

Kindergarten Report Card Scoring Guides *2026-2027*

K I R K W O O D
S C H O O L D I S T R I C T





The Kirkwood School District uses scoring guides to describe three levels of student performance based on the approved curriculum. These guides are designed to provide specific and understandable feedback about student progress in line with the Kirkwood curricular standards and expectations. Each learning strand on the quarterly report card is named in the scoring guides, and they also explain the differences in performance levels.

The report card explains student performance using the following indicators:

- 3–Meeting: The student consistently meets the expectations of the report card strand.
- 2–Approaching: The student is sometimes able to meet expectations of the report card strand.
- 1–Beginning: The student is not yet meeting the expectations of the report card strand independently.

The expected performance for all students is a "3," which signifies that they are meeting the expectations of the report card strand. However, it is important to recognize that all students learn at their own pace. Students that are not yet meeting expectations continue to have learning opportunities throughout the school year.

We want to ensure a partnership by clearly communicating each child's academic journey. If you have any questions or need further explanations, don't hesitate to reach out to your child's teacher or principal. Your partnership in supporting your child's learning is truly appreciated.

English Language Arts

Concepts of Print - Identify Letters

K.RF.1.A.a: Develop print awareness in the reading process by identifying all upper and lower case letters.

Q1		Q2		Q3		Q4	
Identify all upper-case letters				Identify all upper and lower-case letters			
3	I can consistently identify all upper-case letters.	3	I can consistently identify all upper-case letters.	3	I can consistently identify all upper and lower-case letters.	3	I can consistently identify all upper and lower-case letters.
2	I can sometimes identify all upper-case letters.	2	I can sometimes identify all upper-case letters.	2	I can sometimes identify all upper and lower-case letters.	2	I can sometimes identify all upper and lower-case letters.
1	I need help to identify all upper-case letters.	1	I need help to identify all upper-case letters.	1	I need help to identify all upper and lower-case letters.	1	I need help to identify all upper and lower-case letters.

Concepts of Print - Print Orientation, One-to-One

K.RF.1.A.c: Develop print awareness in the reading process by demonstrating that books are read left to right, top to bottom.

K.RF.1.A.f: Develop print awareness in the reading process by demonstrating one-to-one correspondence between spoken words and written words.

Q1		Q2		Q3	Q4
Hold books correctly, demonstrate that books are read from left to right, top to bottom, and can identify pictures and words.		Demonstrate one-to-one correspondence between spoken and written words.			
3	I can consistently demonstrate that books are read from left to right, top to bottom, and can count the number of words in a sentence.	3	I can consistently demonstrate one-to-one correspondence between spoken and written words.		
2	I can sometimes demonstrate that books are read from left to right, top to bottom, and can count the number of words in a sentence.	2	I can sometimes demonstrate one-to-one correspondence between spoken and written words.		
1	I need help to demonstrate that books are read from left to right, top to bottom, and can count the number of words in a sentence.	1	I need help to demonstrate one-to-one correspondence between spoken and written words.		

Phonemic Awareness - Identify Sounds

K.RF.2.A.a: Develop phonemic awareness in the reading process by identifying sounds in spoken words.

Q1		Q2		Q3		Q4	
Identify beginning sounds in spoken words		Identify beginning and ending sounds in spoken words		Identify the beginning, middle, and ending sounds in spoken words		Break apart spoken words into individual sounds	
3	I can consistently identify beginning sounds in spoken words.	3	I can consistently identify beginning and ending sounds in spoken words.	3	I can consistently identify the beginning, middle, and ending sounds in spoken words.	3	I can consistently break apart spoken words into individual sounds: bat = b /a /t.
2	I can sometimes identify beginning sounds in spoken words.	2	I can sometimes identify beginning and ending sounds in spoken words.	2	I can sometimes identify the beginning, middle, and ending sounds in spoken words.	2	I can sometimes break apart spoken words into individual sounds: bat = b /a /t.
1	I need help to identify beginning sounds in spoken words.	1	I need help to identify beginning and ending sounds in spoken words.	1	I need help to identify the beginning, middle, and ending sounds in spoken words.	1	I need help to break apart spoken words into individual sounds: bat = b /a /t.

Phonemic Awareness - Rhyming

K.RF.2.A.b: Develop phonemic awareness in the reading process by producing rhymes in response to spoken words.

K.RF.2.A.c: Develop phonemic awareness in the reading process by distinguishing orally presented rhyming pairs of words from non-rhyming pairs.

Q1		Q2		Q3		Q4	
Identify rhyming and non-rhyming pairs		Produce rhymes in response to spoken words					
3	I can consistently identify rhyming and non-rhyming pairs.	3	I can consistently produce rhymes in response to spoken words.				
2	I can sometimes identify rhyming and non-rhyming pairs.	2	I can sometimes produce rhymes in response to spoken words.				
1	I need help to identify rhyming and non-rhyming pairs.	1	I need help to produce rhymes in response to spoken words.				

Phonemic Awareness - Blend Sounds

K.RF.2.A.e: Develop phonemic awareness in the reading process by blending spoken onsets and rimes to form simple words.

K.RF.2.A.f: Develop phonemic awareness in the reading process by blending spoken phonemes to form one syllable words.

Q1	Q2	Q3		Q4	
		Blend spoken individual sounds into one-syllable words (i.e. c-a-t)			
		3	I can blend spoken individual sounds into one-syllable words (i.e. c-a-t).	3	I can consistently blend spoken individual sounds into one-syllable words (i.e. c-a-t).
		2	I can blend spoken beginning and ending sounds into one-syllable words (i.e. c-at).	2	I can sometimes blend spoken individual sounds into one-syllable words (i.e. c-a-t).
		1	I need help to blend spoken sounds into words.	1	I can blend spoken beginning and ending sounds into one-syllable words (i.e. c-at).

Phonics - Produce Sounds

K.RF.3.A.a: Develop phonics in the reading process by producing and writing letter(s) for most short vowel and consonant sounds.

Q1		Q2		Q3		Q4	
Produce and write learned short vowel and consonant sounds		Produce and write learned short vowel and consonant sounds		Produce and write all short vowel and consonant sounds			
3	I can consistently produce and write learned short vowel and consonant sounds.	3	I can consistently produce and write learned short vowel and consonant sounds.	3	I can consistently produce and write all short vowel and consonant sounds.	3	I can consistently produce and write all short vowel and consonant sounds.
2	I can sometimes produce and write learned short vowel and consonant sounds.	2	I can sometimes produce and write learned short vowel and consonant sounds.	2	I can sometimes produce and write all short vowel and consonant sounds.	2	I can sometimes produce and write all short vowel and consonant sounds.
1	I need help to produce and write learned short vowel and consonant sounds.	1	I need help to produce and write learned short vowel and consonant sounds.	1	I need help to produce and write all short vowel and consonant sounds.	1	I need help to produce and write all short vowel and consonant sounds.

Phonics - Decode Words

K.RF.3.A.c: Develop phonics in the reading process by blending letter sounds to decode simple words.

Q1	Q2	Q3		Q4	
		Blend letter sounds to read simple words			
		3	I can consistently blend letter sounds to read simple words.	3	I can consistently blend letter sounds to read simple words.
		2	I can sometimes blend letter sounds to read simple words.	2	I can sometimes blend letter sounds to read simple words.
		1	I need help to blend letter sounds to read simple words.	1	I need help to blend letter sounds to read simple words.

Phonics - Create New Words

K.RF.3.A.d: Develop phonics in the reading process by recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words.

Q1	Q2	Q3		Q4	
				Create new words by changing, adding, or deleting letters	
				3	I can consistently create new words by changing, adding, or deleting letters.
				2	I can sometimes create new words by changing, adding, or deleting letters.
				1	I need help to create new words by changing, adding, or deleting letters.

Phonics - Write Messages

K.RF.3.A.d: Develop phonics in the reading process by recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words.

Q1	Q2	Q3	Q4	
			Use letter-sound knowledge to write simple messages and words	
			3	I can consistently use letter-sound knowledge to write simple messages and words.
			2	I can sometimes use letter-sound knowledge to write simple messages and words.
			1	I need help to use letter-sound knowledge to write simple messages and words.

Reading Comprehension - Read Alouds

K.R.1.A.b: With assistance, develop and demonstrate reading skills in response to read alouds by asking and responding to questions about texts read aloud.

K.R.2.A.a: With assistance, read, infer and draw conclusions to identify elements of a story, including setting, character, and key events.

K.R.3.A.a: With assistance, read, infer and draw conclusions to identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations.

K.R.3.C.c: With assistance, read, infer and draw conclusions to name the main topic and recall key details of the text.

Q1		Q2		Q3		Q4	
Ask and respond to questions about texts read aloud		Identify characters and settings and retell the beginning, middle, and end of a story		Use pictures and words from non-fiction texts to discuss the information gained			
3	I can consistently ask and respond to questions about texts read aloud.	3	I can consistently identify characters and settings and retell the beginning, middle, and end of a story.	3	I can consistently use pictures and words from non-fiction texts to discuss the information gained.	3	I can consistently use pictures and words from non-fiction texts to discuss the information gained.
2	I can sometimes ask and respond to questions about texts read aloud.	2	I can sometimes identify characters and settings and retell the beginning, middle, and end of a story.	2	I can sometimes use pictures and words from non-fiction texts to discuss the information gained.	2	I can sometimes use pictures and words from non-fiction texts to discuss the information gained.
1	I need help to ask and respond to questions about texts read aloud.	1	I need help to identify characters and settings and retell the beginning, middle, and end of a story.	1	I need help to use pictures and words from non-fiction texts to discuss the information gained.	1	I need help to use pictures and words from non-fiction texts to discuss the information gained.

Writing - Products

K.W.2.A.a: With assistance, draw/write opinion texts that use a combination of drawing and/or writing to tell an opinion about a topic or text being studied.

K.W.2.B.a: With assistance, draw or write informative/ explanatory texts that use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school.

K.W.2.C.a: With assistance, draw and/or write fiction or non-fiction narratives and poems that use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined.

Q1		Q2		Q3		Q4	
Draw pictures to communicate ideas		Draw and label pictures to communicate ideas		Draw and label pictures and writes simple sentences to communicate ideas		Draw and label pictures and writes simple sentences to communicate ideas	
3	I can consistently draw pictures to communicate a story during the writing process.	3	I can consistently draw and label pictures to communicate a story during the writing process.	3	I can consistently draw and label pictures and write simple sentences to write opinion texts.	3	I can consistently draw and label pictures and write simple sentences to write informative texts.
2	I can sometimes draw pictures to communicate a story during the writing process.	2	I can sometimes draw and label pictures to communicate a story during the writing process.	2	I can sometimes draw and label pictures and write simple sentences to write opinion texts.	2	I can sometimes draw and label pictures and write simple sentences to write informative texts.
1	I need help to draw pictures to communicate a story during the writing process.	1	I need help to draw and label pictures to communicate a story during the writing process.	1	I need help to draw and label pictures and write simple sentences to write opinion texts.	1	I need help to draw and label pictures and write simple sentences to write informative texts.

Writing - Write Sentences					
K.L.1.A.d: In speech and written form, apply standard English grammar to demonstrate the use of complete sentences in shared language activities.					
Q1	Q2	Q3		Q4	
		Write sentences with most of the sounds in words			
		3	I can consistently write sentences with most of the sounds in words.	3	I can consistently write sentences with most of the sounds in words.
		2	I can sometimes write sentences with most of the sounds in words.	2	I can sometimes write sentences with most of the sounds in words.
		1	I need help to write sentences with most of the sounds in words.	1	I need help to write sentences with most of the sounds in words.

Writing - Reread and Revise					
K.W.1.C.b: Reread, revise, and edit drafts, with assistance from adults/peers, to edit by leaving spaces between words in a sentence.					
Q1	Q2	Q3		Q4	
		Write sentences with spaces between words			
		3	I can consistently write sentences with spaces between words.	3	I can consistently write sentences with spaces between words.
		2	I can sometimes write sentences with spaces between words.	2	I can sometimes write sentences with spaces between words.
		1	I need help to write sentences with spaces between words.	1	I need help to write sentences with spaces between words.

Grammar					
K.L.1.B.b: In speech and written form, apply standard English grammar to recognize that a sentence ends with punctuation marks.					
Q1	Q2	Q3		Q4	
		Write sentences with punctuation at the end			
		3	I can consistently write sentences with punctuation at the end.	3	I can consistently write sentences with punctuation at the end.
		2	I can sometimes write sentences with punctuation at the end.	2	I can sometimes write sentences with punctuation at the end.
		1	I need help to write sentences with punctuation at the end.	1	I need help to write sentences with punctuation at the end.

Grammar					
K.L.1.B.d: In speech and written form, apply standard English grammar to capitalize first word in a sentence.					
Q1	Q2	Q3		Q4	
		Write sentences with capitalization at the beginning			
		3	I can consistently write sentences with capitalization at the beginning.	3	I can consistently write sentences with capitalization at the beginning.
		2	I can sometimes write sentences with capitalization at the beginning.	2	I can sometimes write sentences with capitalization at the beginning.
		1	I need help to write sentences with capitalization at the beginning.	1	I need help to write sentences with capitalization at the beginning.

Math

Rote Count by Ones

K.NS.A.1: Count to 100 by ones and tens.

Q1		Q2		Q3		Q4	
Rote Count by Ones		Rote Count by Ones		Rote Count by Ones		Rote Count by Ones	
3	I can consistently count up to 50 by ones.	3	I can consistently count up to 75 by ones.	3	I can consistently count up to 100 by ones.	3	I can consistently count up to 100 by ones starting at any number.
2	I can sometimes count up to 50 by ones.	2	I can sometimes count up to 75 by ones.	2	I can sometimes count up to 100 by ones.	2	I can sometimes count up to 100 by ones starting at any number.
1	I need help to count up to 50 by ones.	1	I need help to count up to 75 by ones.	1	I need help to count up to 100 by ones.	1	I need help to count up to 100 by ones starting at any number.

Rote Count by Tens

K.NS.A.1: Count to 100 by ones and tens.

Q1		Q2		Q3		Q4	
		Rote Count by Tens		Rote Count by Tens		Rote Count by Tens	
		3	I can consistently count up to 50 or beyond by tens.	3	I can consistently count up to 100 by tens.	3	I can consistently count up to 100 by tens starting at any decade number.
		2	I can sometimes count up to 50 or beyond by tens.	2	I can sometimes count up to 100 by tens.	2	I can sometimes count up to 100 by tens starting at any decade number.
		1	I need help to count up to 50 or beyond by tens.	1	I need help to count up to 100 by tens.	1	I need help to count up to 100 by tens starting at any decade number.

Count Objects

K.NS.B.5: Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.NS.B.9: Demonstrate that a number can be used to represent “how many” are in a set.

Q1		Q2		Q3	Q4	
Count Objects Up to 5		Count Objects Up to 10			Count Objects Up to 20	
3	I can consistently count a set of up to 5 objects and tell how many there are.	3	I can consistently count a set of up to 10 objects and tell how many there are.		3	I can consistently count a set of up to 20 objects and tell how many there are.
2	I can sometimes count a set of up to 5 objects and tell how many there are.	2	I can sometimes count a set of up to 10 objects and tell how many there are.		2	I can sometimes count a set of up to 20 objects and tell how many there are.
1	I need help to count a set of up to 5 objects and tell how many there are.	1	I need help to count a set of up to 10 objects and tell how many there are.		1	I need help to count a set of up to 20 objects and tell how many there are.

Subitize Up to 5

K.NS.B.8: Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.

Q1		Q2		Q3	Q4
		Subitize Up to 5			
		3	I can consistently recognize a quantity of up to 5 objects without counting.		
		2	I can sometimes recognize a quantity of up to 5 objects without counting.		
		1	I need help to recognize a quantity of up to 5 objects without counting.		

Read and Write Numerals							
K.NS.A.4: Read and write numerals and represent a number of objects from 0-20. (Reversals are developmentally appropriate and acceptable.)							
Q1		Q2		Q3		Q4	
Read and Write Numerals up to 10		Read and Write Numerals up to 10				Read and Write Numerals up to 20	
3	I can consistently read and write numerals up to 5.	3	I can consistently read and write numerals up to 10.			3	I can consistently read and write numerals up to 20.
2	I can sometimes read and write numerals up to 5.	2	I can sometimes read and write numerals up to 10.			2	I can sometimes read and write numerals up to 20.
1	I need help to read and write numerals up to 5.	1	I need help to read and write numerals up to 10.			1	I need help to read and write numerals up to 20.

Compare Quantities							
K.NS.C.10: Compare two or more sets of objects and identify which set is equal to, more than or less than the other.							
K.DS.A.2: Compare category counts using appropriate language.							
Q1		Q2		Q3		Q4	
		Compare Quantities					
		3	I can consistently compare two groups of objects and identify which set is equal to, more than, or less than the other.				
		2	I can sometimes compare two groups of objects and identify which set is equal to, more than, or less than the other.				
		1	I need help to compare two groups of objects and identify which set is equal to, more than, or less than the other.				

Use Simple Shapes to Form Larger Shapes				
K.GM.C.10: Compose simple shapes to form larger shapes using manipulatives.				
Q1	Q2		Q3	Q4
	Use Simple Shapes to Form Larger Shapes			
	3	I can consistently use manipulatives to combine two dimensional shapes to form a larger shape.		
	2	I can sometimes use manipulatives to combine two dimensional shapes to form a larger shape.		
	1	I need help to use manipulatives to combine two dimensional shapes to form a larger shape.		

Name, Compare, and Describe Shapes				
K.GM.A.2: Compare the measurable attributes of two objects.				
K.GM.C.6: Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.				
K.GM.C.8: Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.				
K.GM.C.9: Draw or model simple two-dimensional shapes.				
Q1	Q2		Q3	Q4
	Name, Compare, and Describe Two-Dimensional Shapes			Name, Compare, and Describe Three-Dimensional Shapes
	3	I can consistently recognize and draw two dimensional shapes and analyze their attributes.		3 I can consistently recognize three dimensional shapes and analyze their attributes.
	2	I can sometimes recognize and draw two dimensional shapes and analyze their attributes.		2 I can sometimes recognize three dimensional shapes and analyze their attributes.
	1	I need help to recognize and draw two dimensional shapes and analyze their attributes.		1 I need help to recognize three dimensional shapes and analyze their attributes.

Compose and Decompose Numbers Up to 10

K.RA.A.3: Decompose numbers less than or equal to 10 in more than one way.

K.RA.A.4: Make 10 for any number from 1 to 9.

Q1	Q2	Q3		Q4
		Compose and Decompose Numbers Up to 10		
		3	I can consistently compose and decompose numbers within 10.	
		2	I can sometimes compose and decompose numbers within 10.	
		1	I need help to compose and decompose numbers within 10.	

Represent Addition and Subtraction within 10

K.RA.A.1: Represent addition and subtraction within 10.

Q1	Q2	Q3		Q4
		Represent Addition and Subtraction within 10		
		3	I can consistently represent addition and subtraction within 10 with math tools, drawings, and equations.	
		2	I can sometimes represent addition and subtraction within 10 with math tools, drawings, and equations.	

Math

3 - Meeting, 2 - Approaching, 1 - Beginning

		1	I need help to represent addition and subtraction within 10 with math tools, drawings, and equations.	
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Fluently Add within 5

K.RA.A.2: Demonstrate fluency for addition and subtraction within 5.

DESE Fluency Definition: [Mathematical fluency](#) is more than a quick answer on a timed test. Students demonstrate fluency when they do mathematics using an appropriate strategy in a reasonable amount of time, knowing multiple processes and can apply or adapt strategies to find a correct solution.

Q1	Q2	Q3		Q4
		Fluently Add within 5		
		3	I can consistently add within 5 and use words, pictures, and numbers to show my thinking.	
		2	I can sometimes add within 5 and use words, pictures, and numbers to show my thinking.	
		1	I need help to add within 5 and use words, pictures, and numbers to show my thinking.	

Fluently Subtract within 5

K.RA.A.2: Demonstrate fluency for addition and subtraction within 5.

DESE Fluency Definition: [Mathematical fluency](#) is more than a quick answer on a timed test. Students demonstrate fluency when they do mathematics using an appropriate strategy in a reasonable amount of time, knowing multiple processes and can apply or adapt strategies to find a correct solution.

Q1	Q2	Q3		Q4
		Fluently Subtract within 5		
		3	I can consistently subtract within 5 and use words, pictures, and numbers to show my thinking.	

		2	I can sometimes subtract within 5 and use words, pictures, and numbers to show my thinking.	
		1	I need help to subtract within 5 and use words, pictures, and numbers to show my thinking.	

Compose and Decompose Teen Numbers				
K.NBT.A.1: Compose and decompose numbers from 11 to 19 into sets of tens with additional ones				
Q1	Q2	Q3	Q4	
			Compose and Decompose Teen Numbers	
			3	I can consistently compose and decompose numbers from 11 to 19 into sets of tens with additional ones.
			2	I can sometimes compose and decompose numbers from 11 to 19 into sets of tens with additional ones.
			1	I need help to compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

Science

Kindergarten: Playground Cooldown	
K.ESS1.B.1: Make observations during different seasons to relate the amount of daylight to the time of year.	
K.ESS2.D.1: Use and share observations of local weather conditions to describe patterns over time.	
Semester 1	Semester 2
Playground Cooldown: Explain how the sun's warmth affects seasons and weather conditions over time.	
3 I can consistently explain how the sun's warmth affects seasons and weather conditions over time.	
2 I can sometimes explain how the sun's warmth affects seasons and weather conditions over time.	
1 I need help explaining how the sun's warmth affects seasons and weather conditions over time.	

Kindergarten: Playground Cooldown	
K.PS3.B.1: With prompting and support, use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	
Semester 1	Semester 2
Playground Cooldown: Design and build a structure that will reduce the warming effect of sunlight on an area.	
3 I can consistently design and build a structure that will reduce the warming effect of sunlight on an area.	
2 I can sometimes design and build a structure that will reduce the warming effect of sunlight on an area.	
1 I need help to design and build a structure that will reduce the warming effect of sunlight on an area.	

Kindergarten: Life in the Rainforest

K.LS1.C.1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Semester 1	Semester 2	
	Life in the Rainforest: Compare the survival needs of plants and animals and explain how they adapt to their environments to meet those needs.	
	3	I can consistently compare the survival needs of plants and animals and explain how they adapt to their environments to meet those needs.
	2	I can sometimes compare the survival needs of plants and animals and explain how they adapt to their environments to meet those needs.
	1	I need help to compare the survival needs of plants and animals and explain how they adapt to their environments to meet those needs.

Kindergarten: Life in the Rainforest

K.ESS2.E.1: With prompting and support, construct an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs.

K.ESS3.A.1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Semester 1	Semester 2	
	Life in the Rainforest: Design a model that explains the needs of animals, including humans, and solutions to reduce human impact on the local environment.	
	3	I can consistently design a model that explains the needs of animals, including humans, and solutions to reduce human impact on the local environment.
	2	I can sometimes design a model that explains the needs of animals, including humans, and solutions to reduce human impact on the local environment.
	1	I need help to design a model that explains the needs of animals, including humans, and solutions to reduce human impact on the local environment.

IDEA Lab

Kindergarten: Structure and Function- Exploring Design		
K.PS1.A.1: Make qualitative observations of the physical properties of objects (i.e., size, shape, color, mass).		
K.ETS1.B.1: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.		
Semester 1		Semester 2
IDEA Lab: Observe and describe objects' properties and create models to show how their shape helps them work.		
3	I can consistently observe and describe objects' properties and create models to show how their shape helps them work.	
2	I can sometimes observe and describe objects' properties and create models to show how their shape helps them work.	
1	I need help to observe and describe objects' properties and create models to show how their shape helps them work.	

Kindergarten: Pushes and Pulls

K.PS2.A.1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K.PS2.A.2: Describe ways to change the motion of an object (i.e., how to cause an object to go slower, go faster, go farther, change direction, stop).

K.ETS1.A.1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

4.PS2.B.1: Plan and conduct a fair test to compare and contrast the forces (measured by a spring scale in Newtons) required to overcome friction when an object moves over different surfaces (i.e., rough/smooth).

4.PS2.B.2: Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.

Semester 1	Semester 2	
	IDEA Lab: Investigate how pushes and pulls affect the motion of objects, ask questions to solve problems, and explore how different surfaces and forces change how objects move.	
	3	I can consistently investigate how pushes and pulls affect the motion of objects, ask questions to solve problems, and explore how different surfaces and forces change how objects move.
	2	I can sometimes investigate how pushes and pulls affect the motion of objects, ask questions to solve problems, and explore how different surfaces and forces change how objects move.
	1	I need help to investigate how pushes and pulls affect the motion of objects, ask questions to solve problems, and explore how different surfaces and forces change how objects move.

Kindergarten: Pushes and Pulls

K.ETS1.C.1: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

2.PS2.A.1: Analyze data to determine how the motion of an object changes by an applied force or the mass of an object.

Semester 1	Semester 2	
	IDEA Lab: Compare how different objects work to solve a problem and explore how forces change an object's movement.	
	3	I can consistently compare how different objects work to solve a problem and explore how forces change an object's movement.
	2	I can sometimes compare how different objects work to solve a problem and explore how forces change an object's movement.
	1	I need help to compare how different objects work to solve a problem and explore how forces change an object's movement.

Social Studies

Civics: Identify Reasons for Making Rules and Problem-Solve Peacefully at School and at Home				
Missouri Priority Standards embedded throughout all units				
K.TS.7.A.b: Use artifacts (building structures and materials, work of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.				
K.TS.7.B.a: Use visual tools to communicate information.				
K.TS.7.D.a: Share findings about a social studies topic.				
K.TS.7.E.a: Ask questions and find answers about a topic, with assistance.				
Missouri Learning Standards				
K.PC.1.B.a: Identify reasons for making rules within the school.				
K.PC.1.C.a: Discuss the concept of individual rights.				
K.GS.2.C.a: Describe how groups need to make decisions and how those decisions are made in families and classrooms.				
K.GS.2.D.a: Describe roles and responsibilities of people in authority in families and in groups.				
K.RI.6.B.a: Explain how to resolve disputes peacefully in the classroom and on the playground.				
Q1		Q2	Q3	Q4
Civics: Identify reasons for making rules and problem-solve peacefully at school and at home				
3	I can consistently identify reasons for making rules. I can consistently problem-solve peacefully at school and at home.			
2	I can sometimes identify reasons for making rules. I can sometimes problem-solve peacefully at school and at home.			
1	I need help to identify reasons for making rules. I need help to problem-solve peacefully at school and at home.			

Civics: Identify Community Helpers and Explain Their Responsibilities				
K.PC.1.E.a: Describe the character traits of role models within your family or school.				
K.GS.2.D.a: Describe roles and responsibilities of people in authority in families and in groups.				
Q1		Q2	Q3	Q4
Civics: Identify community helpers and explain their responsibilities				
3	I can consistently identify community helpers and explain their responsibilities.			
2	I can sometimes identify community helpers and explain their responsibilities.			
1	I need help to identify community helpers and explain their responsibilities.			

Culture: Discuss and Illustrate Family Traditions and Cultures

K.RI.6.A.a: Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expressions, food, dress, traditions.

K.RI.6.C.a: Share stories related to your family cultural traditions and family lore.

K.RI.6.D.a: Describe how you and your family remember and commemorate your cultural heritage.

K.H.3.B.a: Create a personal history .

K.TS.7.A.b: Use artifacts to share information on social studies topics.

Q1	Q2		Q3	Q4
	Culture: Discuss and illustrate family traditions and cultures			
	3	I can consistently discuss and illustrate family traditions and cultures.		
	2	I can sometimes discuss and illustrate family traditions and cultures.		
	1	I need help to discuss and illustrate family traditions and cultures.		

Culture: Describe Characteristics and Symbols of Different Communities

K.PC.1.F.a: Identify the flag as a symbol of our nation.

K.R1.6.A.a: Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expressions, food, dress, traditions.

Q1	Q2		Q3	Q4
	Culture: Describe characteristics and symbols of different communities.			
	3	I can consistently describe characteristics and symbols of different communities.		
	2	I can sometimes describe characteristics and symbols of different communities.		
	1	I need help to describe characteristics and symbols of different communities.		

History: Compare Life in the Past and the Present

K.H.3.B.b: Compare your family life in the past and present.

K.RI.6.A.a: Describe cultural characteristics of your family and class members including language, celebration, custom, holidays, artistic expression, food, dress, and traditions.

K.RI.6.D.a: Describe how you and your family remember and commemorate your cultural heritage.

K.RI. 6.C.a: Share stories related to your family cultural traditions and family lore.

Q1	Q2	Q3		Q4
		History: Compare life in the past and the present		
		3	I can consistently compare life in the past and the present.	
		2	I can sometimes compare life in the past and the present.	
		1	I need help to compare life in the past and the present.	

History: Describe the Contributions and Character Traits of Role Models and Historical Figures				
K.H.3.C.a: Describe the contributions of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Squanto, etc.				
K.PC.1.E.a: Describe the character traits of role models within your family or school.				
K.TS.7.A.a: Label and analyze different social studies sources with guidance and support from an adult.				
Q1	Q2	Q3		Q4
		History: Describe the contributions and character traits of role models and historical figures		
		3	I can consistently describe the contributions and character traits of role models and historical figures.	
		2	I can sometimes describe the contributions and character traits of role models and historical figures.	
		1	I need help to describe the contributions and character traits of role models and historical figures.	

Geography: Make and Use Maps of Familiar Places

K.EG.5.A.a: Identify maps as representations of real places.

K.EG.5.A.b: With assistance, read, construct, & use maps of familiar places such as the classroom, the bedroom, the home, etc.

K.EG.5.A.c: Match legend symbols to map features.

K.EG.5.B.a: Apply positional words to locations within the classroom (below, above, front, back, left, right, etc.).

K.TS.7.A.a: Label and analyze different social studies sources with guidance and support from an adult.

Q1	Q2	Q3	Q4	
			Geography: Make and use maps of familiar places	
			3	I can consistently make and use maps of familiar places.
			2	I can sometimes make and use maps of familiar places.
			1	I need help to make and use maps of familiar places.

Economics: Identify Examples of Needs and Wants, Scarcity, and Opportunity Cost at Home and at School				
K.E.4.A.a: Describe examples of scarcity within your family and school.				
K.E.4.A.b: Describe examples of opportunity cost within your family and school.				
K.E.4.A.c: Describe examples of needs and wants within your family and school.				
K.GS.2.C.a: Describe how groups need to make decisions and how those decisions are made in families and classrooms.				
Q1	Q2	Q3	Q4	
			Economics: Identify examples of needs and wants, scarcity, and opportunity cost at home and at school	
			3	I can consistently identify examples of needs and wants, scarcity, and opportunity cost at home and at school.
			2	I can sometimes identify examples of needs and wants, scarcity, and opportunity cost at home and at school.
			1	I need help to identify examples of needs and wants, scarcity, and opportunity cost at home and at school.

Social Emotional Learning

Self-Awareness: Recognize and Understand Emotions, Thoughts and Values in One's Self

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose, such as:

- Identify and name helpful and unhelpful emotions
- Identify my emotions (happy, sad or mad)
- Identify a kind act I have experienced

Q1		Q2		Q3		Q4	
Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self	
3	I can consistently identify and name helpful and unhelpful actions.	3	I can consistently identify my emotions (happy, sad or mad).	3	I can consistently identify a kind act I have experienced.	3	I can consistently identify my emotions, and identify and name helpful and unhelpful actions.
2	I can sometimes identify and name helpful and unhelpful actions.	2	I can sometimes identify my emotions (happy, sad or mad).	2	I can sometimes identify a kind act I have experienced.	2	I can sometimes identify my emotions, and identify and name helpful and unhelpful actions.
1	I need help to identify and name helpful and unhelpful actions.	1	I need help to identify my emotions (happy, sad or mad).	1	I need help to identify a kind act I have experienced.	1	I need help to identify my emotions, and identify and name helpful and unhelpful actions.

Self-Management: Manage One's Emotions, Thoughts and Actions

The ability to manage one's emotions, thoughts and actions effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress and feel motivation & agency to accomplish personal/collective goals, such as:

- Identify and begin to use strategies to manage actions in specific settings (ex: turning toward the speaker, listening, watching)
- Name "practice" and "keep trying" as ways to get better at something
- Begin to identify and practice using strategies to regulate emotions
- Identify and use calming strategies

Q1		Q2		Q3		Q4	
Manage one's emotions, thoughts and actions		Manage one's emotions, thoughts and actions				Manage one's emotions, thoughts and actions	
3	I can consistently identify and begin to use strategies to manage actions in specific settings (ex: turning toward the speaker, listening, watching), and name "practice" and "keep trying" as ways to get better at something.	3	I can consistently begin to identify and practice using strategies to regulate emotions.			3	I can consistently identify and use calming strategies.
2	I can sometimes identify and begin to use strategies to manage actions in specific settings (ex: turning toward the speaker, listening, watching), and name "practice" and "keep trying" as ways to get better at something.	2	I can sometimes begin to identify and practice using strategies to regulate emotions.			2	I can sometimes identify and use calming strategies.
1	I need help to identify and begin to use strategies to manage actions in specific settings (ex: turning toward the speaker, listening, watching), and name "practice" and "keep trying" as ways to get better at something.	1	I need help to begin to identify and practice using strategies to regulate emotions.			1	I need help to identify and use calming strategies.

Social Awareness: Understand and Empathize with Others, Including Those From Diverse Backgrounds

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings and recognize family, school and community resources and supports, such as:

- Name the emotion someone (happy, sad or mad) in a given situation
- Identify and demonstrate kindness

Q1	Q2		Q3		Q4	
	Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds	
	3	I can consistently name the emotion someone is feeling (happy, sad or mad) in a given situation.	3	I can consistently identify and demonstrate kindness.	3	I can consistently name the emotion someone is feeling (happy, sad or mad) in a given situation.
	2	I can consistently name the emotion someone is feeling (happy, sad or mad) in a given situation.	2	I can sometimes identify and demonstrate kindness.	2	I can sometimes name the emotion someone is feeling (happy, sad or mad) in a given situation.
	1	I need help to name the emotion someone is feeling (happy, sad or mad) in a given situation.	1	I need help to identify and demonstrate kindness.	1	I need help to name the emotion someone is feeling (happy, sad or mad) in a given situation.

Relationship Skills: Initiate and Maintain Healthy and Supportive Relationships

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership and seek or offer help when needed, such as:

- Identify and engage in positive communication skills
- Suggest kind words to encourage others when they make a mistake
- Use clues to identify the feelings of others
- Demonstrate kind acts towards others to develop positive relationships
- Identify and engage in positive problem solving conversations (ex: apologizing, taking turns, offering to share)

Q1		Q2		Q3		Q4	
Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships	
3	I can consistently identify and engage in positive communication skills and suggest kind words to encourage others when they make a mistake.	3	I can consistently use clues to identify the feelings of others.	3	I can consistently demonstrate kind acts towards others to develop positive relationships.	3	I can consistently identify and engage in positive problem solving conversations (ex: apologizing, taking turns, offering to share).
2	I can sometimes identify and engage in positive communication skills and suggest kind words to encourage others when they make a mistake.	2	I can sometimes use clues to identify the feelings of others.	2	I can sometimes demonstrate kind acts towards others to develop positive relationships.	2	I can sometimes identify and engage in positive problem solving conversations (ex: apologizing, taking turns, offering to share).
1	I need help to identify and engage in positive communication skills and suggest kind words to encourage others when they make a mistake.	1	I need help to use clues to identify the feelings of others.	1	I need help to demonstrate kind acts towards others to develop positive relationships.	1	I need help to identify and engage in positive problem solving conversations (ex: apologizing, taking turns, offering to share).

Responsible Decision-Making: Making Caring and Constructive Choices

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being, such as:

- Identify solutions for personal and social problems with adult support
- Understand how personal choices will impact the outcome of a situation

Q1	Q2	Q3	Q4	
			Making caring and constructive choices	
			3	I can consistently identify solutions for personal and social problems with adult support and understand how personal choices will impact the outcome of a situation.
			2	I can sometimes identify solutions for personal and social problems with adult support and understand how personal choices will impact the outcome of a situation.
			1	I need help to identify solutions for personal and social problems with adult support and understand how personal choices will impact the outcome of a situation.