

## Grade 1 Report Card Teacher Rubric 2018 – 2019

### English/ Language Arts

**Evidence or support could include:**

Discussion, dialogue, teacher observation, performance task, self-assessment, constructed response, common assessment

Domain/Standard	Beginning to Demonstrate (1) Minimal ability to:	Developing (2) Inconsistently or demonstrating with support:	Meets (3) Consistently & independently:	Exceeds (4) Self-initiates & extends knowledge of the concept:
<b>Domain: READING FOUNDATIONAL</b>				
<b>Understands concepts of print</b>  <b>ELAGSE1RF1</b> Demonstrate understanding of the organization and basic features of print. <b>ELAGSE1RF1a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>Minimal ability to:</b> <b>1st- 4th Nine Weeks</b> recognize a sentence and its distinguishing features.	<b>With prompting and support:</b> <b>1st- 4th Nine Weeks</b> attempts to recognize a sentence and its distinguishing features.	<b>Consistently &amp; independently:</b> <b>1st- 4th Nine Weeks</b> identifies a sentence and its distinguishing features correctly.	N/A

<p><b>Understands spoken words, syllables, sounds (phonological awareness)</b></p> <p><b>ELAGSE1RF2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>ELAGSE1RF2 a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>ELAGSE1RF2 b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>ELAGSE1RF2 c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>ELAGSE1RF2 d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>isolate, blend, and segment sounds in words.</li> <li>distinguish long from short vowel sounds in spoken single-syllable words.</li> </ul>	<p><b>With prompting and support:</b> <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>inconsistently distinguishes short and long vowel sounds in spoken single-syllable words.</li> <li>orally produces single-syllable words by blending sounds (phonemes), not including consonant blends.</li> <li>isolates and pronounces initial, medial vowel, or final sounds (phonemes) in spoken single-syllable words.</li> <li>partially segments spoken single-syllable words into their individual sounds (phonemes).</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>distinguishes long from short vowel sounds in spoken single-syllable words.</li> <li>orally produces single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	<p>N/A</p>
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<p><b>Applies phonics and word analysis skills</b></p> <p><b>ELAGSE1RF3</b> Know and apply grade-level phonics and word analysis skills in decoding</p> <p><b>ELAGSE1RF3a</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>ELAGSE1RF3b</b> Decode regularly spelled one-syllable words.</p> <p><b>ELAGSE1RF3c</b> Know final -e and common vowel team conventions for representing long vowels.</p> <p><b>ELAGSE1RF3d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>ELAGSE1RF3e</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>ELAGSE1RF3f</b> Read words with inflectional endings.</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● recognize the spelling-sound correspondences for common consonant digraphs.</li> <li>● decode regularly spelled one-syllable words.</li> <li>● know final -e and common vowel team conventions for representing long vowels.</li> <li>● use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>● decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>● read words with inflectional endings.</li> </ul>	<p><b>With prompting and support:</b> <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● recognizes the spelling-sound correspondences for common consonant digraphs.</li> <li>● decodes regularly spelled one-syllable words.</li> <li>● knows final -e and common vowel team conventions for representing long vowels.</li> <li>● uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>● decodes two-syllable words following basic patterns by breaking the words into syllables.</li> <li>● reads words with inflectional endings.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● recognizes the spelling-sound correspondences for common consonant digraphs.</li> <li>● decodes regularly spelled one-syllable words.</li> <li>● knows final -e and common vowel team conventions for representing long vowels.</li> <li>● uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>● decodes two-syllable words following basic patterns by breaking the words into syllables.</li> <li>● reads words with inflectional endings.</li> </ul>	<p><b>Consistently self-initiates &amp; extends knowledge of the concept by:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● decodes regularly spelled words of 3 or more syllables by breaking the words into syllables.</li> </ul>
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<p><b>Reads with sufficient accuracy and fluency.</b>  <b>ELAGSE1RF4</b>  Read with sufficient accuracy and fluency to support comprehension.  <b>ELAGSE1RF4a</b>  Read on-level text with purpose and understanding.  <b>ELAGSE1RF4b</b>  Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  <b>ELAGSE1RF4c</b>  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b>ELAGSE1RF4d</b>  Read grade-appropriate irregularly spelled words.</p>	<p><b>Minimal ability to:</b>  <b>1st - 4th Nine Weeks</b>  Read grade-level text with support in:  *accuracy  *rate  *expression  *self-correction</p>	<p><b>With prompting and support:</b>  <b>1st - 4th Nine Weeks</b>  Reads grade-level text with support in:  *accuracy  *rate  *expression  *self-correction</p>	<p><b>Consistently &amp; independently:</b>  <b>1st- 4th Nine Weeks</b>  Reads grade-level text with appropriate:  *accuracy  *rate (<i>69 wrc/minute - Dibels</i>)  *expression  *self-correction</p>	<p><b>Using <u>above</u> grade level text, consistently and independently:</b>  <b>1st- 4th Nine Weeks</b>  Reads <b>above</b> grade-level text with appropriate:  *accuracy  *rate  *expression  *self-correction</p>
<b>Domain: READING LITERARY</b>				
<p><b>Identifies and describes key ideas and details</b></p> <p><b>ELAGSE1RL1</b>  Ask and answer questions about key details in a text.  <b>ELAGSE1RL2</b>  Retell stories, including key details, and demonstrate understanding of their central message or theme.  <b>ELAGSE1RL3</b>  Describe characters, settings, and major events in a story using key details.</p>	<p><b>Minimal ability to:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>ask and answer questions about key details in a text</li> <li>retell stories, including key details, and demonstrate understanding of their central message or theme.</li> <li>describe characters, settings, and major events in a story using key details.</li> </ul>	<p><b>With prompting and support:</b>  <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>asks and answer questions about key details in a text</li> <li>retells stories, including key details, and demonstrate understanding of their central message or theme.</li> <li>describes characters, settings, and major events in a story using key details.</li> </ul>	<p><b>Consistently &amp; independently:</b>  <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>asks and answers questions about key details in a text</li> <li>retells stories, including key details, and demonstrate understanding of their central message or theme.</li> <li>describes characters, settings, and major events in a story using key details</li> </ul>	<p><b>Using <u>above</u> grade level text, consistently and independently self-initiates &amp; extends knowledge of the concept by:</b>  <b>1st - 4th Nine Weeks:</b></p> <ul style="list-style-type: none"> <li>asking and answering questions about key details in a text</li> <li>retellings stories, including key details, and demonstrating understanding of their central message or theme.</li> <li>describing characters, settings, and major events in a story using key details</li> </ul>

<p><b>Recognizes author's craft and text structure</b></p> <p><b>ELAGSE1RL4</b> Identify words and phrases in the stories or poems that suggest feelings or appeal to the senses.</p> <p><b>ELAGSE1RL5</b> Explain major differences between texts that tell stories and texts that give information.</p> <p><b>ELAGSE1RL6</b> Identify who is telling the story at various points in the text.</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>identify words and phrases in the stories or poems that suggest feelings or appeal to the senses.</li> <li>explain major differences between texts that tell stories and texts that give information</li> <li>identify who is telling the story at various points in the text.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>identifies some words or phrases in a text that suggest feeling or appeal to the senses</li> <li>identifies texts that tell stories and texts that give information, but cannot explain major differences between the two texts</li> <li>sometimes identifies who is telling the story at various points in the text.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>identifies words and phrases in the stories or poems that suggest feelings or appeal to the senses.</li> <li>explains major differences between texts that tell stories and texts that give information</li> <li>identifies who is telling the story at various points in the text.</li> </ul>	<p><b>Using <u>above</u> grade level text, consistently and independently self-initiates &amp; extends knowledge of the concept by:</b></p> <ul style="list-style-type: none"> <li>identifying words and phrases in the stories or poems that suggest feelings or appeal to the senses.</li> <li>explaining major differences between texts that tell stories and texts that give information</li> <li>identifying who is telling the story at various points in the text.</li> </ul>
<p><b>Integrates and uses knowledge and ideas</b></p> <p><b>ELAGSE1RL7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>ELAGSE1RL9</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>use illustrations and/or details in a story to describe its characters, setting, or events.</li> <li>compares and contrasts the adventures and experiences of characters in stories.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>uses illustrations OR details in a story to describe its characters, setting, or events.</li> <li>compares and contrasts the adventures and experiences of characters in stories.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>uses illustrations and details in a story to describe its characters, setting, or events.</li> <li>compares and contrasts the adventures and experiences of characters in stories.</li> </ul>	<p><b>Using <u>above</u> grade level text, consistently and independently self-initiates &amp; extends knowledge of the concept by:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>using illustrations and details in a story to describe its characters, setting, or events</li> <li>comparing and contrasting the adventures and experiences of characters in stories.</li> </ul>

<p><b>Understands and reads grade level text</b></p> <p><b>ELAGSE1RL10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>read prose and poetry of appropriate complexity for grade 1 with prompting and support.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>inconsistently reads prose and poetry of appropriate complexity for grade 1.</li> </ul>	<p><b>Consistently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>reads prose and poetry of appropriate complexity for grade 1(with support).</li> </ul>	<p><b>Consistently and Independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>reading prose and poetry <b>above</b> a level of complexity appropriate for grade 1.</li> </ul>
<b>Domain: READING INFORMATIONAL</b>				
<p><b>Identifies and describes key ideas and details</b></p> <p><b>ELAGSE1RI1</b> Ask and answer questions about key details in a text.</p> <p><b>ELAGSE1RI2</b> Identify the main topic and retell key details of a text.</p> <p><b>ELAGSE1RI3</b> Describe the connection between two individuals, events, ideas, or pieces of information in the text.</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>ask or answer questions about key details in a text</li> <li>identify the main topic, or retell details of a text.</li> <li>describe the connection between two individuals, events, ideas, or pieces of information in the text.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>asks or answers questions about key details in a text</li> <li>identifies the main topic, or retell details of a text.</li> <li>describes the connection between two individuals, events, ideas, or pieces of information in the text.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks:</b></p> <ul style="list-style-type: none"> <li>asks or answers questions about key details in a text</li> <li>identifies the main topic, or retell details of a text.</li> <li>describes the connection between two individuals, events, ideas, or pieces of information in the text.</li> </ul>	<p><b>Using <u>above</u> grade level text, consistently and independently self-initiates &amp; extends knowledge of the concept by:</b> <b>1st - 4th Nine Weeks:</b></p> <ul style="list-style-type: none"> <li>asking or answering questions about key details in a text</li> <li>identifying the main topic, or retell details of a text.</li> <li>describing the connection between two individuals, events, ideas, or pieces of information in the text.</li> </ul>

<p><b>Recognizes author's craft and text structure</b>  <b>ELAGSE1RI4</b>  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <b>ELAGSE1RI5</b>  Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.  <b>ELAGSE1RI6</b>  Distinguish between information provided by pictures or other illustrations and information provided by words in a text.</p>	<p><b>Minimal ability to:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>know and use various text features to locate key facts or information in a text.</li> <li>distinguish between information provided by pictures or other illustrations and information provided by words in a text.</li> </ul>	<p><b>With prompting and support:</b>  <b>1st -4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>asks and answers questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>knows and uses various text features to locate key facts or information in a text.</li> <li>distinguishes between information provided by pictures or other illustrations and information provided by words in a text.</li> </ul>	<p><b>Consistently &amp; independently:</b>  <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>asks and answers questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>knows and uses various text features to locate key facts or information in a text.</li> <li>distinguishes between information provided by pictures or other illustrations and information provided by words in a text.</li> </ul>	<p><b>Using <u>above</u> grade level text, consistently and independently self-initiates &amp; extends knowledge of the concept by:</b>  <b>1st - 4th Nine Weeks:</b></p> <ul style="list-style-type: none"> <li>asking and answering questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>knowing and using various text features to locate key facts or information in a text.</li> <li>distinguishing between information provided by pictures or other illustrations and information provided by words in a text.</li> </ul>
<p><b>Integrates and uses knowledge and ideas</b>  <b>ELAGSE1RI7</b>  Use illustrations and details in a text to describe its key ideas.  <b>ELAGSE1RI8</b>  Identify the reasons an author gives to support points in a text.  <b>ELAGSE1RI9</b>  Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>Minimal ability to:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>use illustrations and details in a text to describe its key details.</li> <li>identify the reasons an author gives to support points in a text.</li> <li>identify basic similarities in and differences between two texts on the same topic.</li> </ul>	<p><b>With prompting and support:</b>  <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>uses illustrations and details in a text to describe its key details.</li> <li>identifies the reasons an author gives to support points in a text.</li> <li>identifies basic similarities in and differences between two texts on the same topic</li> </ul>	<p><b>Consistently &amp; independently:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>uses illustrations and details in a text to describe its key details.</li> <li>identifies the reasons an author gives to support points in a text.</li> <li>identifies basic similarities in and differences between two texts on the same topic</li> </ul>	<p><b>Using <u>above</u> grade level text, consistently and independently self-initiates &amp; extends knowledge of the concept by:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>using illustrations and details in a text to describe its key details, identifying the reasons an author gives to support points in a text, and identifies basic similarities in and differences between two texts on the same topic.</li> </ul>

<p><b>Understands and reads grade level text</b></p> <p><b>ELAGSE1RI10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>read informational texts of appropriate complexity for grade 1 with prompting and support.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>sometimes reads informational texts of appropriate complexity for grade 1.</li> </ul>	<p><b>With prompting and support, consistently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>reads informational texts of appropriate complexity for grade 1(with support).</li> </ul>	<p><b>Consistently and Independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>reads informational text <b>above</b> a level of complexity appropriate for grade 1.</li> </ul>
<p><b>Domain: WRITING (*Note on report card which genre was assessed for the grading period being reported)</b></p>				
<p><b>Writes with purpose: narrative, informational, opinion</b></p> <p><b>ELAGSE1W1</b> Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>ELAGSE1W2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>ELAGSE1W3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks:</b></p> <p><b>Opinion Writing:</b></p> <ul style="list-style-type: none"> <li>introduce an opinion writing topic, state an opinion, supply at least one reason and a sense of closure.</li> </ul> <p><b>Informational Writing:</b></p> <ul style="list-style-type: none"> <li>name a topic, supply some facts about topic, and provide a sense of closure.</li> </ul> <p><b>Narrative Writing:</b></p> <ul style="list-style-type: none"> <li>recount two or more appropriately sequenced events, including details about what happened, make use of temporal words to signal order, and provide sense of closure.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <p><b>Opinion Writing:</b></p> <ul style="list-style-type: none"> <li>introduces an opinion writing topic, states an opinion, supplies at least one reason and a sense of closure.</li> </ul> <p><b>Informational Writing:</b></p> <ul style="list-style-type: none"> <li>names a topic, supplies some facts about topic, and provides a sense of closure.</li> </ul> <p><b>Narrative Writing:</b></p> <ul style="list-style-type: none"> <li>recounts two or more appropriately sequenced events, including details about what happened, makes use of temporal words to signal order, and provides sense of closure.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks</b></p> <p><b>Opinion Writing:</b></p> <ul style="list-style-type: none"> <li>introduces an opinion writing topic, states an opinion, supply at least one reason and a sense of closure.</li> </ul> <p><b>Informational Writing:</b></p> <ul style="list-style-type: none"> <li>names a topic, supplies some facts about topic, and provides a sense of closure.</li> </ul> <p><b>Narrative Writing:</b></p> <ul style="list-style-type: none"> <li>recounts two or more appropriately sequenced events, including details about what happened, makes use of temporal words to signal order, and provides sense of closure.</li> </ul>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> <b>1st - 4th Nine Weeks</b></p> <p><b>Opinion Writing:</b></p> <ul style="list-style-type: none"> <li>introducing a writing topic, stating an opinion, supplying multiple reasons to support stated opinion and providing a sense of closure.</li> </ul> <p><b>Informational Writing:</b></p> <ul style="list-style-type: none"> <li>naming a topic, supplying some facts about topic, and providing a sense of closure.</li> </ul> <p><b>Narrative Writing:</b></p> <ul style="list-style-type: none"> <li>recounting two or more appropriately sequenced events, including details about what happened, making use of temporal words to signal order, and providing a sense of closure.</li> </ul>

<p><b>Produces and publishes writing</b>  <b>ELAGSE1W5</b>  With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  <b>ELAGSE1W5a</b>  May include oral or written prewriting (graphic organizers).  <b>ELAGSE1W6</b>  With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers</p>	<p><b>With guidance and support, minimal ability to:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• use the writing process to strengthen writing.</li> <li>• use a variety of tools to produce and publish writing.</li> </ul>	<p><b>With guidance and support:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• inconsistently use the writing process to strengthen writing.</li> <li>• uses a variety of tools to produce and publish writing.</li> </ul>	<p><b>With guidance and support, consistently:</b>  <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• uses the writing process to strengthen writing.</li> <li>• uses a variety of tools to produce and publish writing.</li> </ul>	<p><b>Consistently and independently self-initiates &amp; extends knowledge of the concept by:</b>  <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• using the writing process to strengthen writing.</li> <li>• using a variety of tools to produce and publish writing.</li> </ul>
<p><b>Conducts research to build and present knowledge</b>  <b>ELAGSE1W7</b>  Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).  <b>ELAGSE1W8</b>  With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>With guidance and support, minimal ability to:</b>  <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• participate in shared research and writing projects.</li> <li>• recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<p><b>With prompting and support:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• attempts to participate in shared research and writing projects.</li> <li>• attempts to recall information from experiences or attempts to gather information from provided sources to answer a question.</li> </ul>	<p><b>Consistently &amp; independently:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• participates in shared research and writing projects.</li> <li>• recalls information from experiences or gathers information from provided sources to answer a question with some guidance and support.</li> </ul>	<p><b>Consistently and independently self-initiates &amp; extends knowledge of the concept by:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• participating in shared research and writing projects.</li> <li>• recalling information from experiences or gathering information from provided sources to answer a question.</li> </ul>

Domain: LANGUAGE				
<p><b>Demonstrates a command of grade appropriate conventions of standard English</b></p> <p><b>ELAGSE1L1a</b> Prints all upper and lowercase letters.</p> <p><b>ELAGSE1L1b</b> Uses common, proper, and possessive nouns.</p> <p><b>ELAGSE1L1c</b> Use singular and plural nouns with matching verbs in sentences (e.g., He hops; We hop).</p> <p><b>ELAGSE1L1d</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p><b>ELAGSE1L1e</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home, Tomorrow I will walk home).</p> <p><b>ELAGSE1L1f</b> Use frequently occurring adjectives.</p> <p><b>ELAGSE1L1g</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>ELAGSE1L1g cont.</b></p> <p><b>ELAGSE1L1h</b> Use determiners (e.g., articles,</p>	<p><b>Minimal ability to:</b></p> <ul style="list-style-type: none"> <li>● print all upper and lowercase letters, even with teacher support.</li> <li>● use common, proper, and possessive nouns, even with teacher support.</li> <li>● use singular and plural nouns with matching verbs in sentences, even with teacher support.</li> <li>● use personal, possessive, and indefinite pronouns, even with teacher support.</li> <li>● use verbs to convey a sense of past, present, and future, even with teacher support.</li> <li>● use frequently occurring adjectives, even with teacher support.</li> <li>● use frequently occurring conjunctions, even with teacher support.</li> <li>● use determiners, even with teacher support.</li> <li>● use frequently occurring prepositions, even with teacher support.</li> <li>● produce and expand complete simple and compound sentences in</li> </ul>	<p><b>With prompting and support:</b></p> <ul style="list-style-type: none"> <li>● prints all 26 upper and lower case letters.</li> <li>● uses common, proper, and possessive nouns.</li> <li>● uses singular and plural nouns with matching verbs in sentences.</li> <li>● correctly uses personal, possessive, and indefinite pronouns.</li> <li>● uses verbs to convey a sense of past, present, and future.</li> <li>● uses frequently occurring adjectives.</li> <li>● uses frequently occurring conjunctions.</li> <li>● uses determiners.</li> <li>● uses frequently occurring prepositions.</li> <li>● produces and expands complete simple and compound sentences in response to questions or prompts</li> <li>● prints with appropriate spacing between words.</li> <li>● capitalizes dates and names of people.</li> <li>● uses end punctuation for sentences.</li> <li>● uses commas in dates and to separate single words in a series.</li> </ul>	<p><b>Consistently &amp; independently:</b></p> <ul style="list-style-type: none"> <li>● prints all upper and lowercase letters.</li> <li>● uses common, proper, and possessive nouns.</li> <li>● uses singular and plural nouns with matching verbs in sentences.</li> <li>● uses personal, possessive, and indefinite pronouns.</li> <li>● uses verbs to convey a sense of past, present, and future.</li> <li>● uses frequently occurring adjectives.</li> <li>● uses frequently occurring conjunctions.</li> <li>● uses determiners.</li> <li>● uses frequently occurring prepositions.</li> <li>● produces and expands complete simple and compound sentences in response to questions or prompts.</li> <li>● prints with appropriate spacing between words.</li> <li>● capitalizes dates and names of people.</li> <li>● uses end punctuation for sentences.</li> <li>● uses commas in dates and to separate single words in a series.</li> <li>● uses conventional spelling</li> </ul>	<p>N/A</p>

<p>demonstratives).</p> <p><b>ELAGSE1L1i</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p><b>ELAGSE1L1j</b> Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p> <p><b>ELAGSE1L1k</b> Prints with appropriate spacing between words.</p> <p><b>ELAGSE1L2a</b> Capitalize dates and names of people.</p> <p><b>ELAGSE1L2b</b> Use end punctuation for sentences.</p> <p><b>ELAGSE1L2c</b> Use commas in dates and to separate single words in a series.</p> <p><b>ELAGSE1L2d</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>ELAGSE1L2e</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>response to questions or prompts, even with teacher support.</p> <ul style="list-style-type: none"> <li>● print with appropriate spacing between words, even with teacher support.</li> <li>● capitalize dates and names of people, even with teacher support.</li> <li>● use end punctuation for sentences, even with teacher support.</li> <li>● use commas in dates and to separate single words in a series, even with teacher support.</li> <li>● use conventional spelling for words with common spelling patterns and for frequently occurring irregular words, even with teacher support.</li> <li>● spell untaught words phonetically, drawing on phonemic awareness and spelling conventions, even with teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>● uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>● spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p>for words with common spelling patterns and for frequently occurring irregular words..</p> <ul style="list-style-type: none"> <li>● spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	
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<p><b>Acquires and uses grade level vocabulary</b>  <b>ELAGSE1L4</b>  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly for an array of strategies.  <b>a.</b> Use sentence-level context.  <b>b.</b> Use frequently occurring affixes.  <b>c.</b> Identify frequently occurring root words and their inflectional forms.  <b>ELAGSE1L5</b>  With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  <b>a.</b> Sort words into categories.  <b>b.</b> Define words by category/attributes.  <b>c.</b> Identify real-life connections between words and their use.  <b>d.</b> Distinguish shades of meaning among verbs.  <b>ELAGSE1L6</b>  Use words and phrases acquired through conversations and texts, including using frequently occurring conjunctions to signal simple relationships.</p>	<p><b>Minimal ability to:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, using an array of strategies.</li> <li>● demonstrate an understanding of word relationships and nuances in word meanings with guidance and support.</li> <li>● use words and phrases acquired through conversations and texts.</li> </ul>	<p><b>With prompting and support:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, using an array of strategies.</li> <li>● demonstrates an understanding of word relationships and nuances in word meanings with guidance and support.</li> <li>● uses words and phrases acquired through conversations and texts.</li> </ul>	<p><b>Consistently &amp; independently:</b>  <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, using an array of strategies.</li> <li>● demonstrates an understanding of word relationships and nuances in word meanings with guidance and support.</li> <li>● uses words and phrases acquired through conversations and texts.</li> </ul>	<p><b>Consistently and independently self-initiates &amp; extends knowledge of the concept by::</b>  <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on <b>above</b> grade 1 reading and context, using an array of strategies.</li> <li>● demonstrating an understanding of word relationships and nuances in word meanings.</li> <li>● Using words and phrases acquired through conversations and texts.</li> </ul>
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Domain: SPEAKING AND LISTENING				
<p><b>Engages in collaborative conversations to build, clarify and inquire</b></p> <p><b>ELAGSE1SL1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers in small and larger groups.</p> <p><b>ELAGSE1SL1a</b> Follow agreed-upon rules for discussion.</p> <p><b>ELAGSE1SL1b</b> Build on conversations through multiple exchanges.</p> <p><b>ELAGSE1SL1c</b> Ask questions for clarification.</p> <p><b>ELAGSE1SL2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>ELAGSE1SL3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers in small and larger groups.</li> <li>• follow agreed-upon rules for discussion</li> <li>• build on conversations through multiple exchanges.</li> <li>• ask questions for clarification</li> <li>• ask and answer questions about key details in a text read aloud or information presented orally or through other media</li> <li>• ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers in small and larger groups.</li> <li>• follows agreed-upon rules for discussion</li> <li>• builds on conversations through multiple exchanges.</li> <li>• asks questions for clarification</li> <li>• asks and answers questions about key details in a text read aloud or information presented orally or through other media</li> <li>• asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st -4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers in small and larger groups.</li> <li>• follows agreed-upon rules for discussion</li> <li>• builds on conversations through multiple exchanges.</li> <li>• asks questions for clarification</li> <li>• asks and answers questions about key details in a text read aloud or information presented orally or through other media</li> <li>• asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul>	

<p><b>Presents knowledge and ideas</b></p> <p><b>ELAGSE1SL4</b> Describes people, places, things, and events with relevant details, expressing ideas and feeling clearly.</p> <p><b>ELAGSE1SL5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>ELAGSE1SL6</b> Produce complete sentences when appropriate to task and situation.</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>describe people, places, things, and events with relevant details.</li> <li>add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>produce complete sentences when appropriate to task and situation.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>describes people, places, things, and events with relevant details.</li> <li>adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>produces complete sentences when appropriate to task and situation.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>describes people, places, things, and events with relevant details.</li> <li>adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>produces complete sentences when appropriate to task and situation.</li> </ul>	
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Math				
Domain/Standard	Beginning to Demonstrate (1) Minimal ability to:	Developing (2) Inconsistently or demonstrating with support:	Meets (3) Consistently & independently:	Exceeds (4) Self-initiates & extends knowledge of the concept
Domain: Geometry				
<p><b>Reasons with shapes and their attributes.</b></p> <p><b>MGSE1.G.1</b> Distinguishes between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); builds and draws shapes to possess defining attributes</p> <p><b>MGSE1.G.2</b> Composes two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. This is important for the future development of spatial relations which later connect to developing understanding of area, volume, and fractions</p> <p><b>MGSE1.G.3</b> Partitions circles and rectangles into two and four equal shares; describes the shares using the words halves, fourths, and quarters; and uses the phrases half of, fourth of, and quarter of. Describes the whole as two of, or four of the shares. Understands for these examples that decomposing into more equal shares creates smaller shares.</p>	<p><b>Minimal ability to:</b> <b>1st - 2nd Nine Weeks</b> *</p> <p><b>3rd - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● build, draw and compare 1-4 appropriate shapes and distinguishes attributes with prompting and support.</li> <li>● compose some two and three dimensional shapes to create a composite shape, and composes new shapes from the composite shape in one way with prompting and support.</li> <li>● partition circles and rectangles into 2 and 4 equal parts.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 2nd Nine Weeks</b> *</p> <p><b>3rd -4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● builds, draws and compares 5-6 appropriate shapes and distinguishes attributes.</li> <li>● composes some two and three dimensional shapes to create a composite shape, and composes new shapes from the composite shape in multiple ways.</li> <li>● partitions circles and rectangles into 2 and 4 equal parts without using appropriate vocabulary.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 2nd Nine Weeks</b> *</p> <p><b>3rd - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● builds, draws and compares ALL appropriate shapes and distinguishes attributes.</li> <li>● composes ALL two and three dimensional shapes to create a composite shape, and composes new shapes from the composite shape in multiple ways.</li> <li>● partitions circles and rectangles into 2 and 4 equal parts and describes parts using appropriate vocabulary. Recognizes that decomposing creates smaller shares.</li> </ul>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> <b>1st - 2nd Nine Weeks</b> *</p> <p><b>3rd- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>● consistently building, drawing and comparing ALL appropriate shapes and distinguishing attributes and making correct observations in the environment.</li> <li>● consistently partitioning various two-dimensional shapes into 2 and 4 equal parts and describing parts using appropriate vocabulary. Recognizes that decomposing creates smaller shares. Makes correct observations in the environment.</li> </ul>

Domain: Operations and Algebraic Thinking				
<p><b>Represents and solves problems involving addition and subtraction</b></p> <p><b>MGSE1.OA.1</b> Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>MGSE1.OA.2</b> Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p><b>Minimal ability to:</b> <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>represent word problems of all types involving addition or subtraction of whole numbers up to 20 using concrete and pictorial models and equations.</li> <li>solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 .</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>represents word problems of all types involving addition or subtraction of whole numbers up to 20 using concrete and pictorial models and equations.</li> <li>solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>represents word problems of ALL types involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and equations.</li> <li>solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</li> </ul>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>representing word problems of ALL types involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and equations and making correct observations in the environment.</li> <li>solving word problems that call for addition of three whole numbers whose sum is less than or equal to 20 and making correct observations in the environment.</li> </ul>
<p><b>Understands and applies properties of operations and the relationship between addition and subtraction</b></p> <p><b>MGSE1.OA.3</b> Applies properties of operations as strategies to add and subtract Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition). To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math> (associative property of addition)</p> <p><b>MGSE1.OA.4</b> Understands subtraction as an unknown-addend problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>apply properties of operations as strategies to add and subtract.</li> <li>solve for unknowns within word problems involving joining and separating, and comparing sets within 20 with unknowns as any one of the terms using concrete and pictorial models</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>applies properties of operations as strategies to add and subtract.</li> <li>solves for unknowns within word problems involving joining and separating, and comparing sets within 20 with unknowns as any one of the terms using concrete and pictorial models.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>applies properties of operations as strategies to add and subtract up through 20.</li> <li>solves for unknowns within word problems by joining and separating using concrete or pictorial models as a strategy.</li> </ul>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> <b>1st- 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>consistently applying properties of operations as strategies to add and subtract and making correct observations in the environment.</li> <li>consistently solving for unknowns within word problems by joining and separating independently and making correct connections in the environment.</li> </ul>

<p><b>Adds and subtracts within 20</b></p> <p><b>MGSE1.OA.5</b> Relates counting to addition and subtraction (e.g., by counting on 2 to add 2)</p> <p><b>MGSE1.OA.6</b> Adds and subtracts within 20.</p> <p>a. Uses strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>)</p> <p>b. Fluently adds and subtracts within 10</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>explain the reasoning strategies used to solve addition and subtraction problems up to 20 with spoken words, pictorial models, and number sentences.</li> <li>add and subtract within 10.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>explains the reasoning strategies used to solve addition and subtraction problems up to 20 with spoken words, pictorial models, and number sentences.</li> <li>adds and subtracts within 10.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>explains the reasoning strategies used to solve addition and subtraction problems up to 20 with spoken words, pictorial models, and number sentences.</li> <li>adds and subtracts with automaticity within 10. (<i>Automaticity is defined as a response within 3 seconds</i>).</li> </ul>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>consistently applying reasoning strategies to add and subtract <i>beyond</i> 20 and making correct connections in the environment.</li> <li>consistently explaining the reasoning strategies used to solve addition and subtraction problems up to 20 with spoken words, pictorial models, and number sentences and making connections in the environment.</li> <li>consistently adding and subtracting with automaticity within 20. (<i>Automaticity is defined as a response within 3 seconds</i>)</li> </ul>
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<p><b>Works with addition and subtraction equations</b></p> <p><b>MGSE1.OA.7</b> Understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math></p> <p><b>MGSE1.OA.8</b> Determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = ? - 3</math>, <math>6 + 6 = ?</math></p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</li> <li>understand the meaning of the equal sign and cannot determine if equations involving addition and subtraction are true or false.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>determines the unknown whole number in an addition or subtraction equation relating to three whole numbers.</li> <li>understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>determines the unknown whole number in an addition or subtraction equation relating to three whole numbers.</li> <li>understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false.</li> </ul>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>consistently demonstrating understanding of the meaning of the equal sign and determining if equations involving addition and subtraction are true or false and making correct connections in the environment.</li> <li>consistently determining the unknown whole number with mental addition or subtraction relating to three whole numbers and making correct application in the environment.</li> </ul>
<b>Number and Operations in Base Ten</b>				
<p><b>Counts to 120, starting at any number less than 120</b></p> <p><b>MGSE1.NBT.1</b> Counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>count to 120. In this range, unable to read, and write numerals and represent a number of objects with a written numeral.</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks:</b></p> <ul style="list-style-type: none"> <li>counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> <b>1st - 4th Nine Weeks:</b></p> <ul style="list-style-type: none"> <li>consistently counting <b>beyond</b> 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral and making correct connections in the environment.</li> </ul>

<p><b>Understands place value</b>  <b>MGSE1.NBT.2</b> Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special cases:  a. 10 can be thought of as a bundle of ten ones — called a “ten”  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)</p> <p><b>MGSE1.NBT.3</b> Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></p>	<p><b>Minimal ability to:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>refer to the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)</li> <li>recognize quantities of ten in structured arrangements of ten objects or more by breaking arrangements into patterns.</li> <li>recognize 11-19 as arrangements of ten objects and more by breaking into patterns</li> <li>recognize the concepts of more/greater than and less/less than when comparing two digit numbers.</li> </ul>	<p><b>With prompting and support:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>refers to the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> <li>recognizes quantities of ten in structured arrangements of ten objects or more by breaking arrangements into patterns.</li> <li>recognizes 11-19 as arrangements of ten objects and more by breaking into patterns.</li> <li>compares two numbers to 100 using comparative language, but does not use the symbols correctly.</li> </ul>	<p><b>Consistently &amp; independently:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>refers to the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)</li> <li>recognizes quantities of ten in structured arrangements of ten objects or more by breaking arrangements into patterns.</li> <li>recognizes 11 - 19 as arrangements of ten objects and more by breaking arrangements into patterns.</li> <li>compares two numbers to 100 using the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math> consistently.</li> </ul>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b>  <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>mentally recognizing quantities of ten in structured arrangements of ten objects</li> <li>mentally recognizing 11-19 as arrangements of ten objects and more.</li> <li>mentally referring to the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 referring to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)</li> <li>consistently comparing two numbers beyond 100, using comparative language and the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>.</li> </ul>
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<p><b>Uses place value understanding and properties of operations to add and subtract</b></p> <p><b>MGSE1.NBT.4</b> Adds within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., <math>24 + 9</math>, <math>13 + 10</math>, <math>27 + 40</math>), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationships between addition and subtraction; relates the strategy to a written method and explains the reasoning used</p> <p><b>MGSE1.NBT.5</b> Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explaining the reasoning used (As needed, tools may be used)</p> <p><b>MGSE1.NBT.6</b> Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relates the strategy to a written method and explains the reasoning used. (e.g., <math>70 - 30</math>, <math>30 - 10</math>, <math>60 - 60</math>)</p> <p><b>MGSE1.NBT.7</b> Identifies dimes and understands ten pennies can be thought of as a dime (uses dimes as manipulatives in multiple mathematical contexts)</p>	<p><b>Minimal ability to:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• add within 100 including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten</li> <li>• find 10 more or 10 less when given a two digit number</li> <li>• subtract multiples of 10 in the range 10-90.</li> <li>• identify dimes and understand ten pennies can be thought of as a dime (uses dimes as manipulatives in multiple mathematical contexts).</li> </ul>	<p><b>With prompting and support:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• adds within 100, including adding a two-digit and a one-digit number and a multiple of ten using concrete models or drawings and strategies based on place value, properties of operations, and/or relationships between addition and subtraction, relates the strategy to a written method and explains reasoning used.</li> <li>• finds 10 more or 10 less when given a two digit number without having to count and can explain reasoning used.</li> <li>• subtracts multiples of 10 in the range 10-90 from each other using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</li> <li>• identifies dimes and understands ten pennies can be thought of as a dime (uses dimes as manipulatives in multiple mathematical contexts).</li> </ul>	<p><b>Consistently &amp; independently:</b> <b>1st - 4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>• adds within 100, including adding a two-digit and a one-digit number and a multiple of ten using concrete models or drawings and strategies based on place value, properties of operations, and/or relationships between addition and subtraction, relates the strategy to a written method and explains reasoning used.</li> <li>• finds 10 more or 10 less when given a two digit number without having to count and can explain reasoning used.</li> <li>• subtracts multiples of 10 in the range 10-90 from each other using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</li> <li>• identifies dimes and understands ten pennies can be thought of as a dime (uses dimes as manipulatives in multiple mathematical contexts).</li> </ul>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> <b>1st - 4th Nine Weeks:</b></p> <ul style="list-style-type: none"> <li>• finding, with automaticity, 10 more or 10 less when given a two digit number without having to count and can explain reasoning used.</li> <li>• mentally adding within 100.</li> <li>• subtracting multiples of 10 in the range 10-90 from each other using strategies based on place value, properties of operations and/or the relationship between addition and subtraction and can explain and apply to real world situations.</li> <li>• identifying that other values can be created by putting together other coins.</li> </ul>
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Domain: Measurement and Data				
<p><b>Measures lengths indirectly and by iterating length units</b></p> <p><b>MGSE1.MD.1</b> Orders three objects by length; compares the lengths of two objects indirectly by using a third object</p> <p><b>MGSE1.MD.2</b> Expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understands that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps (iteration)</p>	<p><b>Minimal ability to:</b> 1st - 3rd Nine Weeks *</p> <p><b>4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>order three objects by length; compares the lengths of two objects indirectly by using a third object</li> <li>express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understands that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps (iteration).</li> </ul>	<p><b>With prompting and support:</b> 1st - 3rd Nine Weeks *</p> <p><b>4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>orders three objects by length; compares the lengths of two objects indirectly by using a third object.</li> <li>expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understands that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps (iteration).</li> </ul>	<p><b>Consistently &amp; independently:</b> 1st - 3rd Nine Weeks *</p> <p><b>4th Nine Weeks</b></p> <ul style="list-style-type: none"> <li>orders three objects by length; compares the lengths of two objects indirectly by using a third object.</li> <li>expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understands that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps (iteration).</li> </ul>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> 4th Nine Weeks</p> <ul style="list-style-type: none"> <li>Ordering three objects by length; comparing the lengths of two objects indirectly by using a third object and making correct connections in the environment.</li> <li>expressing the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understanding that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps (iteration) and making correct connections to the environment.</li> </ul>
<p><b>Tells and writes time in hours and half-hours using analog and digital clocks</b></p> <p><b>MGSE1.MD.3</b> Tells and writes time in hours and half-hours using analog and digital clocks</p>	<p><b>Minimal ability to:</b> 1st - 3rd Nine Weeks *</p> <p><b>4th Nine Weeks</b> tell time in hours and half-hours.</p>	<p><b>With prompting and support:</b> 1st - 3rd Nine Weeks *</p> <p><b>4th Nine Weeks</b> tells and writes time in hours and half-hours using analog and digital clocks.</p>	<p><b>Consistently &amp; independently:</b> 1st - 3rd Nine Weeks *</p> <p><b>4th Nine Weeks</b> tells and writes time in hours and half-hours using analog and digital clocks.</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> 4th Nine Weeks telling, writing, and applying time in hours and half-hours using analog and digital clocks.</p>

<p><b>Organizes, represents, and interprets data with up to three categories; asks and answers questions about the total number of data points, how many in each category, and how many more or less are in one category than in another</b></p> <p><b>MGSE1.MD.4</b> Organizes, represents, and interprets data with up to three categories; asks and answers questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p><b>Minimal ability to:</b> 1st - 3rd Nine Weeks *</p> <p><b>4th Nine Weeks</b> organize, represent, and interpret data.</p>	<p><b>With prompting and support:</b> 1st - 3rd Nine Weeks *</p> <p><b>4th Nine Weeks</b> organizes, represents, and interprets data with up to three categories and can answer questions about the data.</p>	<p><b>Consistently &amp; independently:</b> 1st - 3rd Nine Weeks *</p> <p><b>4th Nine Weeks</b> organizes, represents, and interprets data with up to three categories and can answer questions about the data.</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b></p> <p><b>4th Nine Weeks</b> organizing, representing, and interpreting data with up to three categories, answering questions about the data, and applying it to real world situations.</p>
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## Science

**Evidence or support could include:**

Discussion, dialogue, teacher observation, performance task, lab, self assessment, constructed response, common assessment

Domain/Standard	<b>Beginning to Demonstrate (1)</b> Minimal ability to:	<b>Developing (2)</b> Inconsistently or demonstrating with support:	<b>Meets (3)</b> Consistently & independently:	<b>Exceeds (4)</b> Self initiates & extends knowledge of the concept.
<b>Domain: Earth Science</b> <b>S1E1. Obtain, evaluate, and communicate weather data to identify weather patterns.</b>				
<b>S1E1a.</b> Represent data in tables and/or graphs to identify and describe types of weather	<b>Minimal ability to:</b> represents data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type.	<b>With prompting and support:</b> represents data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type.	<b>Consistently &amp; independently:</b> represents data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type.	<b>Self initiates &amp; extends knowledge of the concept.</b>
<b>S1E1b.</b> Ask questions to identify forms of precipitation	<b>Minimal ability to:</b> ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).	<b>With prompting and support:</b> asks questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water). <i>(i.e., student can identify forms of precipitation but can't tell its state of matter)</i>	<b>Consistently &amp; independently:</b> asks questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).	<b>Self initiates &amp; extends knowledge of the concept.</b>

<p><b>S1E1c.</b> Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments and recording weather data</p>	<p><b>Minimal ability to:</b> plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.</p>	<p><b>With prompting and support:</b> plans and carries out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.</p>	<p><b>Consistently &amp; independently:</b> plans and carries out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.</p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>
<p><b>S1E1d.</b> Analyze data to identify seasonal patterns of change.</p>	<p><b>Minimal ability to:</b> analyze data to identify seasonal patterns of change. <i>(Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)</i></p>	<p><b>With prompting and support:</b> analyzes data to identify seasonal patterns of change. <i>(Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)</i></p>	<p><b>Consistently &amp; independently:</b> analyzes data to identify seasonal patterns of change. <i>(Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)</i></p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>
<p><b>Domain: Life Science</b> <b>S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.</b></p>				
<p><b>S1L1a.</b> Develop models to identify the parts of a plant.</p>	<p><b>Minimal ability to:</b> develop models to identify the parts of a plant—root, stem, leaf, and flower.</p>	<p><b>With prompting and support:</b> develops models to identify the parts of a plant—root, stem, leaf, and flower.</p>	<p><b>Consistently &amp; independently:</b> develops models to identify the parts of a plant—root, stem, leaf, and flower.</p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>

<p><b>S1L1b.</b> Ask questions to compare and contrast the basic needs of plants and animals.</p>	<p><b>Minimal ability to:</b> use questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).</p>	<p><b>With prompting and support:</b> uses questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).</p>	<p><b>Consistently &amp; independently:</b> uses questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).</p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>
<p><b>S1L1c.</b> Design a solution to ensure that a plant or animal has all of its needs met.</p>	<p><b>Minimal ability to:</b> design a solution to ensure that a plant or animal has all of its needs met. <i>(i.e. student needs constant support to build a habitat)</i></p>	<p><b>With prompting and support:</b> designs a solution to ensure that a plant or animal has all of its needs met. <i>(i.e. student needs some support to build a habitat)</i></p>	<p><b>Consistently &amp; independently:</b> designs a solution to ensure that a plant or animal has all of its needs met. <i>(i.e. building a habitat)</i></p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>
<p><b>Domain: Physical Science</b>  <b>S1P1. Obtain, evaluate, and communicate information to investigate light and sound.</b></p>				
<p><b>S1P1a.</b> Use observations to explain how light is required to make objects visible.</p>	<p><b>Minimal ability to:</b> use observations to form an explanation of how light is required to make objects visible.</p>	<p><b>With prompting and support:</b> uses observations to form an explanation of how light is required to make objects visible.</p>	<p><b>Consistently &amp; independently:</b> uses observations to form an explanation of how light is required to make objects visible.</p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>
<p><b>S1P1b.</b> Ask questions to identify and compare sources of light.</p>	<p><b>Minimal ability to:</b> use questions to identify and compare sources of light.</p>	<p><b>With prompting and support:</b> uses questions to identify and compare sources of light.</p>	<p><b>Consistently &amp; independently:</b> uses questions to identify and compare sources of light.</p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>
<p><b>S1P1c.</b> Plan and carry out an investigation of shadows</p>	<p><b>Minimal ability to:</b> plan and carry out an investigation of shadows by placing objects at various points from a source of light.</p>	<p><b>With prompting and support:</b> plans and carries out an investigation of shadows by placing objects at various points from a source of light.</p>	<p><b>Consistently &amp; independently:</b> plans and carries out an investigation of shadows by placing objects at various points from a source of light.</p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>

<p><b>S1P1d.</b> Construct an explanation that vibrating materials can make sound and that sound can make materials vibrate</p>	<p><b>Minimal ability to:</b> construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate</p>	<p><b>With prompting and support:</b> constructs an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate</p>	<p><b>Consistently &amp; independently:</b> constructs an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate</p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>
<p><b>S1P1e.</b> Design a signal that can serve as an emergency alert using light and/or sound</p>	<p><b>Minimal ability to:</b> design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.</p>	<p><b>With prompting and support:</b> designs a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.</p>	<p><b>Consistently &amp; independently:</b> designs a signal that can serve as an emergency alert using light and/or sound to communicate over a distance. <i>(i.e. students can design an emergency fire alarm using pans, shakers, flashlight)</i></p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>
<p><b>S1P2. Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects.</b></p>				
<p><b>S1P2a.</b> Construct an explanation of how magnets are used in everyday life.</p>	<p><b>Minimal ability to:</b> construct an explanation of how magnets are used in everyday life. <i>(Clarification statement: Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags.)</i></p>	<p><b>With prompting and support:</b> constructs an explanation of how magnets are used in everyday life. <i>(Clarification statement: Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags.)</i></p>	<p><b>Consistently &amp; independently:</b> constructs an explanation of how magnets are used in everyday life. <i>(Clarification statement: Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags.)</i></p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>
<p><b>S1P2b.</b> Plan and carry out an investigation to demonstrate how magnets attract and repel each other.</p>	<p><b>Minimal ability to:</b> plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.</p>	<p><b>With prompting and support:</b> plans and carries out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.</p>	<p><b>Consistently &amp; independently:</b> plans and carries out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.</p>	<p><b>Self initiates &amp; extends knowledge of the concept.</b></p>

## Social Studies

**Evidence or support:**

Discussion, dialogue, teacher observation, performance task, self assessment, constructed response, common assessment

Domain/Standard	Beginning to Demonstrate (1)	Developing (2)	Meets (3)	Exceeds (4)
<b>Thomas Jefferson</b>				
<b>SS1H1 a.</b> Identify the contributions made by Thomas Jefferson (Declaration of Independence)	<b>Minimal ability to:</b> identify the contributions of historical figures (1 detail)	<b>With prompting and support:</b> identifies and describes contributions of historical figures (2 contributions)	<b>Consistently and independently:</b> identifies the contributions of historical figures (3 or more contributions)	<b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
<b>SS1H1 b.</b> Describe how everyday life of Thomas Jefferson is similar to and different from everyday life in the present.	<b>Minimal ability to:</b> describe the similarities and differences between the past and present	<b>With prompting and support:</b> describes the similarities and differences between the past and present	<b>Consistently and independently:</b> describes the similarities and differences between the past and present	<b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between the past and the present while also understanding differences.

<p><b>SS1G1</b> Describe how Thomas Jefferson was influenced by living in the American colonies.</p>	<p><b>Minimal ability to:</b> describe how geography influenced life</p>	<p><b>With prompting and support:</b> describes how geography influenced life</p>	<p><b>Consistently and independently:</b> describe how geography influenced life</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections with the influence of geography on student's life.</p>
<p><b>SS1CG1</b> Describe how Thomas Jefferson displayed positive character traits.</p>	<p><b>Minimal ability to:</b> describe positive character traits</p>	<p><b>With prompting and support:</b> describes positive character traits</p>	<p><b>Consistently and independently:</b> describes positive character traits</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections by displaying positive character traits.</p>
<p><b>Lewis, Clark, Sacagawea</b></p>				
<p><b>SS1H1a.</b> Identify the contributions made by Lewis, Clark, Sacagawea (exploration)</p>	<p><b>Minimal ability to:</b> identify the contributions of historical figures (1 detail)</p>	<p><b>With prompting and support:</b> identifies and describes contributions of historical figures (2 contributions)</p>	<p><b>Consistently and independently:</b> identifies the contributions of historical figures (3 or more contributions)</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between standards, student's life and experience, other texts or subjects, and real world experiences.</p>
<p><b>SS1H1b.</b> Describe how everyday life of Lewis, Clark, Sacagawea is similar to and different from everyday life in the present.</p>	<p><b>Minimal ability to:</b> describe the similarities and differences between the past and present.</p>	<p><b>With prompting and support:</b> describes the similarities and differences between the past and present</p>	<p><b>Consistently and independently:</b> describes the similarities and differences between the past and present</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between the past and the present while also understanding differences.</p>

<p><b>SS1G1</b> Describe how Lewis, Clark, Sacagawea were influenced by the frontier.</p>	<p><b>Minimal ability to:</b> describe how geography influenced life</p>	<p><b>With prompting and support:</b> describes how geography influenced life</p>	<p><b>Consistently and independently:</b> describe how geography influenced life</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections with the influence of geography on student's life.</p>
<p><b>SS1CG1</b> Describe how Lewis, Clark, Sacagawea displayed positive character traits.</p>	<p><b>Minimal ability to:</b> describe positive character traits</p>	<p><b>With prompting and support:</b> describes positive character traits</p>	<p><b>Consistently and independently:</b> describes positive character traits</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections by displaying positive character traits.</p>
<p><b>George Washington Carver</b></p>				
<p><b>SS1H1a.</b> Identify the contributions made by George Washington Carver (science).</p>	<p><b>Minimal ability to:</b> identify the contributions of historical figures (1 detail)</p>	<p><b>With prompting and support:</b> identifies and describes contributions of historical figures (2 contributions)</p>	<p><b>Consistently and independently:</b> identifies the contributions of historical figures (3 or more contributions)</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between standards, student's life and experience, other texts or subjects, and real world experiences.</p>
<p><b>SS1H1b.</b> Describe how everyday life of George Washington Carver is similar to and different from everyday life in the present.</p>	<p><b>Minimal ability to:</b> describe the similarities and differences between the past and present</p>	<p><b>With prompting and support:</b> describes the similarities and differences between the past and present</p>	<p><b>Consistently and independently:</b> describes the similarities and differences between the past and present</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between the past and the present while also understanding differences.</p>

<p><b>SS1G1</b> Describe how George Washington Carver was influenced by the southern US.</p>	<p><b>Minimal ability to:</b> describe how geography influenced life</p>	<p><b>With prompting and support:</b> describes how geography influenced life</p>	<p><b>Consistently and independently:</b> describe how geography influenced life</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections with the influence of geography on student's life.</p>
<p><b>SS1CG1</b> Describe how George Washington Carver displayed positive character traits.</p>	<p><b>Minimal ability to:</b> describe positive character traits</p>	<p><b>With prompting and support:</b> describes positive character traits</p>	<p><b>Consistently and independently:</b> describes positive character traits</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections by displaying positive character traits.</p>
<b>Benjamin Franklin</b>				
<p><b>SS1H1</b> Read about and describe the life of historical figures in American history. a. Identify the contributions made by Benjamin Franklin (inventor/author/ statesman)</p>	<p><b>Minimal ability to:</b> identify the contributions of historical figures (1 detail)</p>	<p><b>With prompting and support:</b> identifies and describes contributions of historical figures (2 contributions)</p>	<p><b>Consistently and independently:</b> identifies the contributions of historical figures (3 or more contributions)</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between standards, student's life and experience, other texts or subjects, and real world experiences.</p>
<p><b>SS1H1b.</b> Describe how everyday life of Benjamin Franklin is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)</p>	<p><b>Minimal ability to:</b> describe the similarities and differences between the past and present</p>	<p><b>With prompting and support:</b> describes the similarities and differences between the past and present</p>	<p><b>Consistently and independently:</b> describes the similarities and differences between the past and present</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between the past and the present while also understanding differences.</p>

<p><b>SS1G1</b> Describe how Benjamin Franklin was influenced by living in the American colonies.</p>	<p><b>Minimal ability to:</b> describe how geography influenced life</p>	<p><b>With prompting and support:</b> describes how geography influenced life</p>	<p><b>Consistently and independently:</b> describe how geography influenced life</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections with the influence of geography on student's life.</p>
<p><b>SS1CG1</b> Describe how Benjamin Franklin displayed positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.</p>	<p><b>Minimal ability to:</b> describe positive character traits</p>	<p><b>With prompting and support:</b> describes positive character traits</p>	<p><b>Consistently and independently:</b> describes positive character traits</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections by displaying positive character traits.</p>
<b>Theodore Roosevelt</b>				
<p><b>SS1H1a.</b> Identify the contributions made by Theodore Roosevelt (National Parks and Conservation).</p>	<p><b>Minimal ability to:</b> identify the contributions of historical figures (1 detail)</p>	<p><b>With prompting and support:</b> identifies and describes contributions of historical figures (2 contributions)</p>	<p><b>Consistently and independently:</b> identifies the contributions of historical figures (3 or more contributions)</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between standards, student's life and experience, other texts or subjects, and real world experiences.</p>
<p><b>SS1H1b.</b> Describe how everyday life of Theodore Roosevelt is similar to and different from everyday life in the present.</p>	<p><b>Minimal ability to:</b> describe the similarities and differences between the past and present.</p>	<p><b>With prompting and support:</b> describes the similarities and differences between the past and present.</p>	<p><b>Consistently and independently:</b> describes the similarities and differences between the past and present.</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between the past and the present while also understanding differences.</p>

<p><b>SS1G1</b> Describe how Theodore Roosevelt was influenced by the the environment.</p>	<p><b>Minimal ability to:</b> describe how geography influenced life</p>	<p><b>With prompting and support:</b> describes how geography influenced life</p>	<p><b>Consistently and independently:</b> describe how geography influenced life</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections with the influence of geography on student's life.</p>
<p><b>SS1CG1</b> Describe how Theodore Roosevelt displayed positive character traits.</p>	<p><b>Minimal ability to:</b> describe positive character traits</p>	<p><b>With prompting and support:</b> describes positive character traits</p>	<p><b>Consistently and independently:</b> describes positive character traits</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections by displaying positive character traits.</p>
<p><b>Ruby Bridges</b></p>				
<p><b>SS1H1</b> a. Identify the contributions made by Ruby Bridges (civil rights).</p>	<p><b>Minimal ability to:</b> identify the contributions of historical figures (1 detail)</p>	<p><b>With prompting and support:</b> identifies and describes contributions of historical figures (2 contributions)</p>	<p><b>Consistently and independently:</b> identifies the contributions of historical figures (3 or more contributions)</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between standards, student's life and experience, other texts or subjects, and real world experiences.</p>
<p>b. Describe how everyday life of Ruby Bridges is similar to and different from everyday life in the present.</p>	<p><b>Minimal ability to:</b> describe the similarities and differences between the past and present</p>	<p><b>With prompting and support:</b> describes the similarities and differences between the past and present</p>	<p><b>Consistently and independently:</b> describes the similarities and differences between the past and present</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between the past and the present while also understanding differences.</p>

<p><b>SS1G1</b> Describe how Ruby Bridges was influenced by the Southern US.</p>	<p><b>Minimal ability to:</b> describe how geography influenced life</p>	<p><b>With prompting and support:</b> describes how geography influenced life</p>	<p><b>Consistently and independently:</b> describes how geography influenced life</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections with the influence of geography on student's life.</p>
<p><b>SS1CG1</b> Describe how Ruby Bridges displayed positive character traits.</p>	<p><b>Minimal ability to:</b> describe positive character traits</p>	<p><b>With prompting and support:</b> describes positive character traits</p>	<p><b>Consistently and independently:</b> describes positive character traits</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections by displaying positive character traits.</p>
<p><b>Geographic Understandings</b></p>				
<p><b>SS1G2</b> Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.</p>	<p><b>Minimal ability to:</b> identify and locate the student's city, county, state, nation and continent on a simple map or globe</p>	<p><b>With prompting and support:</b> identifies and locates the student's city, county, state, nation and continent on a simple map or globe</p>	<p><b>Consistently and independently:</b> identifies and locates the student's city, county, state, nation and continent on a simple map or globe</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between standards, student's life and experience, other texts or subjects, and real world experiences.</p>
<p><b>SS1G3</b> Locate major topographical features of the earth's surface. a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean. c. Identify and describe landforms (mountains, deserts, valleys, and coasts).</p>	<p><b>Minimal ability to:</b> locate topographical features of the earth's surface (fewer than 5)</p>	<p><b>With prompting and support:</b> locates and describe topographical features (6 - 12)</p>	<p><b>Consistently and independently:</b> locates ALL continents, oceans, and identifies landforms described in the standard</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between topographical features and student's life.</p>

<b>Domain: Civic Understandings</b>				
<b>SS1CG2</b> Explore the concept of patriotism through the words in the songs America (My Country 'Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc).	<b>Minimal ability to:</b> explore the concept of patriotism through the words in the songs listed	<b>With prompting and support:</b> explores the concept of patriotism through the words in the songs listed	<b>Consistently and independently:</b> explores the concept of patriotism through the words in the songs listed	<b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
<b>Domain: Economic Understandings</b>				
<b>SS1E1</b> Identify goods that people make and services that people provide for each other.	<b>Minimal ability to:</b> identify goods that people make and services that people provide for each other	<b>With prompting and support:</b> identifies goods that people make and services that people provide for each other	<b>Consistently and independently:</b> identifies goods that people make and services that people provide for each other.	<b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
<b>SS1E2</b> Explain that scarcity is when unlimited wants are greater than limited resources.	<b>Minimal ability to:</b> define scarcity	<b>With prompting and support:</b> explains the meaning of scarcity	<b>Consistently and independently:</b> explains the meaning of scarcity	<b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between student's life and scarcity.
<b>SS1E3</b> Describe how people are both producers and consumers.	<b>Minimal ability to:</b> describe either producer or consumer	<b>With prompting and support:</b> describes how people are producers and consumers	<b>Consistently and independently:</b> describes how people are producers and consumers	<b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between the role of either producer or consumer and student's life.

<p><b>Standard SS1E4</b> Explain that people earn income by working and that they must make choices about how much to save and spend.</p>	<p><b>Minimal ability to:</b> describe saving and spending</p>	<p><b>With prompting and support::</b> explains how people earn income and make spending and saving decisions</p>	<p><b>Consistently and independently:</b> explains how people earn income and make spending and saving decisions</p>	<p><b>Self-initiates &amp; extends knowledge of the concept by:</b> making connections between working, income, saving, and spending and student's life.</p>
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### Glossary of Terms

Word in Standard	Definition	Evidence and Support
Demonstrate	to describe, explain, display or illustrate through examples	write, draw, label, tell, think-pair-share, act out, portray, sing with detail, can be with own words
Describe	tell or show with written or spoken words and or drawings; point out facts or details	write, draw, label, tell, think-pair-share, act out, portray, sing with detail and appropriate vocabulary
Explain	to make clear or understandable to others; make plain	write, draw, label, tell, think-pair-share, act out, portray, sing with detail, can be with own words, argument, claim, give evidence
Explore	to investigate, study, or analyze	Match characteristics of liberty, freedom, brotherhood, pride with the meanings of the 2 songs, <i>America the Beautiful</i> and <i>My Country Tis of Thee</i>
Identify	establish as particular by noting individual features or characteristics in isolation	draw, label, match, tell, think-pair-share, act out, portray, or sing
Locate	find some specific information	Point, label, draw, tell, think-pair-share, show, or sing
Model	something that is made to be like another thing	Draw, perform, or create physical depiction
Read	to learn from what one has seen or found in writing or printing	Pictures, words, diagrams, timelines (sequencing), symbols, use language of the standards

Additional Resource- [Teaching the Critical Vocabulary of the Common Core](#) by Marilee Sprenger