



# **PRIORITY STANDARDS**

Lindbergh Schools

<b>First Grade Proficiency Scales - Reading</b>	
<b>Reading Foundations</b>	<ul style="list-style-type: none"> <li>• <a href="#">Phonemic Awareness</a></li> <li>• <a href="#">Phonics and Decoding</a></li> <li>• <a href="#">Root Words and Endings</a></li> <li>• <a href="#">Fluency</a></li> </ul>
<b>Fiction</b>	<ul style="list-style-type: none"> <li>• <a href="#">Story Elements</a></li> </ul>
<b>Nonfiction</b>	<ul style="list-style-type: none"> <li>• <a href="#">Main Idea and Supporting Details</a></li> </ul>

<b>First Grade Proficiency Scales - Writing</b>	
<b>Writing Process</b>	<ul style="list-style-type: none"> <li>• <a href="#">Drafting</a></li> <li>• <a href="#">Revising and Editing</a></li> </ul>
<b>Narrative</b>	<ul style="list-style-type: none"> <li>• <a href="#">Narrative Writing</a></li> </ul>
<b>Opinion</b>	<ul style="list-style-type: none"> <li>• <a href="#">Opinion Writing</a></li> </ul>
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<b>Language and Grammar</b>	<ul style="list-style-type: none"> <li>• <a href="#">Grammar</a></li> <li>• <a href="#">Conventions</a></li> <li>• <a href="#">Spelling</a></li> </ul>

<b>First Grade Proficiency Scales - Math</b>	
<b>Number Sense and Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>• <a href="#">Number Relationships and Counting</a></li> <li>• <a href="#">Place Value</a></li> </ul>
<b>Relationships and Algebra Thinking</b>	<ul style="list-style-type: none"> <li>• <a href="#">Addition</a></li> <li>• <a href="#">Subtraction</a></li> <li>• <a href="#">Addition and Subtraction Fluency</a></li> </ul>
<b>Data</b>	<ul style="list-style-type: none"> <li>• <a href="#">Represent and Interpret Data</a></li> </ul>
<b>Geometry and Measurement</b>	<ul style="list-style-type: none"> <li>• <a href="#">Shapes and Attributes</a></li> <li>• <a href="#">Length</a></li> <li>• <a href="#">Time</a></li> <li>• <a href="#">Money</a></li> </ul>

<b>First Grade Proficiency Scales - Science</b>
<ul style="list-style-type: none"><li>• <a href="#">Asking Questions</a></li></ul>
<ul style="list-style-type: none"><li>• <a href="#">Defining Problems</a></li></ul>
<ul style="list-style-type: none"><li>• <a href="#">Patterns</a></li></ul>








<b>First Grade Proficiency Scales - Social Studies</b>
<ul style="list-style-type: none"><li>• <a href="#">Use Resources and Artifacts</a></li></ul>
<ul style="list-style-type: none"><li>• <a href="#">Use Visual Tools</a></li></ul>
<ul style="list-style-type: none"><li>• <a href="#">Research and Present</a></li></ul>
<ul style="list-style-type: none"><li>• <a href="#">Ask and Answers Questions</a></li></ul>

<b>Reading Foundations: Phonemic Awareness</b>	
<b>1.RF.2.A Develop phonemic awareness in the reading process</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Applying phonemic awareness knowledge in encoding and decoding</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Distinguish between isolated sounds and syllables in spoken words</b></li> <li><input type="checkbox"/> <b>Blend at least 4 phonemes in one syllable words</b></li> <li><input type="checkbox"/> <b>Segment at least 4 phonemes in one syllable words</b></li> <li><input type="checkbox"/> <b>Manipulate sounds in spoken words:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Addition</b></li> <li><input type="checkbox"/> <b>Deletion</b></li> <li><input type="checkbox"/> <b>Substitution</b></li> </ul> </li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Identify sounds in spoken words</li> <li>● Blend 3 spoken phonemes to form one-syllable words</li> <li>● Segment one-syllable spoken words into 2 or 3 phonemes</li> <li>● Isolate the initial, medial, and final sounds in spoken words</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Reading Foundations: Phonics and Decoding</b>	
<b>1.RF.3.A Develop phonics in the reading process</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Decode multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant/vowel digraphs, or vowel diphthongs</li> <li>● Decode regularly spelled two-syllable words with vowel diphthongs or vowel teams</li> <li>● Read words with common prefixes and suffixes (such as: un-, dis-, -ly, -less)</li> <li>● Read and understand the meaning of contractions in text</li> <li>● Use common syllable patterns to decode words including r-controlled vowels</li> <li>● Read more than 70 of the district first grade high frequency words automatically and accurately</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Develop phonics in the reading process by:</b> <ul style="list-style-type: none"> <li>❑ <b>Decode words with first grade phonics patterns with accuracy and automaticity</b> <ul style="list-style-type: none"> <li>❑ <b>Short vowels</b></li> <li>❑ <b>Blends</b></li> <li>❑ <b>Digraphs</b></li> <li>❑ <b>VCe (Long vowel)</b></li> <li>❑ <b>Soft c, Soft g</b></li> </ul> </li> <li>❑ <b>Apply understanding of taught long vowel patterns to decode unknown words</b> <ul style="list-style-type: none"> <li>● Long a patterns (a, ai, ay)</li> <li>● Long o patterns (o, oa, ow, oe)</li> <li>● Long e patterns (e, ea, ee, ie)</li> <li>● Long i patterns (i, y, igh)</li> </ul> </li> <li>❑ <b>Apply decoding strategies when reading unknown words by using letter-sound knowledge to blend sounds</b></li> <li>❑ <b>Use syllabication patterns to decode words</b> <ul style="list-style-type: none"> <li>❑ <b>Closed</b></li> <li>❑ <b>Open</b></li> <li>❑ <b>VCe</b></li> </ul> </li> <li>❑ <b>Read at least 70 of the district first grade high frequency words automatically and accurately</b></li> </ul> </li> </ul>
2.5 NM	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0.</p> <ul style="list-style-type: none"> <li>● Read 58-69 of the district first grade high frequency words with accuracy and automaticity</li> <li>● Read 70 of the district high frequency words with accuracy but not automaticity</li> </ul>
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Produce consonant sound when presented with the letter with accuracy and automaticity</li> <li>● Produce short vowel sound when presented with the letter with accuracy and automaticity</li> <li>● Write consonant and short vowels when presented with the sound</li> <li>● Blend letter sounds to decode simple words (CVC)</li> <li>● Reads at least 34 out of 38 high frequency words with accuracy and automaticity</li> </ul>
1.0 AC	<p>With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed</p> <ul style="list-style-type: none"> <li>● Read less than 34 of the district first grade high frequency words</li> </ul>

<b>Reading Process: Root Words and Endings</b>	
<b>1.R.1.B.b Identifying common root words and their inflectional endings</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Develop an understanding of vocabulary by using prefixes, root words, and suffixes to determine meaning of words.</li> <li>● Develop an understanding of vocabulary by using knowledge of the meaning of individual words to determine the meaning of compound words.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify common root words and their inflectional endings (-ed) in text</b></li> <li><input type="checkbox"/> <b>Identify common root words and their inflectional endings (-ing) in text</b></li> <li><input type="checkbox"/> <b>Identify common root words and their inflectional endings (-s) in text</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Understand that words can have endings added to a word to change their meaning</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Reading Foundations: Fluency</b>	
<b>1.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Read at a rate of 92 words per minute or higher (above the 75th percentile).</li> <li>● Read texts that are above grade level.</li> <li>● Read text above grade level with accuracy of 95% or greater.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read a text at grade level with:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Appropriate rate 60-91 WPM (50th -75th percentile)</b></li> <li><input type="checkbox"/> <b>Accuracy (95% or greater)</b></li> <li><input type="checkbox"/> <b>Phrasing of 3 or more words</b></li> <li><input type="checkbox"/> <b>Expression to match text type</b></li> <li><input type="checkbox"/> <b>Awareness of ending punctuation</b></li> </ul> </li> <li><input type="checkbox"/> <b>Monitor reading to self-correct errors, rereading to adjust for fluency and accuracy</b></li> </ul>
2.5 NM	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0.</p> <ul style="list-style-type: none"> <li>● Reads at a rate of 34-59 WPM (26th-49th percentile)</li> </ul>
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Know punctuation affects fluency and expression</li> <li>● Read a text below grade level</li> <li>● Read with accuracy of less than 95%</li> <li>● Read at a rate of 19-33 (11th-25th percentile)</li> </ul>
1.0 AC	<p>With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed</p> <ul style="list-style-type: none"> <li>● Read at a rate of 18 WPM or less (10th percentile or below)</li> </ul>

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<b>Fiction: Story Elements</b>	
<b>1.R.1.A.a-e Develop and demonstrate reading skills in response to reading text and read-alouds 1.R.2.A.a-b Read, infer, analyze and draw conclusions using fiction texts</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Infer, analyze, or draw conclusions using text and illustrations to describe the story elements.</li> <li>● Compare and contrast two versions of the same story</li> <li>● Explain the differences in the points of view of characters</li> <li>● Explain how one event connects to another (cause and effect)</li> <li>● Identify the moral lesson or big idea in the story</li> <li>● Describe a character’s point of view using traits, feelings, actions and motives</li> <li>● The student will apply strategies in text from different cultures and times.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Retell by using illustrations and details in a story to describe the story elements that make sense to a listener:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Characters</b></li> <li><input type="checkbox"/> <b>Setting</b></li> <li><input type="checkbox"/> <b>Problem and Solution</b></li> <li><input type="checkbox"/> <b>Events in order</b></li> </ul> </li> <li><input type="checkbox"/> <b>Ask and answer questions about key details in a text</b></li> <li><input type="checkbox"/> <b>Predict what will happen next using prior knowledge</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will with assistance:</i></p> <ul style="list-style-type: none"> <li>● Identify the setting</li> <li>● Identify characters in the story</li> <li>● Retell in sequence the key events from read alouds and familiar stories</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>Nonfiction: Main Idea and Supporting Details</b>	
<b>1.R.1.A.c-e Develop and demonstrate reading skills in response to reading text and read-alouds</b>	
<b>1.R.3.a-c Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Distinguish the overall main idea of one or more texts</li> <li>● Understand each paragraph has a main topic that connects to the overall main idea</li> <li>● Determine relevant/important vs. irrelevant/unimportant details</li> <li>● Identify two or more details that support and explain the main idea</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify and explain if a text is categorized as fiction or nonfiction</b></li> <li><input type="checkbox"/> <b>Identify text features (captions, headings, visuals, etc.)</b></li> <li><input type="checkbox"/> <b>Use text features to locate information</b></li> <li><input type="checkbox"/> <b>Retell the main idea of the text</b></li> <li><input type="checkbox"/> <b>Identify key details that support the main idea</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>With assistance the student will:</i></p> <ul style="list-style-type: none"> <li>● Identify the main topic</li> <li>● Recall key details or facts from the text</li> <li>● Recognize that fiction and nonfiction are different</li> <li>● Ask and answer questions about read alouds</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Writing Process: Drafting</b>	
<b>1.W.1.A Follow a writing process to plan a first draft</b>	
<b>1.W.1.B Appropriate to genre type, develop a draft from prewriting</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Independently brainstorm and record key ideas on a graphic organizer</li> <li>● Generate more than one paragraph</li> <li>● Expand on ideas while drafting</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Brainstorm and record key ideas</b></li> <li><input type="checkbox"/> <b>Sequence ideas into sentences and stay on topic throughout the text</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Sequence the actions or details with letters, words, and pictures</li> <li>● Sequence ideas into simple sentences</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Writing Process: Revising and Editing</b>	
<b>1.W.1.C Reread, revise, and edit drafts with assistance from adults/peers</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Edits for commas and possessive nouns</li> <li>● Independently revises to strengthen writing (word choice, sequencing ideas, audience/purpose, voice, deletion of unnecessary words or phrases)</li> </ul>
3.0 ME	<p><i>The student will, with assistance from adults and peers:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing</b></li> <li>❑ <b>Edit for language conventions based on 1.L.1.B (<a href="#">see proficiency scale for conventions</a>):</b> <ul style="list-style-type: none"> <li>❑ <b>Spelling</b></li> <li>❑ <b>Grammar</b></li> <li>❑ <b>Punctuation</b></li> <li>❑ <b>Capitalization</b></li> <li>❑ <b>Spaces between words in sentences</b></li> </ul> </li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Reread their own writing</li> <li>● Edit for spaces in between words with help</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Narrative Writing</b>	
<b>1.W.2.C Write fiction or nonfiction narratives</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use dialogue</li> <li>● Use other transition words to signal event order</li> <li>● Can write narratives in many forms (fairy tales, mysteries, personal narratives, etc.)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Tell a story or experience</b></li> <li><input type="checkbox"/> <b>Use details to describe the story or experience</b></li> <li><input type="checkbox"/> <b>Place events in the order they occurred</b></li> <li><input type="checkbox"/> <b>Use linking words to indicate beginning/middle/end (First, Next, Last)</b></li> <li><input type="checkbox"/> <b>Use words that are related to the topic</b></li> <li><input type="checkbox"/> <b>Provide a reaction to what happened in the events</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Verbally tell a story or experience</li> <li>● Use a combination of drawing and/or writing to share a story or experience</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Opinion Writing</b>	
<b>1.W.2.A Write opinion texts</b>	
<b>1.W.1.B.b Generating evidence of a simple opening and simple closing</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use transition words and phrases</li> <li>● Provide more than two reasons to support their opinions</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduce a topic or text being studied</b></li> <li><input type="checkbox"/> <b>State an opinion about the topic or text</b></li> <li><input type="checkbox"/> <b>Provide a reason for the opinion</b></li> <li><input type="checkbox"/> <b>Use some specific words that are related to the topic</b></li> <li><input type="checkbox"/> <b>Follow a sense of order in writing</b></li> <li><input type="checkbox"/> <b>Have a closing for the writing</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Verbally share an opinion and a reason</li> <li>● Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Informational Writing</b>	
<b>1.W.2.B Write informative/explanatory texts</b>	
<b>1.W.1.B.b Generating evidence of a simple opening and simple closing</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use facts and definitions to develop points in making paragraphs</li> <li>● Create a introductory or concluding paragraph</li> <li>● Apply research independently</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduce a topic or text being studied and supply facts</b></li> <li><input type="checkbox"/> <b>Use some specific words that are related to the topic</b></li> <li><input type="checkbox"/> <b>Follow a sense of order in writing</b></li> <li><input type="checkbox"/> <b>Create some sense of closure</b></li> <li><input type="checkbox"/> <b>Apply Research: With help, apply research process to use information from a variety of sources using graphic organizers</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Verbally share facts about a topic</li> <li>● Use a combination of drawing and/or writing to teach about a topic or text being studied</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Language and Grammar: Grammar</b>	
<b>1.L.1.A In speech and written form, apply standard English grammar</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use irregular verbs</li> <li>● Use helping verbs with regular verbs (has jumped, can jump, will jump)</li> <li>● Use collective nouns (family, class, children)</li> <li>● Use reflexive pronouns (myself, ourselves)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Use nouns and action verbs that designate past, present, and future in sentences</b></li> <li><input type="checkbox"/> <b>Use adjectives/adverbs in sentences</b></li> <li><input type="checkbox"/> <b>Use the conjunctions <i>and</i>, <i>but</i>, and <i>so</i> in sentences</b></li> <li><input type="checkbox"/> <b>Use the articles <i>a</i>, <i>an</i>, and <i>the</i> in sentences</b></li> <li><input type="checkbox"/> <b>Use common prepositions (across, behind, by, into, near, etc.)</b></li> <li><input type="checkbox"/> <b>Use common pronouns (they, them, it, she, he, us, etc.)</b></li> <li><input type="checkbox"/> <b>Produce complete simple and compound sentences</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Identify naming words (nouns) and action words (verbs)</li> <li>● Use plural words when speaking</li> <li>● Use complete sentences in shared language activities</li> <li>● Use question words in sentences</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Language and Grammar: Conventions</b>	
<b>1.L.1.B.a-d Communicate using conventions of the English language in written text</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use dialogue that contains quotation marks</li> <li>● Use apostrophes correctly for contractions</li> <li>● Capitalize days of the week, months, holidays</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Print legibly, using correct spacing between words and sentences</b></li> <li><input type="checkbox"/> <b>Use ending punctuation</b></li> <li><input type="checkbox"/> <b>Capitalize the first letter of others' first and last names</b></li> <li><input type="checkbox"/> <b>Use commas to separate single words in a series</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Print in upper and lowercase letters</li> <li>● Recognize that a sentence ends with punctuation</li> <li>● Capitalize own first and last name</li> <li>● Capitalize first word in a sentence</li> <li>● Capitalize the pronoun I</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Language and Grammar: Spelling</b>	
<b>1.L.1.B.e-f Communicate using conventions of the English language in written text</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Spell words using irregular spelling patterns</li> <li>● Use nouns and verbs that change their spelling in plural form (ex. y to ies, drop e add ing, man to men)</li> <li>● Spell more than 57 of the district first grade high frequency words</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Spell words with first grade phonics patterns with accuracy</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Short vowels</b></li> <li><input type="checkbox"/> <b>Blends</b></li> <li><input type="checkbox"/> <b>Digraphs</b></li> </ul> </li> <li><input type="checkbox"/> <b>Apply understanding of taught patterns to spell unknown words</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>VCe (Long vowel)</b></li> <li><input type="checkbox"/> <b>Soft c, Soft g</b></li> <li><input type="checkbox"/> <b>Long a patterns (a, ai, ay)</b></li> <li><input type="checkbox"/> <b>Long o patterns (o, oa, ow, oe)</b></li> <li><input type="checkbox"/> <b>Long e patterns (e, ea, ee, ie)</b></li> <li><input type="checkbox"/> <b>Long i patterns (i, y, igh)</b></li> </ul> </li> <li><input type="checkbox"/> <b>Apply spelling strategies when writing unknown words by using letter-sound knowledge and phonemic awareness to segment sounds</b></li> <li><input type="checkbox"/> <b>Spell 50-57 of the district first grade high frequency words</b></li> </ul>
2.5 NM	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0.</p> <ul style="list-style-type: none"> <li>● Spell 35-49 of the district first grade high frequency words</li> </ul>
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Use invented spelling with beginning, final, and medial sounds</li> <li>● Write and name letters for consonant and vowel sounds</li> <li>● Use correct spelling of own first and last names</li> <li>● Write CVC words</li> <li>● Spell 16-34 of the district first grade high frequency words</li> </ul>
1.0 AC	<p>With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed</p> <ul style="list-style-type: none"> <li>● Spell less than 16 of the district kindergarten high frequency words</li> </ul>

<b>Number Sense and Operations in Base Ten: Number Relationships and Counting</b>	
<b>1.NS.A Understand and manipulate numbers up to 120</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Read/write numbers up to 1,000</li> <li>● Count backward from a given number within 1,000 using multiples of 5</li> <li>● Count within 1000 by ones, tens, and hundreds</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Count up to 120, starting at any number less than 120</b></li> <li><input type="checkbox"/> <b>Read numerals to 120</b></li> <li><input type="checkbox"/> <b>Write numerals to 120</b></li> <li><input type="checkbox"/> <b>Count backward from a given number between 20 and 1, to zero</b></li> <li><input type="checkbox"/> <b>Skip count by 5s to 100</b></li> <li><input type="checkbox"/> <b>Skip count by 10s to 120</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recognize numbers and counts groups of objects within 0-30</li> <li>● Verbally count to one hundred by ones, beginning at one</li> <li>● Count forward beginning from a given number between 1-20</li> <li>● Count backwards beginning from a given number between 1-10</li> <li>● Write numerals that represent a number of objects from 0-20</li> <li>● Order quantities in the range of 1-10 from least to greatest or greatest to least</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Number Sense and Operations in Base Ten: Place Value</b>	
<b>1.NBT.A Understand place value of 2 digit numbers</b>	
<b>1.NBT.B Use place value understanding to add and subtract</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Compare 3 digit numbers using <math>&gt;</math>, <math>=</math> or <math>&lt;</math></li> <li>● Understand 3 digit numbers are composed of hundreds, tens, and ones</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Understand that ten ones is the same as 1 group of ten</b></li> <li><input type="checkbox"/> <b>Demonstrate two digit numbers are composed of tens and ones</b></li> <li><input type="checkbox"/> <b>Compare two digit numbers using the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math></b></li> <li><input type="checkbox"/> <b>Calculate 10 more or 10 less of a given 2 digit number</b></li> <li><input type="checkbox"/> <b>Add or subtract multiples of 10 from a given 2 digit number</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Determine what is one more than a number</li> <li>● Determine what is one less than a number</li> <li>● Manipulate numbers from 11 to 20 with tens and ones</li> <li>● Compare two written numerals, between 1 and 10, and determine which is more than or less than the other</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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## Relationships and Algebraic Thinking: Addition

### 1.RA.A Represent and solve problems involving addition

#### 1.RA.C Add within 20

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Add three-digit numbers within 1,000 with and without regrouping using at least one strategy (Ex: number line, standard algorithm, expanded form to break apart numbers by place value, drawings to show regrouping)</li> <li>● Justify answers by using concrete, pictorial, verbal, drawn or written means</li> <li>● Use the relationship between addition and subtraction within 1,000 to solve problems (missing addends, fact families)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Change 2 addends to get the same sum</b></li> <li><input type="checkbox"/> <b>Determine the missing number in an addition equation</b></li> <li><input type="checkbox"/> <b>Use strategies to add within 20</b></li> <li><input type="checkbox"/> <b>Use addition with a sum up to 20 to solve problems</b></li> <li><input type="checkbox"/> <b>Add three numbers with a sum up to 20</b></li> <li><input type="checkbox"/> <b>Develop an understanding of the equal sign, meaning “the same as”, to determine whether addition equations are true or false.</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Understand addition as putting groups together or adding to a group</li> <li>● Solve addition problems within 10</li> <li>● Write addition equations within 10</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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## Relationships and Algebraic Thinking: Subtraction

### 1.RA.A Represent and solve problems involving subtraction

#### 1.RA.C Subtract within 20

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Subtract three-digit numbers within 1,000 with and without regrouping using at least one strategy (Ex: number line, standard algorithm, expanded form to break apart numbers by place value, drawings to show regrouping)</li> <li>● Justify answers by using concrete, pictorial, verbal, drawn or written means</li> <li>● Use the relationship between addition and subtraction within 1,000 to solve problems (missing addends, fact families)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Determine the missing number in a subtraction equation</b></li> <li><input type="checkbox"/> <b>Use strategies to subtract within 20</b></li> <li><input type="checkbox"/> <b>Use subtraction with a sum up to 20 to solve problems</b></li> <li><input type="checkbox"/> <b>Develop an understanding of the equal sign, meaning “the same as”, to determine whether subtraction equations are true or false.</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Understand subtraction as taking apart a group or taking from the group</li> <li>● Solve subtraction problems within 10</li> <li>● Write subtraction problems within 10</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Relationships and Algebraic Thinking: Addition and Subtraction Fluency</b>	
<b>1.RA.C Demonstrate fluency with addition and subtraction within 10</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Demonstrate fluency with addition and subtraction within 20</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>☐ <b>Solve addition and subtraction problems with accuracy, efficiency, and flexibility</b> <ul style="list-style-type: none"> <li>☐ <b>Demonstrate fluency with addition within 10</b></li> <li>☐ <b>Demonstrate fluency with subtraction within 10</b></li> </ul> </li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Solve addition and subtraction problems           <ul style="list-style-type: none"> <li>○ Demonstrate fluency with addition within 5</li> <li>○ Demonstrate fluency with subtraction within 5</li> </ul> </li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Data: Represent and Interpret Data</b>	
<b>1.DS.A Represent and interpret data</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Create questions and draw conclusions using information shown on line plots, picture graphs, or bar graphs</li> <li>● Draw a picture graph or bar graph to represent a set of data with up to four categories</li> <li>● Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Collect and organize data with up to three categories</b></li> <li><input type="checkbox"/> <b>Create a graph (such as t-chart, picture graphs, object chart or tally chart) using gathered data with up to three categories</b></li> <li><input type="checkbox"/> <b>Analyze and compare data from graphs</b></li> <li><input type="checkbox"/> <b>Draw conclusions from graphs</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Sort objects into given categories</li> <li>● Count the number of objects in each category and represent on a simple graph</li> <li>● Can interpret a simple graph (greater than, less than, and equal to)</li> <li>● Show data on a provided bar graph for 2 categories (up to 10 bars per category)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Geometry and Measurement: Shapes and Attributes</b>	
<b>1.GM.A Reason with shapes and their attributes</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Recognize and draw shapes having specified attributes, such as a given number or angles or sides</li> <li>● Partition circles and rectangles into two, three, or four equal shares</li> <li>● Partition a rectangle into rows and columns of same-size parts and count to find the total number of squares</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Distinguish between 2D and 3D shapes with defining and non-defining attributes</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Circle, triangle, square, rectangle and hexagon</li> <li><input type="checkbox"/> Cube, cone, cylinder, and sphere</li> </ul> </li> <li><input type="checkbox"/> <b>Draw 2D and 3D shapes with defining attributes</b></li> <li><input type="checkbox"/> <b>Identify 2D and 3D shapes from different perspectives and orientations</b></li> <li><input type="checkbox"/> <b>Compose and decompose a 3D shape into 2D shapes</b></li> <li><input type="checkbox"/> <b>Partition circles and rectangles into two and four equal parts and describe verbally as one half and one fourth.</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Identify 2D shapes (triangle, square, rectangle, circle, hexagon)</li> <li>● Count sides and corners/vertices of 2D shapes</li> <li>● Compare 2D shapes and know they can vary in size and orientation</li> <li>● Draw or model simple two-dimensional shapes</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>Geometry and Measurement: Length</b>	
<b>1.GM.B Measure lengths in non-standard units</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Identify measurement tool (ruler, yard sick, meter stick) and its use</li> <li>● Measure and estimate lengths in standard units (inches, feet, yards, centimeters, and meters)</li> <li>● Analyze the results of measuring the same object with different units</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Compare the lengths of two or more objects using a third object (using words such as: longer, shorter, taller)</b></li> <li><input type="checkbox"/> <b>Order objects by length or distance</b></li> <li><input type="checkbox"/> <b>Measure items end-to-end accurately using objects</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Align endpoints to compare measurement of objects</li> <li>● Identify the longest item</li> <li>● Identify the shortest item</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Geometry and Measurement: Time</b>	
<b>1.GM.C.8 Tell and write time in hours and half-hours using analog and digital clocks</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Tell and write time to the nearest 5 minutes using analog and digital, including A.M. and P.M.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Tell and write time in hours using analog and digital clocks</b></li> <li><input type="checkbox"/> <b>Tell and write time in half-hours using analog and digital clocks</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Identify a digital clock</li> <li>● Identify analog clock</li> <li>● Identify hour hand and minute hand on analog clock</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Geometry and Measurement: Money</b>	
<b>1.GM.C.9 Demonstrate the understanding of monetary units</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Find the value of combinations of dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ appropriately</li> <li>● Find combinations of coins that equal a given amount</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Know the value of the penny</b></li> <li><input type="checkbox"/> <b>Know the value of the nickel</b></li> <li><input type="checkbox"/> <b>Know the value of the dime</b></li> <li><input type="checkbox"/> <b>Know the value of the quarter</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Identify the penny</li> <li>● Identify the nickel</li> <li>● Identify the dime</li> <li>● Identify the quarter</li> <li>● Understand that coins are currency and have a monetary value</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Asking Questions</b>	
<b>NGSS Practice 1: Ask questions about phenomena or problems based on observations, prior knowledge, or scientific text</b>	
4.0 EE	<p><i>Examples could include:</i></p> <p><i>Across a variety of science content, the student will:</i></p> <ul style="list-style-type: none"> <li>● Ask questions about what could happen if a variable is changed.</li> <li>● Identify scientific (testable) and non-scientific (non-testable) questions.</li> <li>● Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>☐ <b>Ask more than one on-topic question to have a deeper understanding of a topic being observed</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>With guidance, the student will:</i></p> <ul style="list-style-type: none"> <li>● Identify what a question is</li> <li>● Asking on topic questions</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Asking Questions: Connections to First Grade Science Content Units</b>			
<b>Unit 5: Tiny Flyers</b>	<b>Unit 6: Mastering Mimicry</b>	<b>Unit 7: Sun and Moon</b>	<b>Unit 8: Putting on a Show with Light and Sound</b>
<p><b>L2:</b> Build a sun compass to investigate how the position of the sun can help you navigate.</p> <p><b>L4:</b> Explore how baby animals are similar and different from their parents.</p> <p><b>L5:</b> Investigate how different bird beaks are designed to pick up different types of food.</p>	<p><b>L1:</b> Investigate and compare seeds and brainstorm how the parts of the seeds help the seed.</p> <p><b>L3:</b> Investigate flowers and listen to a read aloud to analyze flowers and brainstorm their functions.</p> <p><b>L4:</b> Investigate fruits and use evidence from their observations to identify the functions of fruits.</p>	<p><b>L2:</b> Investigate movement of shadows using a flashlight and the sun.</p>	<p><b>L1:</b> Use kazoos to explore how vibrations can create sound.</p> <p><b>L7:</b> Investigate the effect on light to create a model to explain how light behaves when it shines on different materials.</p> <p><b>L7:</b> Conduct an investigation to figure out what causes shadows to change their appearance.</p>

<b>Defining Problems</b>	
<b>NGSS Practice 1: Students focus on clarifying and specifying problems for engineering design.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <p><i>Across a variety of science content, the student will:</i></p> <ul style="list-style-type: none"> <li>● Identify scientific (testable) and non-scientific (non-testable) problems</li> <li>● Identify problems that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>☐ <b>Define a simple problem and solution independently</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0 SD	<p><i>With guidance, the student will:</i></p> <ul style="list-style-type: none"> <li>● Define a simple problem and solution as a class</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Defining Problems: Connections to First Grade Science Content Units</b>			
<b>Unit 5: Tiny Flyers</b>	<b>Unit 6: Mastering Mimicry</b>	<b>Unit 7: Sun and Moon</b>	<b>Unit 8: Light and Sound</b>
<b>L3:</b> Use the materials provided to build and draw a model bird nest	<b>L6-7:</b> Use inspiration from plant parts to design a campsite solution. Develop and test campsite solutions inspired by nature.	<b>L8:</b> Predict the future appearance of objects in the sky from observations of patterns. Ex: Represent the patterns we see in the sky on the student's birthday.	<b>L4:</b> Use cups and string to design a device that allows them to communicate privately with people far away.  <b>L5:</b> Students use recycled materials to create instruments.

<b>Patterns</b>	
<b>NGSS Practice 4: Scientists look for patterns in data to make sense of phenomena.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Observe and identify simple patterns, describe the phenomena, and use evidence in the natural world, such as seasonal changes or plant life and animal life cycles</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><b>Observe and identify simple patterns and describe the phenomena (specific example) in the natural world, such as seasonal changes or plant life and animal life cycles</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>With guidance, the student will:</i></p> <ul style="list-style-type: none"> <li>Observe and identify simple patterns in the natural world, such as seasonal changes or plant life and animal life cycles</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Patterns: Connections to First Grade Science Content Units</b>			
<b>Unit 5: Tiny Flyers</b>	<b>Unit 6: Mastering Mimicry</b>	<b>Unit 7: Sun and Moon</b>	<b>Unit 8: Light and Sound</b>
<p><b>L1:</b> Investigate bird migration patterns and record data on the Migration Pattern</p> <p><b>L3:</b> Identify patterns in how birds build nests</p> <p><b>L4:</b> Explore how baby animals are similar and different from their parents</p> <p><b>L5:</b> Investigate the relationship between bird beaks and the food they eat</p>	<p><b>L2:</b> Identify patterns between sprouts and think about the role of roots, stems, and leaves.</p>	<p><b>L1:</b> Identify cycles or patterns in daily life.</p> <p><b>L4:</b> Observe and identify there is a day/night cycle every 24 hours</p> <p><b>L6:</b> Identify and describe patterns of the shape of the moon in a month.</p>	<p><b>L4:</b> Use instruments to create patterns of sounds to send messages over a distance</p>

<b>Use Resources and Artifacts</b>	
<b>1.TS.7.A Identify, select, analyze and evaluate resources to create a product of social science inquiry.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support</li> <li>● Select and use artifacts to share information on social studies's topics</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>☐ <b>Identify and analyze primary and secondary Social Studies sources in classroom discussion with guidance and support from an adult</b></li> <li>☐ <b>Identify and use artifacts to share information on Social Studies topics</b> <ul style="list-style-type: none"> <li>☐ Artifacts could include: building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, or musical instruments</li> </ul> </li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Label and analyze different social studies source with guidance and support from an adult</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Use Visual Tools</b>	
<b>1.TS.7.B Use visual tools to communicate information and ideas</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use visual tools and information texts to communicate information</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>☐ <b>Create visual tools to communicate information</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Use visual tools to communicate information</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Research and Present</b>	
<b>1.TS.7.D Conduct and present research with appropriate resources</b>	
4.0 EE	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>● Share research about social studies topics.</li> </ul>
3.0 ME	<i>The student will:</i> <ul style="list-style-type: none"> <li>☐ <b>Share findings about a social studies topics</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> <ul style="list-style-type: none"> <li>● Share findings about a topic</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Ask and Answer Questions</b>	
<b>1.TS.7.E Developing a research plan and identifying resources</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Develop supporting questions about social studies' topics with assistance</li> <li>● Describe a process to answer those questions</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Ask supporting questions and find answers about social studies topics with assistance</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Ask questions and find answers about a topic, with assistance</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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## Supporting Content Standards

### Community

**1.PC.1B-E Knowledge of the principles expressed in documents shaping constitutional democracy in the United States.**

**1.GS.2.C-D Knowledge of principles and processes of governance systems.**

**1.RI.6.B Knowledge of relationships of the individual and groups to institutions and cultural traditions**

*The student will:*

- 1.PC.1.B.a:** Identify and explain why cities make laws
- 1.PC.1.C.a:** Discuss how individual rights are protected
- 1.PC.1.D.a:** Give examples of being an active and informed citizen in your classroom and community
- 1.PC.1.E.a:** Describe the character traits of role models within your community
- 1.GS.2.C.a:** Describe how authoritative decisions are made, enforced, and interpreted within schools and local communities
  - (e.g., explain what rules mean in specific cases).
- 1.GS.2.D.a:** Describe roles and responsibilities of people in government in a community
  - a judge, mayor, police, city council member
- 1.RI.6.B.a:** Propose peaceful resolutions of disputes in the classroom and on the playground.

### Symbols

**1.PC.1.F Knowledge of the principles expressed in documents shaping constitutional democracy in the United States**

*The student will:*

- 1.PC.1.F.a:** Recognize and explain the significance of the United States Symbols
  - The U.S. Flag, Statue of Liberty, U.S. Capitol, Bald Eagle, and the Liberty Bell
- 1.PC.1.F.b:** Recognize and explain the significance of symbols of your local community

### History

**1.H.3.B-C Knowledge of continuity and change in the history of Missouri and the United States**

*The student will:*

- 1.H.3.B.a:** Compare and contrast our community in the past and present
- 1.H.3.C.a:** Describe the contributions of people typically studied in K-5 programs associated with national holidays

## Economics

### 1.E.4.A Knowledge of economic concepts and principles

*The student will:*

- 1.E.4.A.a:** Describe examples of scarcity within your school and community
- 1.E.4.A.b:** Describe examples of goods and services within your school and community
- 1.E.4.A.c:** Describe consumers and producers and the relationship to goods and services within your school and community.

## Geography

### 1.EG.5.A-C Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment

*The student will:*

- 1.EG.5.A.a:** Identify globes as representations of real places
- 1.EG.5.A.b:** With assistance, read, construct, and use maps which have a title and key
- 1.EG.5.A.c:** Describe how maps are created for different purposes (Ex: fire drill, a trip to the zoo)
- 1.EG.5.A.d:** Use a compass rose to identify cardinal directions on a map
- 1.EG.5.B.a:** Locate a place by pointing it out on a map and by describing its relative location
  - Use position words to describe relative location
- 1.EG.5.C.a:** Identify physical characteristics of your community
- 1.EG.5.C.b:** Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.

## Culture

### 1.RI.6.A-C Knowledge of relationships of the individual and groups to institutions and cultural traditions.

*The student will:*

- 1.RI.6.A.a:** Describe cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
- 1.RI.6.C.a:** Recount stories about locations, people, and cultural events in your community.
- 1.RI.6.D.a:** Describe how your community commemorates its cultural heritage.