using place value reasoning
<b>Understands fractions as numbers</b>	Identifies and models unit fractions and explains equal parts	Locates and labels fractions on a number line	Explains and compares fractions as numbers with real-world examples
<b>Recognizes and generates equivalent fractions and compares fractions with the same numerator or denominator using visual models and reasoning</b>	Recognizes fractions as equal when models match	Uses models to generate equivalent fractions and begin comparing them	Compares and explains fraction sizes using number lines, models, and reasoning
<b>Solves problems involving time, capacity, and mass</b>		Tells time to the nearest 5 minutes, estimates measurements, and solves word problems involving time, volume, and mass using appropriate units	Uses number lines and operations to solve real-world problems involving elapsed time and measurement
<b>Solves perimeter problems by finding the perimeter of polygons and using addition or multiplication to determine side lengths</b>			Solves perimeter problems using addition or multiplication, including missing side lengths and multi-step scenarios
<b>Identifies attributes of two-dimensional shapes</b>			Identifies, classifies, and describes two-dimensional shapes by their attributes, using precise geometric vocabulary

Science			
Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Plans and carries out investigations and makes measurements to provide evidence of how forces affect motion and how patterns in motion can predict future movement</b>	Observes and records how different strengths or directions of a push or pull affect an object's motion	Conducts simple investigations using ramps or magnets to describe motion patterns	Uses data and observations to predict future motion based on force and pattern relationships

<b>Investigates cause-and-effect relationships in electric and magnetic interactions, and defines design problems that can be solved using magnets</b>	Tests and describes how objects interact with magnets through different materials or at different distances	Identifies magnetic and non-magnetic materials and begins defining simple design problems involving magnets	Designs, tests, and improves magnetic solutions to defined problems using cause-and-effect understanding
<b>Uses evidence to construct an explanation surrounding various topics (i.e. variations in characteristics among species, influences in the environment)</b>	Compares observable traits in plants or animals of the same species	Explains how inherited traits or environmental influences result in variation	Constructs explanations using data and examples to explain trait variation or changes
<b>Uses data and gathered information to describe weather patterns, compare climates across regions, and evaluate solutions that reduce the impacts of climate-related hazards</b>	Records local weather and identifies patterns over days or weeks	Compares weather and climate patterns in different regions	Evaluates and explains how certain solutions reduce impacts of weather-related hazards
<b>Uses models and data to explain life cycles and inherited traits in plants and animals, including variation within species</b>	Identifies life cycle stages in common plants and animals using diagrams	Uses models and observations to compare life cycles and inherited traits among species	Explains life cycle differences and inherited traits using scientific vocabulary and visual models
<b>Constructs evidence-based arguments about how organisms survive in their habitats, how environmental changes affect survival, and how group behaviors support survival</b>	Describes how certain traits help organisms survive in their environment	Explains how environmental changes affect survival and how animals adapt or respond	Uses evidence to explain group behaviors and how they support survival
<b>Analyzes and interprets data from fossils to provide evidence of the organisms and the environments in which they lived long ago</b>	Examines fossil images and infers what kind of organism or habitat existed	Compares fossils to present-day organisms and environments	Uses multiple sources of data to explain how fossils provide evidence about the past
<b>Defines engineering problems and tests multiple solutions to identify improvements based on criteria and constraints</b>	Identifies a simple design problem and brainstorms possible solutions	Builds and tests two or more solutions to see which meets a basic need or goal	Improves and explains a design based on testing, criteria, and constraints

### Social Studies

Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Demonstrates disciplinary concepts and tools of historians, geographers, economists, and political scientists to investigate the local community</b>	Identifies roles of historians, geographers, economists, and political leaders	Uses maps, timelines, and simple graphs to describe community changes over time	Applies tools and concepts to investigate and explain a current issue or event in the local community
<b>Compares urban, rural, and suburban communities and explains factors that make regions unique</b>	Describes characteristics of urban, suburban, and rural communities	Compares types of communities based on population, transportation, and services	Explains how geography, culture, and economy make each region unique
<b>Analyzes the composition of culture, explores rural/urban global communities, and distinguishes between modern v. traditional societies</b>	Identifies key elements of culture such as language, food, clothing, and celebrations	Compares cultural traditions and daily life in global rural and urban communities	Describes how modern and traditional societies are similar and different using cultural examples
<b>Demonstrates understanding and application of civics, government, and human rights</b>	Identifies local government leaders and basic community rules	Explains how laws help people and how citizens can participate in local government	Describes the importance of civic responsibility and individual rights in a democratic society

### World Language

Skill	Fall Benchmark	Winter Benchmark	Spring Benchmark
<b>Uses words, phrases, and simple sentences to understand text, recognize familiar words and phrases, answer learned questions, and ask memorized questions</b>	Recognizes and responds to greetings, classroom directions, and learned questions using single words or gestures	Answers simple questions and identifies familiar words in short spoken or written texts	Asks and answers memorized questions using short phrases and simple sentences with support
<b>Understands and communicates at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences</b>	States basic needs or preferences using isolated words or memorized phrases (e.g., "water," "I like apples")	Uses familiar phrases to express likes/dislikes or make simple requests independently	Communicates basic needs and preferences using short, structured phrases with increasing independence
<b>Presents basic information using many memorized phrases and appropriate gestures or visual supports</b>	Presents self or familiar topics (e.g., name, age, favorite color) using visuals or gestures with memorized language	Shares simple information using structured phrases and visuals (e.g., daily routine, family)	Presents short, rehearsed messages with memorized phrases, gestures, and visual supports independently

Describes people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language	Names familiar people and places using a few memorized words	Describes familiar objects, people, or places using phrases and some combining of learned language	Uses simple sentences to describe people, places, and things, combining memorized and original expressions
<b>Visual Art</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
Selects and explores a variety of materials, tools, and techniques to purposefully create original artwork	Chooses materials and tools with guidance to explore texture, color, and line	Experiments with combinations of materials and techniques to plan and refine an idea	Selects and uses materials intentionally to create detailed and original artwork that reflects planning and purpose
Uses visual art to clearly express personal ideas, stories, or feelings through subject matter, media, and/or composition	Creates artwork that reflects personal experiences using recognizable subject matter	Chooses subject matter, composition, and media that support a specific idea or emotion	Communicates a clear personal story or feeling through thoughtful composition and media choices
Demonstrates consistent care, safety, and responsibility when selecting and using art tools and materials	Uses tools and materials safely with reminders and models clean-up routines	Shows independence in safe and respectful use of tools and shared materials	Consistently demonstrates care and responsibility in material use without reminders
Participates with effort and follows directions	Follows directions during art activities and completes assigned tasks with support	Demonstrates focus, creativity, and increasing independence during work time	Consistently puts forth best effort, completes tasks independently, and follows multi-step directions
Explains the purpose, materials, and techniques used in a chosen artwork, describing steps in the creative process	Shares what they made, what materials were used, and why they made it	Describes steps in their process and reasons for choices in materials or subject	Clearly explains the process, purpose, and technique behind their work using art vocabulary
Discusses their own artwork and/or the work of others by identifying and analyzing basic elements, principles, and visual features	Identifies basic elements (e.g., line, shape, color) in personal or peer artwork	Uses vocabulary to compare artworks and discuss choices made by artists.	Analyzes how elements and principles (e.g., balance, contrast) are used to create meaning in art.
<b>Performing Arts</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
Listens to feedback and makes changes to their music to improve it over time	Accepts teacher and peer feedback and tries one suggested change	Revises music using feedback from others and reflects on improvement	Actively seeks feedback, makes revisions independently, and explains how the changes improve the work
Performs music using expression (like loud/soft, fast/slow, smooth/sharp) to show meaning	Performs music with basic changes in volume or tempo when directed	Uses expressive qualities to convey meaning (e.g., a soft lullaby or fast marching song)	Performs with clear intention, using expressive elements to enhance meaning and style
Performs music, alone or with others, with expression, technical accuracy, and appropriate interpretation	Performs simple songs or rhythmic patterns accurately with group support	Performs independently or in a group with appropriate pitch, rhythm, and expression	Performs confidently with technical accuracy and interpretation appropriate to the music's style or purpose
Participates with effort and follows directions	Follows directions during rehearsal and music activities with reminders	Participates actively in group music-making and rehearsal with growing independence	Consistently follows all directions, participates fully, and contributes positively to group performance
Demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and/or responding to music	Shares musical preferences and connects them to feelings or experiences	Explains choices in performance or composition using personal interest or prior knowledge	Justifies musical decisions by connecting them to cultural understanding, mood, or purpose
Generates and improvises musical ideas, simple accompaniment patterns, and chord changes; explains connections to purpose and context (e.g., social, cultural, historical)	Creates short rhythmic or melodic patterns and connects them to a familiar idea or mood	Improvises simple accompaniments or melodies and/or begins to explain their purpose or connection to culture	Develops and refines musical ideas with context and purpose in mind (e.g., holiday, community, emotion)
<b>Physical Education/ Health</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>

<b>Identifies effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity)</b>	Describes basic habits that support health (e.g., handwashing, sleep, exercise)	Explains how specific choices (e.g., food, sleep, screen time) affect wellness	Applies health strategies to real-life situations and explains how they support lifelong wellness
<b>Participates in moderate to vigorous age-appropriate fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance)</b>	Participates in activities that build strength, balance, and endurance with encouragement	Demonstrates improved skill and effort in structured fitness activities	Shows growth in all fitness components through consistent participation and personal goal setting
<b>Understands the impact of feelings and thoughts that lead to healthy and unhealthy behaviors</b>	Identifies personal feelings and how they affect actions or choices	Describes how thoughts and emotions influence behaviors and choices	Explains the connection between thoughts, feelings, and health-related decisions
<b>Applies specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment</b>	Follows rules and directions during physical activities with guidance	Uses rules and simple strategies to play games safely and fairly	Applies multiple strategies, rules, and safety procedures independently during gameplay
<b>Communicates personal boundaries and demonstrates ways to respect other people's personal boundaries</b>	Identifies situations where personal space is important	Demonstrates respectful behavior when personal space or boundaries are shared	Communicates and maintains personal boundaries while respecting others during both classroom and physical activities
<b>Works cooperatively during physical activities and follows established rules and procedures</b>	Participates in group activities with reminders to cooperate and share	Demonstrates teamwork and sportsmanship during group games and tasks	Consistently works cooperatively, supports others, and helps enforce rules and procedures
<b>Career Readiness, Life Literacies, and Key Skills</b>			
<b>Skill</b>	<b>Fall Benchmark</b>	<b>Winter Benchmark</b>	<b>Spring Benchmark</b>
<b>Solves problems and generates new ideas</b>	Suggests possible solutions to familiar problems and shares new ideas with support	Tries different solutions and explains why one works best	Solves problems using creative thinking and explains the reasoning behind chosen solutions
<b>Demonstrates critical thinking skills to make decisions</b>	Makes simple choices and explains them with teacher prompting	Weights pros and cons before making a decision	Makes thoughtful decisions independently and reflects on the impact
<b>Works effectively and respectfully to accomplish a common goal</b>	Participates in group tasks and shares materials with reminders	Works cooperatively with peers by listening and taking turns	Collaborates respectfully and supports team goals by contributing ideas and resolving disagreements
<b>Communicates effectively in a variety of contexts</b>	Uses clear sentences to express thoughts during class discussions	Adjusts tone and language when speaking to different audiences (e.g., teacher vs. peer)	Communicates ideas clearly and respectfully across settings, both verbal and written
<b>Demonstrates awareness of diverse perspectives</b>	Identifies differences among people and expresses respect for others	Describes how people may have different ideas, beliefs, or experiences	Explains the importance of considering others' perspectives and how it builds understanding
<b>Uses technology effectively to enhance learning</b>	Uses digital tools (e.g., educational games, simple search engines) to support learning	Uses technology to gather or organize information for assignments	Chooses appropriate technology tools independently to complete learning tasks or share ideas
<b>Demonstrates adaptability and flexibility in various situations</b>	Adjusts to small changes in routine with support	Accepts unexpected changes and stays on task	Demonstrates flexibility and problem-solving when routines or plans shift
<b>Makes responsible choices by considering the impact of actions on self and others</b>	Describes how actions affect others and begins to make positive choices	Makes choices based on classroom expectations and considers consequences	Consistently makes responsible choices and explains their effects on self and community
<b>Shows empathy towards others</b>	Recognizes when someone is sad, upset, or excited and responds kindly	Expresses concern or support when others are experiencing strong emotions	Demonstrates empathy by offering help and using supportive language and actions
<b>Establishes and maintains healthy relationships with peers and adults</b>	Greets others respectfully and works well with familiar peers and adults	Maintains positive relationships by showing respect and resolving small conflicts	Builds strong relationships through consistent communication, empathy, and cooperation