

1st Grade 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

Phonemic Awareness

1.RF.2.A.c: Develop phonemic awareness in the reading process by recognizing the change in a spoken word when a specific phoneme is added, changed, or removed.

1.RF.2.A.a: Develop phonemic awareness in the reading process by producing and identifying sounds and syllables in spoken words.

1.RF.2.A.e: Develop phonemic awareness in the reading process by segmenting spoken words of 3 – 5 phonemes into individual phonemes.

Q1		Q2		Q3		Q4	
Produce and identify sounds and syllables in spoken words		Segment spoken words into individual phonemes		Recognize when spoken phonemes are added, changed, or removed			
3	I can consistently produce and identify sounds and syllables in spoken words.	3	I can consistently segment spoken words into individual phonemes.	3	I can consistently recognize when spoken phonemes are added, changed, or removed.	3	I can consistently recognize when spoken phonemes are added, changed, or removed.
2	I can sometimes produce and identify sounds and syllables in spoken words.	2	I can sometimes segment spoken words into individual phonemes.	2	I can sometimes recognize when spoken phonemes are added, changed, or removed.	2	I can sometimes recognize when spoken phonemes are added, changed, or removed.
1	I need help to produce and identify sounds and syllables in spoken words.	1	I need help to segment spoken words into individual phonemes.	1	I need help to recognize when spoken phonemes are added, changed, or removed.	1	I need help to recognize when spoken phonemes are added, changed, or removed.

Phonics

1.RF.3.A.a: Develop phonics in the reading process by decoding words in context by using letter sound knowledge.

1.RF.3.A.b: Develop phonics in the reading process by identifying letters for the spelling of short and long vowels.

1.RF.3.A.c: Develop phonics in the reading process by producing consonant blends.

1.RF.3.A.e: Develop phonics in the reading process by combining sounds from letters and common spelling patterns to create and decode recognizable words.

Q1		Q2		Q3		Q4	
Read words with short vowels and some digraphs.		Read words with digraphs and silent -e words.		Read longer words with various ending spelling patterns.		Read words with long vowels and vowel teams.	
3	I can consistently read words with short vowels and some digraphs.	3	I can consistently read words with digraphs and silent -e words.	3	I can consistently read longer words with various ending spelling patterns.	3	I can consistently read words with long vowels and vowel teams.
2	I can sometimes read words with short vowels and some digraphs.	2	I can sometimes read words with digraphs and silent -e words.	2	I can sometimes read longer words with various ending spelling patterns.	2	I can sometimes read words with long vowels and vowel teams.
1	I need help to read words with short vowels and some digraphs.	1	I need help to read words with digraphs and silent -e words.	1	I need help to read longer words with various ending spelling patterns.	1	I need help to read words with long vowels and vowel teams.

High Frequency Words

1.RF.3.A.j: Develop phonics in the reading process by reading high frequency words.

Q1		Q2		Q3		Q4	
Automatically read 36 high frequency words.		Automatically read 48 high frequency words.		Automatically read 66 high frequency words.		Automatically read 97 high frequency words.	
3	I can automatically read 31+ high frequency words.	3	I can automatically read 41+ high frequency words.	3	I can automatically read 57+ high frequency words.	3	I can automatically read 83+ high frequency words.
2	I can read 25-30 high frequency words.	2	I can read 34-40 high frequency words.	2	I can read 47-56 high frequency words.	2	I can read 68-82 high frequency words.
1	I can read less than 25 high frequency words.	1	I can read less than 34 high frequency words.	1	I can read less than 47 high frequency words.	1	I can read less than 68 high frequency words.

Reading Comprehension - Listening

1.R.1.A.d: Develop and demonstrate reading skills in response to reading text and read alouds by retelling main ideas in sequence including key details.

1.R.3.A.c: Read, infer and draw conclusions to use text features to locate specific information in text.

1.R.2.A.a: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences.

Q1		Q2		Q3		Q4	
Listen to a story and retell in the correct sequence		Listen to a story and retell with characters, setting, main problem, solution, and main events		Listen to a non-fiction text and use text features to locate specific information		Listen to a story and retell with characters, setting, main problem, solution, and main events	
3	I can consistently retell stories in the correct sequence.	3	I can consistently retell stories with characters, setting, main problem, solution, and main events.	3	I can consistently use text features to locate specific information.	3	I can consistently retell stories with characters, setting, main problem, solution, and main events.
2	I can sometimes retell stories in the correct sequence.	2	I can sometimes retell stories with characters, setting, main problem, solution, and main events.	2	I can sometimes use text features to locate specific information.	2	I can sometimes retell stories with characters, setting, main problem, solution, and main events.
1	I need help to retell stories in the correct sequence.	1	I need help to retell stories with characters, setting, main problem, solution, and main events.	1	I need help to use text features to locate specific information.	1	I need help to retell stories with characters, setting, main problem, solution, and main events.

Reading Comprehension - Read Appropriate Text					
1.R.1.A.d: Develop and demonstrate reading skills in response to reading text and read-alouds by retelling main ideas in sequence including key details.					
1.R.3.A.c: Read, infer and draw conclusions to use text features to locate specific information in text.					
1.R.2.A.a: Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences.					
Q1	Q2		Q3		Q4
	Read a story and retell with characters, setting, main problem, solution, and main events		Read a non-fiction text and use text features to locate specific information		Read a story and retell with characters, setting, main problem, solution, and main events
	3	I can consistently retell stories with characters, setting, main problem, solution, and main events.	3	I can consistently use text features to locate specific information.	3 I can consistently retell stories with characters, setting, main problem, solution, and main events.
	2	I can sometimes retell stories with characters, setting, main problem, solution, and main events.	2	I can sometimes use text features to locate specific information.	2 I can sometimes retell stories with characters, setting, main problem, solution, and main events.
	1	I need help to retell stories with characters, setting, main problem, solution, and main events.	1	I need help to use text features to locate specific information.	1 I need help to retell stor with characters, setting, main problem, solution, and main events.

Writing- Craft

1.W.2.C.a: Write fiction or non-fiction narratives and poems that narrate a story or experience.

1.W.2.B.a: Write informative/ explanatory texts that introduce a topic or text being studied and supply facts.

1.W.2.A.b: Write opinion texts that state an opinion about the topic or text and provide a reason for the opinion.

Q1		Q2		Q3		Q4	
Draws and labels pictures to write simple sentences to produce different genres of writing		Writes complete simple and compound sentences to produce different genres of writing					
3	I can consistently draw and label pictures to write simple sentences.	3	I can consistently write complete simple sentences to produce different genres of writing.	3	I can consistently write complete simple sentences to produce different genres of writing.	3	I can consistently write complete simple and compound sentences to produce different genres of writing.
2	I can sometimes draw and label pictures to write simple sentences.	2	I can sometimes write complete simple sentences to produce different genres of writing.	2	I can sometimes write complete simple sentences to produce different genres of writing.	2	I can sometimes write complete simple and compound sentences to produce different genres of writing.
1	I need help to draw and label pictures to write simple sentences.	1	I need help to write complete simple sentences to produce different genres of writing.	1	I need help to write complete simple sentences to produce different genres of writing.	1	I need help to write complete simple and compound sentences to produce different genres of writing.

Writing - Reread and Revise

1.W.1.C.a: Reread, revise, and edit drafts, with assistance from adults/peers, to respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing.

1.W.1.C.b: Reread, revise, and edit drafts, with assistance from adults/peers, to edit by leaving spaces between words in sentences.

Q1		Q2		Q3		Q4	
Write using spaces between words in sentences.		Strengthen my writing with assistance from adults/peers.					
3	I can consistently write sentences with spaces between words.	3	I can consistently strengthen my writing with assistance from adults/peers.	3	I can consistently strengthen my writing with assistance from adults/peers.	3	I can consistently strengthen my writing with assistance from adults/peers.
2	I can sometimes write sentences with spaces between words.	2	I can sometimes strengthen my writing with assistance from adults/peers.	2	I can sometimes strengthen my writing with assistance from adults/peers.	2	I can sometimes strengthen my writing with assistance from adults/peers.
1	I need help to write sentences with spaces between words.	1	I need help to strengthen my writing with assistance from adults/peers.	1	I need help to strengthen my writing with assistance from adults/peers.	1	I need help to strengthen my writing with assistance from adults/peers.

Capitalization

1.L.1.B.c: In written text, capitalize the first letter of others' first and last names.

Q1	Q2		Q3		Q4	
	Capitalize the first letter in sentences and in names					
	3	I can consistently capitalize the first letter in sentences and in names.	3	I can consistently capitalize the first letter in sentences and in names.	3	I can consistently capitalize the first letter in sentences and in names.
	2	I can sometimes capitalize the first letter in sentences and in names.	2	I can sometimes capitalize the first letter in sentences and in names.	2	I can sometimes capitalize the first letter in sentences and in names.
	1	I need help to capitalize the first letter in sentences and in names.	1	I need help to capitalize the first letter in sentences and in names.	1	I need help to capitalize the first letter in sentences and in names.

Punctuation

1.L.1.B.b: In written text use ending punctuation.

Q1	Q2		Q3		Q4	
	Use ending punctuation					
	3	I can consistently use ending punctuation.	3	I can consistently use ending punctuation.	3	I can consistently use ending punctuation.
	2	I can sometimes use ending punctuation.	2	I can sometimes use ending punctuation.	2	I can sometimes use ending punctuation.
	1	I need help to use ending punctuation.	1	I need help to use ending punctuation.	1	I need help to use ending punctuation.

Spelling

1.L.1.B.e: In written text spell words using regular spelling patterns.

1.L.1.B.f: In written text spell words phonetically using phonemic awareness and spelling knowledge.

Q1		Q2		Q3		Q4	
Demonstrate sound spelling in writing				Apply common spelling patterns			
3	I can consistently demonstrate sound spelling in writing.	3	I can consistently demonstrate sound spelling in writing.	3	I can consistently apply common spelling patterns.	3	I can consistently apply common spelling patterns.
2	I can sometimes demonstrate sound spelling in writing.	2	I can sometimes demonstrate sound spelling in writing.	2	I can sometimes apply common spelling patterns.	2	I can sometimes apply common spelling patterns.
1	I need help to demonstrate sound spelling in writing.	1	I need help to demonstrate sound spelling in writing.	1	I need help to apply common spelling patterns.	1	I need help to apply common spelling patterns.

Grammar

1.L.1.A.g: In speech and written form, apply standard English grammar to produce complete simple and compound sentences.

Q1	Q2		Q3		Q4	
	Produce complete sentences					
	3	I can consistently produce complete simple sentences.	3	I can consistently produce complete simple sentences.	3	I can consistently produce complete simple and compound sentences.
	2	I can sometimes produce complete simple sentences.	2	I can sometimes produce complete simple sentences.	2	I can sometimes produce complete simple and compound sentences.
	1	I need help to produce complete simple sentences.	1	I need help to produce complete simple sentences.	1	I need help to produce complete simple and compound sentences.

Math

Fluently Add and Subtract Numbers Within 10

1.RA.C.8: Demonstrate fluency with addition and subtraction within 10.

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.

Foundational Facts First • +/- 0, 1, 2 • Doubles • Combinations of 10				Derived Fact Strategies • Making 10 • Pretend a 10 • Near Doubles			
Q1		Q2		Q3		Q4	
Fluently Add and Subtract Numbers Within 10 (0, 1, 2)		Fluently Add and Subtract Numbers Within 10 (Doubles)		Fluently Add and Subtract Numbers Within 10 (Combinations of 10)		Fluently Add and Subtract Numbers Within 10	
3	I can consistently solve all +/- 0, 1, 2 combinations fluently.	3	I can consistently solve all doubles combinations within 10 fluently.	3	I can consistently solve combinations of 10 problems fluently.	3	I can consistently select and use appropriate derived strategies to add and subtract within 10.
2	I can sometimes solve +/- 0, 1, 2 combinations fluently.	2	I can sometimes solve doubles combinations within 10 fluently.	2	I can sometimes solve combinations of 10 problems fluently.	2	I can sometimes select and use appropriate derived strategies to add and subtract within 10.
1	I need help to solve +/- 0, 1, 2 combinations.	1	I need help to solve doubles combinations within 10.	1	I need help to solve combinations of 10 problems.	1	I need help to select and use appropriate derived strategies to add and subtract within 10.

Interpret Data

1.DS.A.2: Draw conclusions from object graphs, picture graphs, t-charts, and tallies.

Q1		Q2	Q3	Q4
Interpret Data				
3	I can consistently draw conclusions from graphs and charts.			
2	I can sometimes draw conclusions from graphs and charts.			
1	I need help to draw conclusions from graphs and charts.			

Use Addition and Subtraction to Solve Problems

1.RA.A.1: Use addition and subtraction within 20 to solve problems.

Q1		Q2	Q3	Q4
		Use Addition and Subtraction to Solve Problems		
		3 I can consistently use addition and subtraction within 20 to solve problems.		
		2 I can sometimes use addition and subtraction within 20 to solve problems.		
		1 I need help to use addition and subtraction within 20 to solve problems.		

Determine If Equations Are True or False			
1.RA.A.3: Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.			
Q1	Q2		Q3
	Develop the Meaning of the Equal Sign		
	3	I can consistently determine if an equation is true or false by evaluating both sides of the equal sign.	
	2	I can sometimes determine if an equation is true or false by evaluating both sides of the equal sign.	
	1	I need help to determine if an equation is true or false by evaluating both sides of the equal sign.	

Understand Two-Digit Numbers Are Composed of Tens and Ones			
1.NBT.A.2: Understand two-digit numbers are composed of ten(s) and one(s).			
Q1	Q2	Q3	Q4
		Understand Two-Digit Numbers Are Composed of Tens and Ones	
		3 I can consistently show that two-digit numbers are composed of tens and ones.	
		2 I can sometimes show that two-digit numbers are composed of tens and ones.	
		1 I need help to show that two-digit numbers are composed of tens and ones.	

Compare Two-Digit Numbers Using the Symbols $>$, $=$, or $<$

1.NBT.A.3: Compare two two-digit numbers using the symbols $>$, $=$, or $<$.

Q1	Q2	Q3		Q4
		Compare Two-Digit Numbers Using Symbols $>$, $=$, $<$		
		3	I can consistently compare two 2-digit #s using $>$, $=$, or $<$.	
		2	I can sometimes compare two 2-digit #s using $>$, $=$, or $<$.	
		1	I need help to compare two 2-digit #s using $>$, $=$, or $<$.	

Add within 100 Using Place Value Strategies

1.NBT.A.5: Add within 100.

Q1	Q2	Q3		Q4
		Add within 100 Using Place Value Strategies		
		3	I can consistently add within 100 using place value strategies and use words, numbers, or models to explain my thinking.	
		2	I can sometimes add within 100 using place value strategies and use words, numbers, or models to explain my thinking.	
		1	I need help to add within 100 using place value strategies and use words, numbers, or models to explain my thinking.	

Add and Subtract Multiples of 10				
1.NBT.B.7: Add or subtract a multiple of 10 from another two-digit number, and justify the solution.				
Q1	Q2	Q3		Q4
		Add and Subtract Multiples of 10		
		3	I can consistently add and subtract a multiple of ten from a two-digit number and explain my thinking.	
		2	I can sometimes add and subtract a multiple of ten from a two-digit number and explain my thinking.	
		1	I need help to add and subtract a multiple of ten from a two-digit number and explain my thinking.	

Reason with Shapes and Their Attributes				
1.GM.A.1: Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.				
Q1	Q2	Q3	Q4	
			Reason with Shapes and Their Attributes	
			3	I can consistently identify and draw shapes based on their attributes.
			2	I can sometimes identify and draw shapes based on their attributes.
			1	I need help to identify and draw shapes based on their attributes.

Compose and Decompose Shapes				
1.GM.A.2: Compose and decompose two- and three- dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.				
Q1	Q2	Q3	Q4	
			Compose and Decompose Shapes	
			3	I can consistently compose and decompose 2D and 3D shapes.
			2	I can sometimes compose and decompose 2D and 3D shapes.
			1	I need help to compose and decompose 2D and 3D shapes.

Partition Circles and Rectangles into Equal Shares				
1.GM.A.4: Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.				
Q1	Q2	Q3	Q4	
			Partition Circles and Rectangles into Equal Shares	
			3	I can consistently partition a shape into halves and fourths.
			2	I can sometimes partition a shape into halves and fourths.
			1	I need help to partition a shape into halves and fourths.

Measure Length in Non-Standard Units				
1.GM.B.6: Compare the lengths of two objects indirectly by using a third object.				
Q1	Q2	Q3	Q4	
			Measure Length in Non-Standard Units	
			3	I can consistently measure, compare, and order lengths using non-standard units.
			2	I can sometimes measure, compare, and order lengths using non-standard units.
			1	I need help to measure, compare, and order lengths using non-standard units.

Tell and Write Time				
1.GM.C.8: Tell and write time in hours and half-hours using analog and digital clocks.				
Q1	Q2	Q3	Q4	
			Tell and Write Time	
			3	I can consistently tell and write time to the hour and half hour.
			2	I can sometimes tell and write time to the hour and half hour.
			1	I need help to tell and write time to the hour and half hour.

Science

First Grade: Putting on a Show with Light and Sound

1.PS4.A.1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

2.PS4.A.1: Plan and conduct investigations to provide evidence that changes in vibration create change in sound.

1.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.

Semester 1		Semester 2
Light and Sound: Investigate and make observations of the sound/vibration relationship.		
3	I can consistently investigate and make observations of the sound/vibration relationship.	
2	I can sometimes investigate and make observations of the sound/vibration relationship.	
1	I need help investigating and making observations of the sound/vibration relationship.	

First Grade: Putting on a Show with Light and Sound

1.PS4.C.1: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

1.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
Light and Sound: Design a model that uses light or sound to communicate over a distance.		
3	I can consistently design a model that uses light or sound to communicate over a distance.	
2	I can sometimes design a model that uses light or sound to communicate over a distance.	
1	I need help to design a model that uses light or sound to communicate over a distance.	

First Grade: Animated Storytelling

1.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.

Semester 1	Semester 2	
	Animated Storytelling: Develop a design plan and create a digital animation that results in the character's actions demonstrating the correct sequence of a fictional story.	
	3	I can consistently develop a design plan and create a digital animation that results in the character's actions demonstrating the correct sequence of a fictional story.
	2	I can sometimes develop a design plan and create a digital animation that results in the character's actions demonstrating the correct sequence of a fictional story.
	1	I need help to develop a design plan and create a digital animation that results in the character's actions demonstrating the correct sequence of a fictional story.

IDEA Lab

First Grade: Patterns in the Sky (Formerly Sun and Moon)	
K.ESS1.B.1: Make observations at different times of year to relate the amount of daylight to the time of year.	
1.ESS1.A.2: Use observations of the sun, moon, and stars to describe patterns that can be predicted.	
1.ESS1.A.1: Describe the presences of the Sun, Moon, and sky over time.	
1.PS3.A.1: Identify the source of energy that causes an increase in the temperature of an object (e.g., sun, stove, flame, light bulb).	
5.ESS1.B.1: Make observations during different seasons to relate the amount of daylight to the time of year.	
Semester 1	Semester 2
IDEA Lab: Describe patterns of the Sun, Moon, and stars over time, how sunlight affects temperature, and how daylight changes with the seasons.	
3 I can consistently describe patterns of the Sun, Moon, and stars over time, how sunlight affects temperature, and how daylight changes with the seasons.	
2 I can sometimes describe patterns of the Sun, Moon, and stars over time, how sunlight affects temperature, and how daylight changes with the seasons.	
1 I need help to describe patterns of the Sun, Moon, and stars over time, how sunlight affects temperature, and how daylight changes with the seasons.	

First Grade: Patterns in the Sky (Formerly Sun and Moon)	
K.PS3.A.1: Make observations to determine the effect of sunlight on Earth's surface.	
1.ESS2.D.1: Identify patterns indicating relationships between observed weather data and weather phenomena, like temperatures, types of clouds, and types and amounts of precipitation.	
5.ESS1.A.1: Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.	
5.ESS1.B.2: Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	
5.PS4.A.1: Develop a model to describe that objects can be seen only when light is reflected off them or when they produce their own light.	
Semester 1	Semester 2
IDEA Lab: Observe and describe how light helps us see objects and stars in the sky, considering weather and changes in sunlight and shadows.	
3 I can consistently observe and describe weather patterns, changes in sunlight and shadows, and how light helps us see objects and stars in the sky.	
2 I can sometimes observe and describe weather patterns, changes in sunlight and shadows, and how light helps us see objects and stars in the sky.	
1 I need help to observe and describe weather patterns, changes in sunlight and shadows, and how light helps us see objects and stars in the sky.	

First Grade: Designs Inspired By Nature

1.LS3.A.1: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Semester 1	Semester 2	
	IDEA Lab: Explain that young animals and plants are similar but not identical to their parents.	
	3	I can consistently explain that young animals and plants are similar but not identical to their parents.
	2	I can sometimes explain that young animals and plants are similar but not identical to their parents.
	1	I need help to explain that young animals and plants are similar but not identical to their parents.

1.LS1.A.1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Semester 1	Semester 2	
	IDEA Lab: Create a solution to a human problem inspired by nature using biomimicry.	
	3	I can consistently create a solution to a human problem inspired by nature using biomimicry.
	2	I can sometimes create a solution to a human problem inspired by nature using biomimicry.
	1	I need help to create a solution to a human problem inspired by nature using biomimicry.

Social Studies

Civics: Identify the rights, roles, and responsibilities of citizens and people in government.				
Missouri Priority Standards embedded throughout all units				
1.TS.7.A.a: Identify and analyze primary and secondary Social Studies sources in classroom discussion with guidance and support from an adult.				
1.TS.7.A.b: Identify and use artifacts to share information on Social Studies topics (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).				
1.TS.7.B.a: Create visual tools to communicate information.				
1.TS.7.D.a: Share findings about a Social Studies topic.				
1.TS.7.E.a: Ask supporting questions and find answers about Social Studies topics, with assistance.				
Missouri Learning Standards				
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.D.a: Describe the roles and responsibilities of people in government such as judge, mayor, police, city council member in a community.				
Q1		Q2	Q3	Q4
Civics: Identify the rights, roles, and responsibilities of citizens and people in government				
3	I can consistently identify the rights, roles, and responsibilities of citizens and people in government.			
2	I can sometimes identify the rights, roles, and responsibilities of citizens and people in government.			
1	I need help to identify the rights, roles, and responsibilities of citizens and people in government.			

Civics: Explain the purpose and importance of laws within a community and how citizens and governments solve problems.

1.PC.1.B.a: Identify and explain why cities make laws.

1.PC.1.D.a: Give examples of being an active and informed citizen in your classroom and 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.RI.6.B.a: Propose peaceful resolutions of disputes in the classroom and on the playground.

Q1		Q2	Q3	Q4
Civics: Explain the purpose and importance of laws within a community and how citizens and governments solve problems				
3	I can consistently explain the purpose and importance of laws within a community and how citizens and governments solve problems.			
2	I can sometimes explain the purpose and importance of laws within a community and how citizens and governments solve problems.			
1	I need help to explain the purpose and importance of laws within a community and how citizens and governments solve problems.			

Geography: Read, create, and use maps for different purposes.

Missouri Learning Standards

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 a key.

1.EG.5.A.c: Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo, etc.

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 i.e., description of a location by explaining where the place is in relation to other places.

Q1	Q2		Q3	Q4
	Geography: Read, create, and use maps for different purposes.			
	3	I can consistently read, create, and use maps for different purposes.		
	2	I can sometimes read, create, and use maps for different purposes.		
	1	I need help to read, create, and use maps for different purposes.		

Culture & Geography: Identify and describe human, cultural, and physical characteristics of a community.				
Missouri Learning Standards				
1.EG.5.C.a: Identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.				
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.				
1.RI.6.A.a: Describe cultural characteristics of your school and community including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.				
1.TS.7.A.b: Identify and use artifacts to share information on social studies topics (building structures, materials, works of art, fossils, pottery, tools, clothing, musical instruments, furniture, etc.).				
Q1	Q2		Q3	Q4
	Culture & Geography: Identify and describe human, cultural, and physical characteristics of a community			Culture & Geography: Identify and describe human, cultural, and physical characteristics of a community
	3	I can consistently identify and describe human, cultural, and physical characteristics of a community.		3 I can consistently identify and describe human, cultural, and physical characteristics of a community.
	2	I can sometimes identify and describe human, cultural, and physical characteristics of a community.		2 I can sometimes identify and describe human, cultural, and physical characteristics of a community.
	1	I need help to identify and describe human, cultural, and physical characteristics of a community.		1 I need help to identify and describe human, cultural, and physical characteristics of a community.

History: Recognize symbols and describe how our community's culture, society, and economy have changed over time.

Missouri Learning Standards

1.PC.1.F.a: Recognize and explain the significance of the 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.

1.H.3.B.a: Compare and contrast our community in the past and present (e.g., schools, land usage, communication).

1.H.3.C.a: Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.

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.

Q1	Q2	Q3		Q4
		History: Recognize symbols and describe how our community's culture, society, and economy have changed over time.		
		3	I can consistently recognize symbols and describe how our community's culture, society, and economy have changed over time.	
		2	I can sometimes recognize symbols and describe how our community's culture, society, and economy have changed over time.	
		1	I need help to recognize symbols and describe how our community's culture, society, and economy have changed over time.	

Economics: Describe examples of scarcity & surplus, goods & services, and consumers & producers in a community.

Missouri Learning Standards

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.

Q1	Q2	Q3	Q4	
			Economics: Describe examples of scarcity & surplus, goods & services, and consumers & producers in a community	
			3	I can consistently describe examples of scarcity & surplus, goods & services, and consumers & producers in a community.
			2	I can sometimes describe examples of scarcity & surplus, goods & services, and consumers & producers in a community.
			1	I need help to describe examples of scarcity & surplus, goods & services, and consumers & producers in a community.

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:

- Practice and continue to try in order to improve a new skill
- Identify my emotions (worried, calm, or frustrated)
- Identify a kind act I have experienced
- Use "I" statements to share my feelings and needs

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 practice and continue to try in order to improve a new skill.	3	I can consistently identify my emotions (worried, calm, or frustrated).	3	I can consistently identify a kind act I have experienced.	3	I can consistently use "I" statements to share my feelings and needs and identify my emotions (worried, calm, or frustrated).
2	I can sometimes practice and continue to try in order to improve a new skill.	2	I can sometimes identify my emotions (worried, calm, or frustrated).	2	I can sometimes identify a kind act I have experienced.	2	I can sometimes use "I" statements to share my feelings and needs and identify my emotions (worried, calm, or frustrated).
1	I need help to practice and continue to try in order to improve a new skill.	1	I need help to identify my emotions.	1	I need help to identify a kind act I have experienced.	1	I need help to use "I" statements to share my feelings and needs and identify my emotions (worried, calm, or frustrated).

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:

- Use helpful thoughts to encourage myself when I make a mistake
- Act in ways that help me manage distractions
- 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 use helpful thoughts to encourage myself when I make a mistake and act in ways that help me manage distractions.	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 use helpful thoughts to encourage myself when I make a mistake and act in ways that help me manage distractions.	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 use helpful thoughts to encourage myself when I make a mistake and act in ways that help me manage distractions.	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 is feeling (worried, calm, frustrated) in a given situation
- Identify and demonstrate kindness
- Take others' perspectives

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 (worried, calm, frustrated) in a given situation.	3	I can consistently identify and demonstrate kindness.	3	I can consistently take others' perspectives.
	2	I can sometimes name the emotion someone is feeling (worried, calm, frustrated) in a given situation.	2	I can sometimes identify and demonstrate kindness.	2	I can sometimes take others' perspectives.
	1	I need help to name the emotion someone is feeling (worried, calm, frustrated) in a given situation.	1	I need help to identify and demonstrate kindness.	1	I need help to take others' perspectives.

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:

- Demonstrate kind acts towards others to develop positive relationships
- Identify and engage in positive problem solving conversations (ex: “I’m sorry”, “Are you ok?”, “Could you please...”)

Q1	Q2	Q3		Q4	
		Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships	
		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: “I’m sorry”, “Are you ok?”, “Could you please...”).
		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: “I’m sorry”, “Are you ok?”, “Could you please...”).
		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: “I’m sorry”, “Are you ok?”, “Could you please...”).

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.