



2023/2024  
*Lindbergh Elementary*  
*1st Grade*  
*Priority Standards and Proficiency Scales*

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

Reading Foundations: Fluency	
RF.4A. Read Appropriate Texts with Fluency (Rate, Accuracy, Expression, Appropriate Phrasing), with Purpose, and for Comprehension	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Reads text above grade level with             <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate rate (72 wpm or greater) and accuracy of 95% or greater</li> </ul> </li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reads a text at grade level with             <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate rate (34 wpm or greater)</li> <li><input type="checkbox"/> Accuracy of 95% or greater</li> <li><input type="checkbox"/> Expression and phrasing that shows awareness of ending punctuation</li> </ul> </li> <li><input type="checkbox"/> Monitors reading to self-correct errors, rereading to adjust for fluency and accuracy</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>• Recall and recognize: <i>accuracy, self-correct, fluency</i></li> <li>• Know punctuation affects fluency and expression</li> <li>• Reads a text below grade level             <ul style="list-style-type: none"> <li>○ Appropriate rate (less than 34 wpm)</li> <li>○ Accuracy of less than 95%</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

[Back to the Top](#)

Reading Foundations: Phonics and Decoding	
RF.3.A Develop phonics in the reading process	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Using word analysis skills in the reading process</li> <li>• Combining sounds from letters and more complex spelling patterns to create and read recognizable words</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <p><input type="checkbox"/> <b>Develop phonics in the reading process by:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Decoding words in context by using letter-sound knowledge</b></li> <li><input type="checkbox"/> <b>Identifying letters for the spelling of short and long vowels</b></li> <li><input type="checkbox"/> <b>Combining sounds from letters and common spelling patterns to create and read recognizable words</b></li> <li><input type="checkbox"/> <b>Reading all high-frequency words that have been instructed</b></li> <li><input type="checkbox"/> <b>Producing consonant blends such as: cl, st, br, sl</b></li> <li><input type="checkbox"/> <b>Producing consonant digraphs such as: ch, sh, wh, ph</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>• Recall and recognize terms: <i>decode, decoding, long vowel, short vowel, vowel, digraphs, blends, consonants</i></li> <li>• Know basic word patterns</li> <li>• Know all consonant sounds</li> <li>• Know all short vowel sounds</li> <li>• Identify high-frequency words in text</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</li> <li>• Isolate initial sound/blends, medial vowel, and final sound/blends</li> <li>• Produce initial sound/blends, medial vowel, and final sound/blends</li> <li>• Compose and decompose 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

[Back to the Top](#)

Reading Foundations: Phonemic Awareness	
RF.2.A Develop phonemic awareness in the reading process	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>Using phonics knowledge in the reading process</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Produce and identify sounds and syllables in spoken words</li> <li><input type="checkbox"/> Blend spoken phonemes in one syllable words with blends such as: “S-l-a-m” into “Slam”, “b-l-o-ck” into “block”</li> <li><input type="checkbox"/> Segment spoken words of three to five phonemes (sounds) into individual phonemes such as: “Slam” into “s-l-a-m”, “block” into “b-l-o-ck”</li> <li><input type="checkbox"/> Hearing the change in a spoken word when a specific phoneme (sound) is added</li> <li><input type="checkbox"/> Hearing the change in a spoken word when a specific phoneme (sound) is changed</li> <li><input type="checkbox"/> Hearing the change in a spoken word when a specific phoneme (sound) is removed</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>Recall and recognize terms: <i>phonemes, syllables, consonant, vowel, segment, letter</i></li> <li>Blend sounds together</li> <li>Know common consonant blends, letter sounds, basic word patterns</li> <li>Recognize that certain letters can be “chunked” together to make blends, vowel sounds, or rhyme patterns</li> <li>Recognize that vowels can make different sounds</li> <li>Identify short vowel sounds</li> <li>Demonstrate understanding of spoken words, syllables, and sounds</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Fiction: Story Elements	
R.2A.1.a Describe the characters, setting, problem, solution, and events in sequences that make sense to a listener	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Comprehend text above grade level expectation</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>• Identify the moral lesson or big idea in the story</li> <li>• Use information gained from the illustrations and words to show understanding of its characters, setting, or plot</li> <li>• Describe a character's point of view using traits, feelings, actions and motives</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Use illustrations and details in a story to describe the characters, setting, problem, solution, and events in an order that make sense to a listener</b></li> <li><input type="checkbox"/> <b>Ask and answer questions about key details in a text</b></li> <li><input type="checkbox"/> <b>Retell stories including key details.</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>• Recall and recognize terms: <i>characters, setting, problem, solution, sequence of events, story elements</i></li> <li>• Look to words, pictures and/or phrases to support answers (evidence)</li> <li>• Verbally communicate events that relate to the problem and solution/resolution of a story</li> <li>• Understand story elements (setting, characters, problem, solution) and sequencing (Beginning, middle, end)</li> <li>• Understand the author has a purpose for writing the text</li> <li>• Look at illustrations to help understand the story</li> <li>• Recognize details to describe story elements</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

## Nonfiction

Nonfiction: Main Idea and Supporting Details	
<b>1.R.3.A.b Use text features (captions, headings, diagrams) to restate the main idea</b> <b>R.3B.1.a Tell the difference between fiction and non fiction</b> <b>R.3C.1.b Identify main ideas and provide supporting details</b>	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>Identify strategies to determine main idea (notice what repeats, use headings, introduction or conclusion)</li> <li>Read, infer, and/or draw conclusions to distinguish the main idea from the topic of the text</li> <li>Determine relevant/important vs. irrelevant/unimportant details</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Use text features (captions, headings, diagrams) to restate the main idea</b></li> <li><input type="checkbox"/> <b>Identify if a text is categorized as fiction or nonfiction</b></li> <li><input type="checkbox"/> <b>Name one or two features of the text that support the identification of that genre</b></li> <li><input type="checkbox"/> <b>Identify main idea and provide supporting details by identifying the big idea of the text and 2-3 details that support it</b></li> <li><input type="checkbox"/> <b>Describe the main idea of 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)	<i>The student will:</i> <ul style="list-style-type: none"> <li>Recall and recognize terms: <i>text features, captions, headings, diagrams, main idea, non-fiction</i></li> <li>Recall key details from the text</li> <li>Recognize that nonfiction text includes facts</li> <li>Know that nonfiction text has a main idea</li> <li>Locate text features and know they are used to help the reader understand the text</li> <li>Recognize that fiction and nonfiction are different</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Reading Process: Retelling	
R.1A.1 Develop and Demonstrate Reading Skills in Response to Reading Text and Read Alouds	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>• Retelling a story's beginning, middle, and end and determining its central message, lesson, or moral</li> <li>• Answer questions based on who, what, where, when, why and cite examples in the text.</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Retell main ideas in order, including key details</b></li> <li><input type="checkbox"/> <b>Predict what will happen next using prior knowledge</b></li> <li><input type="checkbox"/> <b>Recognize beginning, middle, and end</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>• Recall and recognize terms: <i>main idea, predict, prediction, details</i></li> <li>• Be able to retell main ideas in order with prompting</li> <li>• Be able to include key details with prompting</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Reading Process: Root Words and Endings	
R.1.B.b Identifying Common Root Words and Their Inflectional Endings	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>Identify uncommon root words and their inflectional endings in text and/or prefixes and suffixes</li> </ul>
3.0 (ME)	<i>The student will:</i> <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> <li><input type="checkbox"/> <b>Know that a compound word is made up of two shorter words</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>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

[Back to the Top](#)

Writing Proficiency Scales	
Writing Process	<ul style="list-style-type: none"> <li>• <a href="#">Drafting</a></li> <li>• <a href="#">Revising and Editing</a></li> </ul>
Narrative Writing	<ul style="list-style-type: none"> <li>• <a href="#">Narrative Writing</a></li> </ul>
Opinion Writing	<ul style="list-style-type: none"> <li>• <a href="#">Opinion Writing</a></li> </ul>
Informational Writing	<ul style="list-style-type: none"> <li>• <a href="#">Informational Writing</a></li> </ul>
Language and Grammar	<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>
Speaking and Listening	<ul style="list-style-type: none"> <li>• <a href="#">Communication</a></li> </ul>

Writing Process: Drafting	
1.W.1.B.a Sequencing ideas into sentences and staying on topic throughout the text 1.W.1.B.b Generating evidence of a simple opening and simple closing	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>Sequencing ideas into clear and coherent sentences</li> <li>Generating paragraphs with one main idea</li> <li>Creating evidence of a beginning, middle, and end</li> <li>Addressing an appropriate audience</li> <li>Edit for language conventions</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Generate evidence of a simple opening and simple closing</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)	<i>The student will:</i> <ul style="list-style-type: none"> <li>Recall and recognize terms: <i>beginning, middle, end, opening, closing</i></li> <li>Generate a plan of what writing will be about</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Writing Process: Revising and Editing	
1.W.1.C.b Edit by leaving spaces between words in sentences.	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Brainstorm and record key ideas using a graphic organizer to plan a first draft.</li> <li>• Sequence ideas into clear and coherent sentences</li> <li>• Generate one or more paragraphs with one main idea</li> <li>• Create evidence of beginning, middle, and end</li> <li>• Address appropriate audience based on specific genre</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Edit by leaving spaces between words in sentences</b></li> <li><input type="checkbox"/> <b>Respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening 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>• Recall and recognize terms: <i>beginning, middle, end</i></li> <li>• With assistance, edits for spaces in between 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

[Back to the Top](#)

Narrative Writing: Writing Narratives and Poems	
1.W.2.C Write fiction or nonfiction narratives and poems	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Choose a topic or situation based on student's experience or imagination</li> <li>• Introduce a main character and setting</li> <li>• Follow a logical sequence of events using complete sentences to create beginning/middle/end</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, Second, Third)</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>• Recall and recognize terms: <i>fiction, nonfiction, narrative, poem, beginning, middle, end</i></li> <li>• Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined</li> <li>• Tell the reader about a character or personal event</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Opinion Writing: Writing Opinion Texts	
1.W.2.A Write opinion texts	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>• Introduce a topic or text being studied, using complete sentences</li> <li>• Use linking/transition words and phrases to signal event order</li> </ul>
3.0 (ME)	<i>The student will:</i> <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)	<i>The student will:</i> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>opinion, reason, topic</i></li> <li>• Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</li> <li>• Give logical reasons for suggesting that others follow a particular course of action or line of thinking</li> <li>• Use words that are related to the 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

[Back to the Top](#)

Informational Writing: Writing Informative/Explanatory Texts	
1.W.2.B Write informative/explanatory texts	
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>• Use transition words and phrases to signal event order (first, next, finally, etc.)</li> <li>• Create a concluding statement or paragraph</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</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>• Recall and recognize terms: <i>topic, fact, evidence, research, source</i></li> <li>• Use a combination of drawing and/or writing to name and teach about a topic or a text being studied</li> <li>• Use words that are related to the 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

[Back to the Top](#)

Language and Grammar: Grammar	
1.L.1.A In speech and written form, apply standard English grammar	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Use regular verbs</li> <li>• Use helping verbs with regular verbs</li> <li>• Produce simple declarative, imperative, exclamatory, and interrogative sentences</li> <li>• Use collective nouns</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 (<i>across</i>, <i>behind</i>, <i>by</i>, <i>into</i>, <i>near</i>, etc.)</b></li> <li><input type="checkbox"/> <b>Use common pronouns (<i>they</i>, <i>them</i>, <i>it</i>, <i>she</i>, <i>he</i>, <i>us</i>, 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>• Recall and recognize terms: <i>past</i>, <i>present</i>, <i>future</i>, <i>noun</i>, <i>verb</i></li> <li>• Identify naming words (nouns) and action words (verbs)</li> <li>• Use plural words when speaking</li> <li>• Express time and space</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

[Back to the Top](#)

Language and Grammar: Conventions	
1.L.1.B Communicate using conventions of English language in written text	
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 weeks, days, months, holidays</li> <li>• Spell words using irregular spelling patterns</li> <li>• Use nouns that change their spelling in plural form</li> <li>• Arrange words in alphabetical order to the second letter</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> </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>• Recall and recognize terms: <i>capitalize, period, question mark, exclamation point</i></li> <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

[Back to the Top](#)

Language and Grammar:Spelling	
1.L.1.B.f Communicate using conventions of English language in written text	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>• Spell words using irregular spelling patterns</li> <li>• Use nouns that change their spelling in plural form</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Spell words using regular spelling patterns</b></li> <li><input type="checkbox"/> <b>Spell words phonetically using phonemic awareness and spelling 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)	<i>The student will:</i> <ul style="list-style-type: none"> <li>• Recall and recognize terms: <i>beginning, middle final, sound</i></li> <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> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Speaking and Listening: Communication	
<b>1.SL.3.A Speak clearly and to the point, using conventions of language when presenting individually or with a group</b> <b>1.SL.3.A.c Confirming comprehension of read alouds and other media by retelling and asking appropriate questions</b>	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Speak clearly and to the point, using conventions of language when presenting individually or with a group</b></li> <li><input type="checkbox"/> <b>Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions</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>Speak clearly, but not to the point, using basic conventions of language when presenting individually or with a group</li> <li>Answering questions using conventions of language when asked by the teacher</li> <li>Giving a basic retell of read-alouds with a beginning, middle and end</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

## First Grade Math Proficiency Scales

<b>Number Sense</b>	<ul style="list-style-type: none"><li>• <a href="#">Place value</a></li><li>• <a href="#">Addition</a></li><li>• <a href="#">Subtraction</a></li></ul>
<b>Data</b>	<ul style="list-style-type: none"><li>• <a href="#">Represent and Interpret</a></li></ul>
<b>Geometry</b>	<ul style="list-style-type: none"><li>• <a href="#">Shapes and Attributes</a></li></ul>
<b>Measurement</b>	<ul style="list-style-type: none"><li>• <a href="#">Length</a></li><li>• <a href="#">Time</a></li><li>• <a href="#">Money</a></li></ul>

Number Sense: Place Value	
<b>1.NS.A Understand and Manipulate Numbers Up to 120</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)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>Count/compare numbers to 1,000</li> <li>Read/write numbers up to 1,000</li> <li>Count backward from a given number within 1,000 using multiples of 5</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Count up to 120, starting at any number less than 120</li> <li><input type="checkbox"/> Read numerals to 120</li> <li><input type="checkbox"/> Write numerals to 120</li> <li><input type="checkbox"/> Count backward from a given number between 20 and 1, to zero</li> <li><input type="checkbox"/> Verbalize that ten ones is the same as 1 group of ten</li> <li><input type="checkbox"/> Verbalize or show two digit numbers are composed of tens and ones</li> <li><input type="checkbox"/> Represent one-digit, two-digit, three-digit numbers up to 120</li> <li><input type="checkbox"/> Compare two digit numbers using the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math></li> <li><input type="checkbox"/> Skip count by 5s to 100</li> <li><input type="checkbox"/> Skip count by 10s to 100</li> <li><input type="checkbox"/> Use place value understanding to add and subtract (Ex. 10 less than 50 is 40 and 10 more than 50 is 60)</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>Recall and recognize terms: <i>count, number, numeral, digit, backwards, forwards, skip count</i></li> <li>Verbally count to one hundred by ones, beginning at one</li> <li>Verbally count to one hundred by tens, beginning at ten</li> <li>Read and write numerals to 100</li> <li>Use tally marks, ten frames, and number bonds to represent a number</li> <li>Determine what is one more than a number</li> <li>Determine what is one less than a number</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Number Sense: 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>• Create an equation with three addends whose sum is a given number that is greater than 20</li> <li>• Create a balanced equation using numbers within 20 and explain your thinking (ex: Using digits 1-9 only once, make a balanced equation where one side is addition and the other side is subtraction, <math>\_\_ + \_\_ = \_\_ - \_\_</math>)</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use addition with a sum up to 20 to solve problems</li> <li><input type="checkbox"/> Add three numbers with a sum up to 20</li> <li><input type="checkbox"/> Determine if an equation involving addition is true or false</li> <li><input type="checkbox"/> Determine the unknown whole number in an addition equation relating three whole numbers (<math>2 + \_\_ = 5</math>)</li> <li><input type="checkbox"/> Explain that the equal sign tells that the amount on both sides of the sign have the same value; “Is the same as”</li> <li><input type="checkbox"/> Use strategies to add within 20 (ex: counting on, making ten, number line, counters, number bond, etc.)</li> <li><input type="checkbox"/> Use fact families to add (Change the order of addends and get the same sum)</li> <li><input type="checkbox"/> Change the grouping of 2 addends and get the same sum; (<math>3 + 4 = 4 + 3</math>)</li> <li><input type="checkbox"/> Demonstrate fluency with addition within 10</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>• Recall and recognize terms: <i>addition, add, sum, total, addend, equation, equals, plus, put together, true, false, whole, part, equation</i></li> <li>• Use a variety of strategies to solve addition equations and word problems within 10</li> <li>• Explain that the known number in an equation with a missing number is the number that will make the equation a true statement</li> <li>• Show basic understanding of addition (<math>2 + 4 = 6</math>)</li> <li>• Read and write addition equations</li> </ul>
1.0	With support, not assessing grade level content at this time; partial understanding with

(AC)	extensive teacher support; significant growth needed
------	--

[Back to the Top](#)

Number Sense: 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>Create a balanced equation using numbers within 20 and explain your thinking (ex: Using digits 1-9 only once, make a balanced equation where one side is addition and the other side is subtraction, <math>\_ + \_ = \_ - \_</math>)</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine if an equation involving subtraction is true or false</li> <li><input type="checkbox"/> Determine the unknown whole number in a subtraction equation relating three whole numbers (<math>5 - \_ = 2</math>)</li> <li><input type="checkbox"/> Explain that the equal sign tells that the amount on both sides of the sign have the same value; “Is the same as”</li> <li><input type="checkbox"/> Use strategies to subtract within 20 (ex: counting on, making ten, number line, counters, number bond, etc.)</li> <li><input type="checkbox"/> Demonstrate fluency with subtraction within 10 (Ex. <math>10 - 4 = 6</math>, <math>9 - 2 = 7</math>, <math>10 - 8 = 2</math>)</li> <li><input type="checkbox"/> Use fact families to subtract</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>Recall and recognize terms: <i>addition, add, sum, total, addend, equation, equals, plus, difference, minus, subtract, put together, take apart, true, false, whole, part, equation</i></li> <li>Use a variety of strategies to solve subtraction equations and word problems within 10</li> <li>Explain that the known number in an equation with a missing number is the number that will make the equation a true statement</li> <li>Show basic understanding of subtraction (<math>8 - 5 = 3</math>)</li> <li>Read and write subtraction equations</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Data: Represent and Interpret	
1.DS.A Represent and Interpret Data	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Create a survey question, collect the data, and create a picture, object, or bar graph to represent 4 data points</li> <li>• Use data from a tally chart to create a bar, picture, or object graph with up to 4 categories</li> <li>• Create/answer questions about a graph</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 gathered by the student with up to three categories</b></li> <li><input type="checkbox"/> <b>Create a graph (picture graph, object graph, T-chart, or tally chart) using gathered data with up to three categories</b></li> <li><input type="checkbox"/> <b>Analyze and compare data from object graphs, picture graphs, tally charts, and/or T-charts with up to three categories</b></li> <li><input type="checkbox"/> <b>Draw conclusions (Answer questions such as, “How many more...”, “How many fewer...”, “Which has the most?”, “Which has the least?”, “How many total?”) from object graphs, picture graphs, T-charts, and tally charts</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>• Recall and recognize terms: <i>category, tally, tallies, graph, data, picture graph, object graph, T-chart</i></li> <li>• Look at category counts (values) and determine which category has the most, the least</li> <li>• Look at the category counts (values) and determine which categories are greater than, less than, or equal to another category</li> <li>• Organize a set of data into at least two different categories (ex: organize a set of animal pictures into groups of animals with horns, animals with wings, and animals with neither horns nor wings)</li> </ul>
1.0	With support, not assessing grade level content at this time; partial understanding with

(AC)	extensive teacher support; significant growth needed
------	--

[Back to the Top](#)

Geometry: Shapes and Attributes	
1.GM.A Reason with Shapes and Their Attributes	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>Identify the defining attributes of unfamiliar shapes or classes of shapes (ex: when given a set of shapes consisting of right and non-right versions of pyramids, all of different sizes, shapes, and positions)</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify 3D shapes from different positions (looking down at the shape, looking at the shape from the side, looking at the shape turned to the right, etc.)</b></li> <li><input type="checkbox"/> <b>Identify and describe characteristics of 3D shapes</b></li> <li><input type="checkbox"/> <b>Decompose a 3D shape into 2D shapes</b></li> <li><input type="checkbox"/> <b>Create 3D shapes from 2D shapes</b></li> <li><input type="checkbox"/> <b>Put circles and squares into two or four equal parts, and describe the shares and the wholes verbally</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>Recall and recognize terms: <i>Curved, straight, two-dimensional, three-dimensional, corner, vertex, side, angles</i></li> <li>Identify 2D shapes in different positions or orientations</li> <li>Understand measurable characteristics</li> <li>Identify straight/curved sides</li> <li>Identify corners/angles</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Measurement: Length	
1.GM.B Measure Lengths in Non Standard Units	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Determine the difference in length between two objects measured with the same units of length (ex: measure two objects using inch cubes, then measure how many inch cubes longer or shorter one object is than the other)</li> <li>• Measure an object with a ruler. Record the measurement in inches and centimeters</li> <li>• Order five or more objects by length when end points are aligned</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>• Recall and recognize terms: length, measure, measurement, longer, shorter, equal length, endpoint</li> <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

[Back to the Top](#)

Measurement: Time	
1.GM.C.8 Tell and Write Time in Hours and Half Hours Using Analog and Digital Clocks	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>• Give examples of elapsed time</li> <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)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tell time in hours using analog clocks</li> <li><input type="checkbox"/> Tell time in half-hours using analog clocks</li> <li><input type="checkbox"/> Write time in hours using analog clocks</li> <li><input type="checkbox"/> Write time in half-hours using analog clocks</li> <li><input type="checkbox"/> Tell time in hours using digital clocks</li> <li><input type="checkbox"/> Tell time in half-hours using digital clocks</li> <li><input type="checkbox"/> Given a time verbally, write time in hours using digital clocks (ex. Write 8:00)</li> <li><input type="checkbox"/> Given a time verbally, write time in half-hours using digital clocks (ex. Write 6:30)</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>• Recall and recognize terms: <i>analog clock, digital clock, clock, clock face, clockwise, counterclockwise, half, half hour, half past, hour, hour hand, midday, midnight, minute, hand, noon, o'clock, and time.</i></li> <li>• Understand that during an hour the minute hands makes one full revolution around the clock</li> <li>• Identify tools that measure time (analog and digital)</li> <li>• Understand that the hour hand moves slowly from the numeral indicating the last whole hour to the numeral indicating the next hour</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Measurement: Money	
1.GM.C.9 Demonstrate the Understanding of Monetary Units	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>Find the value of combinations of coins given in pennies, nickels, dimes, and quarters using the \$ and ¢ appropriately</li> <li>Build combinations of coins that equal a given amount within a dollar</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know the value of the penny</li> <li><input type="checkbox"/> Know the value of the nickel</li> <li><input type="checkbox"/> Know the value of the dime</li> <li><input type="checkbox"/> Know the value of the quarter</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>Recall and recognize terms: <i>penny, nickel, dime, quarter, coins, currency</i></li> <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> <li>Identify a set of objects as coins</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Science	
Physical Science	<ul style="list-style-type: none"> <li>• <a href="#">Energy</a></li> <li>• <a href="#">Sound</a></li> </ul>
Earth Science	<ul style="list-style-type: none"> <li>• <a href="#">Space</a></li> <li>• <a href="#">Weather</a></li> </ul>
Life Science	<ul style="list-style-type: none"> <li>• <a href="#">Plants and Animals</a></li> </ul>

Physical Science: Energy	
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)	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Construct an investigation that demonstrates the increase of temperature of an object</li> <li>• Argue from evidence that some objects increase temperature, and some do not</li> <li>• Calculate and temperature increase on an object</li> <li>• Analyze and interpret data of temperature increase (in Fahrenheit) of an object heated by an energy source</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Explain how a source of energy can cause an increase in the temperature of an object</b></li> <li><input type="checkbox"/> <b>Describe, using evidence, that the sun is a source of energy that can increase temperature</b></li> <li><input type="checkbox"/> <b>Identify the source of energy that increases the temperature of an object (i.e. sun, stove, lightbulb)</b></li> <li><input type="checkbox"/> <b>Communicate the cause-and-effect relationship of an object and light source</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>• Recall and recognize terms: <i>energy, observation, temperature</i></li> <li>• Identify that the sun is a source of energy that can increase temperature</li> <li>• Identify other sources of energy that increase temperature</li> <li>• Recognize that an object increased temperature without identifying the source</li> <li>• Tell a source of energy</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Physical Science: 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.	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Create music from different sounds</li> <li>• Design an investigation showing how vibration changes using a variety of materials</li> <li>• Compare pitch with vibration</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how to make materials vibrate to make sound</li> <li><input type="checkbox"/> Describe how sound can be used to make materials vibrate</li> <li><input type="checkbox"/> Explain, using evidence, how vibrating objects make sound</li> <li><input type="checkbox"/> Explain, using evidence, how sound can make an object vibrate</li> <li><input type="checkbox"/> Construct an investigation to provide evidence that vibrating materials can make sound and that could make materials vibrate</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>• Recall and recognize terms: <i>pitch, vibration</i></li> <li>• Identify materials that move back and forth are vibrating</li> <li>• Know that sound is made by vibration</li> <li>• Communicate that instruments vibrate</li> <li>• Show how to make sound on an instrument</li> <li>• Explain that sound comes from vibrating materials</li> <li>• Make sounds out of materials</li> </ul>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

[Back to the Top](#)

Earth Science: Space	
1.ESS1.A.1 Describe the presence of the Sun, Moon, and stars in the sky over time.	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Predict the objects that can be observed in the sky during the day and during the night using patterns</li> <li>• Use evidence to explain why certain objects are visible in the night and others in the day</li> <li>• Design a model showing the presence of the sun, moon, and stars in the sky over time</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Describe and locate the Sun in the sky over time</b></li> <li><input type="checkbox"/> <b>Describe and locate the Moon in the sky over time</b></li> <li><input type="checkbox"/> <b>Describe and locate the stars in the sky over time</b></li> <li><input type="checkbox"/> <b>Compare objects that are visible in the sky during the day and during the night</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>• Recall and recognize specific vocabulary: Sun, Moon, stars</li> <li>• Communicate objects are visible in the sky during the day</li> <li>• Locate objects in the sky, but may be unable to name them</li> </ul>
1.0 (AC)	With support, little to no success is shown.

[Back to the Top](#)

Earth Science: Weather	
<b>1.ESS2.2.D.1 Identify patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation).</b>	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Use observations to identify patterns and/or relationships in data of weather phenomena and collect their own data</li> <li>• Collect temperature data with precipitation to justify rain, snow, sleet, and hail</li> <li>• Evaluate patterns indicating relationships between observed weather data and weather phenomena</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Using data, compare weather phenomena</b></li> <li><input type="checkbox"/> <b>Using data, tell what happens to water at different temperatures</b></li> <li><input type="checkbox"/> <b>Using data, tell what might happen with different cloud types</b></li> <li><input type="checkbox"/> <b>Use weather data to determine the number of sunny, cloudy, rainy, windy, cool, warm days.</b></li> <li><input type="checkbox"/> <b>Make observations and collect data about local weather conditions (e.g., temperature, types of precipitation, amount of precipitation, clouds, sun, wind)</b></li> <li><input type="checkbox"/> <b>Determine patterns in and/or evidence about the natural and designed world(s)</b></li> <li><input type="checkbox"/> <b>Analyze the relationship between temperature and type of precipitation</b></li> <li><input type="checkbox"/> <b>Use data to identify the relationship between temperature and type of precipitation</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>• Recall and recognize specific vocabulary: weather, temperature, precipitation, clouds, wind, cloudy, sunny, rainy, windy, cool, warm, compare, hail, pattern, predict, sleet, snow</li> <li>• Identify types of precipitation (e.g., rain, snow, sleet, hail)</li> <li>• Identify the relationship between precipitation and the presence of clouds</li> </ul>
1.0 (AC)	With support, little to no success is shown.

[Back to the Top](#)

### Life Science: Plants and Animals

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.  
 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.

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Design clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales</li> <li>• Collect evidence to compare and contrast young and their parents</li> <li>• Evaluate the behavior and appearance of parents and their offspring</li> </ul>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Make observations to define a simple human problem through mimicking how plants and/or animals use their external structures to grow and survive.</b> <ul style="list-style-type: none"> <li>○ For example, birds building a nest, or mimicking birds' beaks to collect food.</li> </ul> </li> <li><input type="checkbox"/> <b>Describe the relationship between an animals' external parts and the animal's ability to move from place to place</b></li> <li><input type="checkbox"/> <b>Describe and provide evidence from observations that supports the claim adult plants and animals of the same type are not exactly like their parents.</b> <ul style="list-style-type: none"> <li>○ For example, they have similar, but not identical, features (e.g., size and shape of body parts, color and type of any hair, leaf shape, stem rigidity)</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>• Recall and recognize specific vocabulary: Function, mimic, physical feature, structure, different, parent, similar, young, offspring</li> <li>• Recall that different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air</li> <li>• Recall that plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow</li> <li>• Identify how plants and/or animals use their external structures to grow and survive</li> <li>• Identify similarities between young and their parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Recall that young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents</li> <li>• Recognize that adult plants and animals can have young</li> <li>• Recognize that animals and plants of the same kind have similar structures</li> </ul>
1.0 (AC)	With support, little to no success is shown.

[Back to the Top](#)

Social Studies Priority Standards	
<a href="#">1.TS.7.A.a</a>	Identify and analyze primary and secondary sources in classroom discussion with guidance and support from an adult
<a href="#">1.TS.7.B.a</a>	Create visual tools to communicate information
<a href="#">1.TS.7.D.a</a>	Share findings about a Social Studies topic
<a href="#">1.TS.7.E.a</a>	Ask supporting questions and find answers about Social Studies topics, with support
Units	
<a href="#">Government</a>	
<a href="#">History</a>	
<a href="#">Geography</a>	
<a href="#">Economics</a>	

1.TS.7.A.a Identify and analyze primary and secondary sources in classroom discussion with guidance and support from an adult	
4.0 (EE)	<i>Examples could include:</i> <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)	<i>The student will:</i> <ul style="list-style-type: none"> <li>Identify and analyze primary and secondary social studies sources in classroom discussion with guidance and support from an adult</li> <li>Identify and use artifacts to share information on Social studies topics</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>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

1.TS.7.B.a Create visual tools to communicate information	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>• Use visual tools and information texts to communicate information</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li>• Create visual tools to communicate information</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>• 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

1.TS.7.D.a Share findings about a Social Studies topic	
4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>• Share research about a social studies topics.</li> </ul>
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li>• Share findings about a social studies topics</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

**1.TS.7.E.a Ask supporting questions and find answers about Social Studies topics with assistance**

4.0 (EE)	<i>Examples could include:</i> <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)	<i>The student will:</i> <ul style="list-style-type: none"><li>• Ask supporting questions and find answers about social studies topics with assistance</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>• 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

Government	
<b>1.GS.2</b> Knowledge of principles and processes of governance systems. <b>1.GS.6</b> Knowledge of relationships of the individual and groups to institutions and cultural traditions	
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Describe how authoritative decisions are made, enforced, and interpreted within schools and local communities.</b></li> <li><input type="checkbox"/> <b>Propose peaceful resolutions of disputes in the classroom and on the playground.</b></li> </ul>

[Back to the Top](#)

History	
<b>1.H.1</b> Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle, and the Liberty Bell</b></li> <li><input type="checkbox"/> <b>Recognize and explain the significance of symbols of your local community</b></li> </ul>

[Back to the Top](#)

Geography	
<b>1.EG.5</b> Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment	
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify globes as representations of real places.</b></li> <li><input type="checkbox"/> <b>With assistance, read, construct, and use maps which have a title and key;</b></li> <li><input type="checkbox"/> <b>Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo, etc.;</b></li> <li><input type="checkbox"/> <b>Use a compass rose to identify cardinal directions on a map.</b></li> </ul>

[Back to the Top](#)

Economics	
1.E.4 Knowledge of economic concepts and principles	
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe examples of scarcity within your school and community</li> <li><input type="checkbox"/> Describe examples of goods and services within your school and community</li> </ul>

[Back to the Top](#)