Grade K 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				
	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: READING FOUNDATIONAL				
Understands concepts of print **ELAGSEKRF1:** Demonstrate understanding of the organization and basic features of print. **ELAGSEKRF1a** Follows words from left to right, top to bottom, page by page. **ELAGSEKRF1d** Recognize and name all upper and lowercase letters of the alphabet.	**Minimal ability to**: **1st- 4th Nine Weeks** ● track text from left to right or top to bottom. ● recognize or name 1 to 35 upper or lowercase letters.	**With prompting and support:** **1st - 4th Nine Weeks** ● tracks text from left to right OR top to bottom, but not both. ● recognizes and names 36 to 51 upper and lowercase letters.	**Consistently & independently:** **1st - 4th Nine Weeks** ● tracks text from left to right, top to bottom, and page-by-page. ● recognizes and names all 52 upper and lowercase letters.	**N/A**

Understands spoken words, syllables, sounds (phonological awareness) **ELAGSEKRF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **ELAGSEKFR2a** Recognize and produce rhyming words. **ELAGSEKFR2b** Count, pronounce, blend, and segment syllables in spoken words. **ELAGSEKFR2c** Blend and segment onsets and rimes of single-syllable spoken words. **ELAGSEKFR2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). **ELAGSEKRF2e** Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words	**Minimal ability to:** **1st- 4th Nine Weeks** ● recognize or produce rhyming words in response to an oral prompt. ● count or pronounce syllables in spoken words. ● blend and segment onsets and rimes of single-syllable spoken words. ● identify some initial sounds in spoken words. ● add or substitute individual sounds (phonemes) in simple, one syllable words	**With prompting and support:** **1st - 4th Nine Weeks** ● recognizes some rhyming words or produces some rhyming words in response to oral prompts. ● counts, blends, or segments some syllables in spoken words. ● produces individual sounds but does not blend the sounds together to read the single-syllable words. ● identifies initial and ending sounds in spoken words. ● begins to add or substitute individual sounds (phonemes) in simple, one syllable words to make new words	**Consistently & independently:** **1st - 4th Nine Weeks** ● recognizes rhyming words AND produces rhyming words in response to an oral prompt. ● counts, pronounces blends, AND segments syllables in spoken words. ● blends AND segments onsets and rimes of single-syllable spoken words. ● pronounces beginning, medial, AND final phonemes in three-phoneme words. ● adds or substitutes individual sounds (phonemes) in simple, one syllable words to make new words	**N/A**

Applies phonics and word analysis skills	Minimal ability to:	With prompting and support:	Consistently & independently:	Self-initiates & extends knowledge of the concept by:
Applies phonics and word analysis skills **ELAGSEKRF3:** Know and apply grade-level phonics and word analysis skills in decoding words. **ELAGSEKRF3a** Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **ELAGSEKRF3b** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **ELAGSEKRF3c** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**Minimal ability to**: **1st - 4th Nine Weeks** ● consistently produce 10 or less letter sounds. ● distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**With prompting and support:** **1st - 4th Nine Weeks** ● consistently produces 11 to 30 letter sounds. ● distinguishes between some similarly spelled words by identifying the sounds of the letters that differ.	**Consistently & independently:** **1st - 4th Nine Weeks** ● produces the correct sounds for each consonant and the long and short sounds for the 5 major vowels (31 sounds) ● distinguishes between similarly spelled words by identifying the sounds of the letters that differ.	**Self-initiates & extends knowledge of the concept by:** **1st - 4th Nine Weeks** consistently producing all consonant vowel sounds (including the hard and soft sound of 'c' and 'g' and the various sounds of y).
Reads high frequency words and emergent level text fluently **ELAGSEKRF4** Read common high- frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.	**Minimal ability to**: **1st- 4th Nine weeks** ● recognize 0-15 high-frequency words with automaticity ● read emergent- reader texts with purpose and understanding.	**With prompting and support:** **1st - 4th Nine weeks** ● reads 16-29 high-frequency words with automaticity. ● begins to read emergent-reader texts with purpose and understanding.	**Consistently & independently:** **1st - 4th Nine weeks** ● reads 30 or more high frequency-words with automaticity ● reads emergent-reader texts with purpose and understanding.	**Self-initiates & extends knowledge of the concept by:** **1st - 4th Nine Weeks** reading high-frequency words and emergent-reader texts with mastery and reading above grade texts with purpose and understanding.

Domain: READING LITERARY		ELASEKRL10 Actively engage in group reading activities with purpose and understanding.		
Identifies key ideas and details **ELAGSEKRL1** With prompting and support, ask and answer questions about key details in a text. **ELAGSEKRL2** With prompting and support, retell familiar stories, including key details. **ELAGSEKRL3** With prompting and support, identify characters, settings, and major events in a story.	**Minimal ability to**: **1st - 4th Nine Weeks** ask and answer questions about key details in a text or retell familiar stories.	**With prompting and support:** **1st- 4th Nine Weeks** begins to ask and answer questions about key details in a text or retell familiar stories.	**Consistently:** **1st- 4th Nine Weeks** asks and answers questions (with teacher prompting or support) about key details in a text, retells familiar stories with key details, and identifies characters, settings, and major events in a story.	**Self-initiates & extends knowledge of the concept by:** **1st - 2nd Nine Weeks** **N/A** **3rd- 4th Nine Weeks** asking and answering questions about key details in a text, retelling familiar stories, and identifying characters, settings, and major events in a story without teacher support and prompting.
Recognizes author's craft and text structure **ELASEKRL4** With prompting and support, ask and answer questions about unknown words in a text. **ELASEKRL5** Recognize common types of texts (e.g., storybooks, poems). **ELASEKRL6** With prompting and support, name the author and illustrator of a story and define the roles of each in telling the story.	**Minimal ability to**: **1st - 4th Nine Weeks** ● ask or answer questions about unknown words in a text ● recognize types of text. ● name the author or illustrator of a story or a text and define the roles of either.	**With prompting and support:** **1st- - 4th Nine Weeks** ● asks and answers some questions about unknown words in a text, though not all questions or answers may help clarify the meaning of unknown words. ● begins to recognize common types of texts. ● names the author or illustrator of a story or text and defines the role of either.	**Consistently:** **1st - 4th Nine Weeks** ● asks and answers questions (with prompting and support) that clarify the meaning of unknown words in a text. ● recognizes common types of texts. ● names the author and illustrator of a story or text (with prompting and support) and defines the role of each.	N/A

Integrates knowledge and ideas **ELASEKRL7** With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text). **ELASEKRL9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**Minimal ability to**: **1st - 4th Nine Weeks** ● describe any correct details about the relationships between the illustrations and the text (with prompting and support). ● compare and contrast the adventures and experiences of characters in familiar stories	**With prompting and support:** **1st- 4th Nine Weeks** ● describes some correct details about the relationships between the illustrations and the text. ● compares (but does not contrast) the adventures and experiences of characters in familiar stories.	**Consistently:** **1st - 4th Nine Weeks** ● describes many correct details about the relationships between the illustrations and the text (with prompting and support). ● compares and contrasts the adventures and experiences of characters in familiar stories (with prompting and support).	**Self-initiates & extends knowledge of the concept by:** ● describing the relationship between illustrations and the story (without prompting and support). ● comparing and contrasting the adventures and experiences of characters in familiar stories (without prompting and support).
Domain: READING INFORMATIONAL **ELAGSEKRI10** Actively engage in group reading of informational text with purpose and understanding.				
Identifies key ideas and details **ELAGSEKRI1:** With prompting and support, ask and answer questions about key details in a text. **ELAGSEKRI2** With prompting and support, identify the main topic (main idea), and retell key details of a text (supporting details). **ELAGSEKRI3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Minimal ability to**: **1st - 4th Nine Weeks** ask or answer questions about key details in a text, identify the main topic, or retell details of a text.	**With prompting and support:** **1st - 4th Nine Weeks** asks and answers questions about key details in a text, and identifies the main topic, OR retells details of a text.	**Consistently:** **1st - 4th Nine Weeks** asks and answers questions (with prompting and support) about key details in a text, identifies the main topic, retells key details of a text, and describes the connections between two individuals, events, ideas, or pieces of information in a text.	**Self-initiates & extends knowledge of the concept by:** ● asking and answering questions about key details in a text (without prompting and support). ● identify the main topic (main idea), and retell key details of a text (without prompting and support). ● describe the connection between two individuals, events, ideas, or pieces of information in a text (without prompting and support).

Recognizes author's craft and text structure **ELAGSEKRI4** With prompting and support, ask and answer questions about unknown words in a text. **ELAGSEKRI5** Identify the front cover, back cover, and title page of a book. **ELAGSEKRI6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**Minimal ability to**: **1st- 4th Nine Weeks** ● ask or answer questions about unknown words in a text ● identify the front cover, back cover, or title page of a book. ● name the author or illustrator of a story or a text and define the roles of either.	**With prompting and support:** **1st - 4th Nine Weeks** ● asks and answers some questions about unknown words in a text, though not all questions or answers may help clarify the meaning of unknown words. ● identifies the front cover, back cover, OR title page of a book. ● names the author or illustrator of a story or text and defines the role of either.	**Consistently:** **1st - 4th Nine Weeks** ● asks and answers questions (with prompting and support) that clarify the meaning of unknown words in a text. ● identifies the front cover, back cover, and title page of a book. ● names the author and illustrator of a story or text (with prompting and support) and defines the role of each.	**N/A**
Integrates knowledge and ideas **ELAGSEKRI7** With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text). **ELAGSEKRI8** With prompting and support, identify the reasons an author gives to support points in a text. **ELAGSEKRI9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Minimal ability to**: **1st - 4th Nine Weeks** ● describe any correct details about the relationships between the illustrations and the text (With prompting and support). ● identify reasons an author gives to support points in a text. ● identify basic similarities and differences between two texts on the same topic.	**With prompting and support:** **1st - 4th Nine Weeks** ● describes some correct details about the relationships between the illustrations and the text. ● identifies one reason an author gives to support points in a text. ● identifies at least one similarity or difference between two texts on the same topic.	**Consistently:** **1st - 4th Nine Weeks** ● describes many correct details about the relationships between the illustrations and the text (with prompting and support) ● identifies the reasons an author gives to support points in a text. ● identifies basic similarities AND differences between two texts on the same topic (with prompting and support).	**Self-initiates & extends knowledge of the concept by:** ● describing the relationship between illustrations and the text (without support). ● identifying the reasons an author gives to support points in a text (without support). ● identifying basic similarities in and differences between two texts on the same topic (without support).

Domain: WRITING *(*Note on report card which genre was assessed for the grading period being reported)*				
Draws, dictates, or writes with purpose: narrative, informational, opinion **ELAGSEKW1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is…) **ELAGSEKW2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **ELAGSEKW3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**Minimal ability to**: **1st - 4th Nine Weeks** use drawing, dictating, or writing to compose opinion pieces, informative/explanatory texts, and/or narrate a single event.	**With prompting and support:** **1st - 4th Nine Weeks** uses drawing, dictating, or writing to compose opinion pieces, informative/explanatory texts, and/or narrate a single event.	**Consistently & independently:** **1st - 4th Nine Weeks** uses drawing, dictating, AND writing to compose opinion pieces, informative/explanatory texts, and/or narrate a single event.	**N/A**

Produces and publishes writing **ELAGSEKW5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **ELAGSEKW6** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.	**Minimal ability to**: **1st - 4th Nine Weeks** ● respond to questions or suggestions from peers (With guidance and support). ● use a variety of tools to produce and publish writing (With guidance and support).	**With prompting and support:** **1st - 4th Nine Weeks** ● responds to some questions from peers. ● begins to use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.	**Consistently:** **1st - 4th Nine Weeks** ● responds to questions and suggestions from peers and adds details to strengthen writing as needed (with guidance and support). ● successfully uses a variety of tools to produce AND publish writing, including digital tools in collaboration with peers(with guidance and support).	**Self-initiates & extends knowledge of the concept by:** **1st - 4th Nine Weeks** ● independently responding to questions and suggestions from peers and adds details to strengthen writing as needed. ● fluently uses a variety of tools to produce and publish writing, including digital tools in collaboration with peers without guidance or support from adults.
Conducts research to build and present knowledge **ELAGSEKW7** With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **ELAGSEKW8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer question.	**Minimal ability to**: **1st - 4th Nine Weeks** participate in shared research and writing projects and does not recall or gather information from provided sources to answer a question (With guidance and support).	**With prompting and support:** **1st - 4th Nine Weeks** begins to participate in shared research and writing projects and recalls or gathers some relevant information from provided sources to answer a question.	**Consistently & independently:** **1st - 4th Nine Weeks** participates in shared research and writing projects and consistently recalls information from experiences and/or gathers information from provided sources to answer a question (with guidance and support from adults).	N/A

Domain: LANGUAGE *(Report Card comments should note specifically addressed standard elements for each nine week period.)*				
Demonstrates command of grade appropriate conventions of standard English- L1-2 **ELAGSEKL1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **ELAGSEKL1a** Print many upper and lower case letters. **ELAGSEKL1c/b** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes) when speaking. **ELAGSEKL1d** Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) **ELAGSEKL1e** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **ELAGSEKL1f** Produce and expand complete sentences in shared language activities. **ELAGSEKL2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **ELAGSEKL2a** Capitalize the first word in a sentence and the pronoun I. **ELAGSEKL2b** Recognize and name end punctuation. **ELAGSEKL2c** Write a letter or letters for most consonant and short-vowel sounds (phonemes). **ELAGSEKL2d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**Minimal ability to**: **1st - 4th Nine Weeks** ● print 10 or less upper or lowercase letters. ● use frequently occurring nouns and verbs or form regular plural nouns orally by adding /s/ or /es/ when speaking. ● use question words (interrogatives). ● correctly use the most frequently occurring prepositions. ● produce and expand complete sentences in shared language activities. ● capitalize the first word in a sentence or the pronoun I, or recognize and name end punctuation. ● write letter(s) for consonant and short-vowel sounds (phonemes) or attempt to spell words phonetically.	**With prompting and support:** **1st - 4th Nine Weeks** ● prints 11-35 upper and lowercase letters, but they are limited to letters in the student's name. ● uses frequently occurring nouns and verbs but does not form regular plural nouns orally by adding /s/ or /es/ when speaking. ● begins to use question words (interrogatives). ● begins to correctly use some frequently occurring prepositions. ● begins to produce complete sentences in shared language activities but may not yet expand on complete sentences. ● begins to capitalize the first word in a sentence and the pronoun I, and recognize and name end punctuation. ● writes letter(s) for some consonant and short-vowel sounds (phonemes) and attempts to spell some simple words phonetically.	**Consistently & independently:** **1st - 4th Nine Weeks** ● prints 36-51 upper and lowercase letters. ● correctly uses frequently occurring nouns and verbs, and forms regular plural nouns orally by adding /s/ or /es/ when speaking or writing. ● correctly uses question words (interrogatives). ● correctly uses the most frequently occurring prepositions. ● produces and expands complete sentences in shared language activities. ● capitalizes the first word in a sentence and the pronoun I, and recognizes and names end punctuation. ● writes letter(s) for most consonant and short-vowel sounds (phonemes) and spells simple words phonetically.	**Self-initiates & extends knowledge of the concept by::** **1st - 4th Nine Weeks** ● consistently prints all 52 upper and lowercase letters. ● uses conventional spelling for simple words.

Acquires and uses grade level vocabulary- L4-6	Minimal ability to:	With prompting and support:	Consistently & independently:	N/A
ELAGSEKL4: With guidance and support, determine or clarify the meaning of unknown and multiple meaning words and phrases based on Kindergarten reading and content. **ELAGSEKL4a** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck). **ELAGSEKL4b** Use the most frequently occurring inflections and affixes (e.g., -ed,-s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **ELAGSEKL5:** With guidance and support from adults, explore word relationships, and nuances in word meanings **ELAGSEKL5a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **ELAGSEKL5b** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **ELAGSEKL5c** Identify real-life connections between words and their use (e.g., note places at school that are colorful). **ELAGSEKL5d** Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meaning. **ELAGSEKL6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**1st - 4th Nine Weeks** ● identify new meanings for familiar words or use acquired phrases. ● understand the meaning of the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less), but does not use these to decipher the meaning of unknown words (with support). ● sort some common objects into categories (e.g., shapes, foods). ● relate frequently occurring verbs and adjectives to their opposites (antonyms) (Given guidance and support). ● identify real-life connections between words and their use (e.g., note places at school that are colorful). ● distinguish or act out shades of meaning among verbs describing the same general action. ● use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**1st - 4th Nine Weeks** ● Identifies new meanings for some familiar words OR begins to use acquired words and phrases. ● attempts to use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word, but does not consistently decipher the meaning of unknown words. ● sorts some common objects into categories (e.g., shapes, foods), but does not places all objects in the proper categories. ● relates some frequently occurring verbs and adjectives to their opposites (antonyms). ● identifies real-life connections between some words and their use (e.g., note places at school that are colorful) but not consistently. ● is able to distinguish or act out shades of meaning among some verbs describing the same general action. ● begins to use acquired words and phrases.	**1st - 4th Nine Weeks** ● identifies new meanings for familiar words, applies them accurately (e.g., knowing duck as a bird and learning the verb to duck), AND uses acquired words and phrases ● consistently uses the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) successfully to understand the meaning of an unknown word (with support). ● sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ● demonstrates an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ● identifies real-life connections between words and their use (e.g., note places at school that are colorful). ● is able to distinguish and act out shades of meaning among verbs describing the same general action. ● uses words and phrases acquired through conversations, reading and being read to, and responding to texts.	

Domain: Speaking and Listening				
Engages in collaborative conversations to clarify and inquire **ELAGSEKSL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and text with peers and adults in small and larger groups. **ELAGSEKSL1a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion. **ELAGSEKSL1b** Continue a conversation through multiples exchanges **ELAGSEKSL2** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. **ELAGSEKSL3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**Minimal ability to**: **1st - 4th 9 Weeks** ● follow agreed-upon rules for discussions or continue a conversation through multiple exchanges. ● ask or answer questions to confirm understanding of information or to seek help.	**With prompting and support:** **1st - 4th 9 Weeks** ● begins to follow agreed-upon rules for discussions and begins to continue a conversation through multiple exchanges. ● begins to ask or answer questions to confirm understanding of information or to seek help.	**Consistently & independently:** **1st - 4th 9 Weeks** ● follows agreed-upon rules for discussions AND consistently continues a conversation through multiple exchanges. ● confirms understanding of orally-presented information by asking and answering questions to clarify something that is not understood or to seek help.	**N/A**

Presents knowledge and ideas **ELAGSEKSL4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **ELAGSEKSL5** Add drawings or other visual displays to descriptions as desired to provide additional data. **ELAGSEKSL6** Speak audibly and express thoughts, feelings, and ideas clearly.	**Minimal ability to**: **1st -4th Nine Weeks** ● describe familiar people, places, things, and events. ● add drawings or other visual displays to provide additional detail. ● speak audibly and does not express thoughts, feelings, and ideas clearly.	**With prompting and support:** **1st -4th Nine Weeks** ● describes familiar people, places, things, and events but does not provide additional detail upon prompting. ● begins to add drawings or other visual displays to provide additional detail. ● begins to speak audibly and begins to express thoughts, feelings, and ideas clearly.	**Consistently & independently:** **1st -4th Nine Weeks** ● describes familiar people, places, things, and events, and provides additional detail. ● adds drawings or other visual displays to provide additional detail. ● speaks audibly and expresses thoughts, feelings, and ideas clearly.	**N/A**

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: COUNTING AND CARDINALITY				
Knows number names and the count sequence **MGSEK.CC.1** Count to 100 by ones and by tens. **MGSEK.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1) **MGSEK.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)	**Minimal ability to**: **1st - 4th Nine Weeks** - count to 50 by ones or tens or attempt to count to 100, skipping numbers along the way. - count forward beginning from a given number less than 10 - write numbers 0 to 9 and count a group of objects and write the number to represent the group from 0-9.	**With prompting and support:** **1st -4th Nine Weeks** - counts to 50 by ones and by tens or counts to 100 by tens. - counts forward from a given number less than 10. - writes numerals in sequence from 0 to 10 or represents a number of objects with a written numeral between 0 and 10.	**Consistently & independently:** **1st - 4th Nine Weeks** - counts to 100 by ones and by tens. - counts forward beginning from a given number within the known sequence (for numbers 1-100). - writes numbers in sequence from 0 to 20 and correctly represents a number of objects with a written numeral between 0 and 20.	**Self-initiates & extends knowledge of the concept by:** **1st - 4th Nine Weeks** - counting beyond 100 by ones. - counting beyond 100 by tens. - Counting beyond 100 from a given number. - writing numerals in sequence from 0 to 20 and correctly representing a number of objects with a written numeral between 0 and 20.

Counts to tell the number of objects.	**Minimal ability to:** 1st - 4th Nine Weeks	**With prompting and support:** 1st - 4th Nine Weeks	**Consistently & independently:** 1st- 4th Nine Weeks	**Self-initiates & extends knowledge of the concept by:** 1st - 4th Nine Weeks
MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality a. When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object b. Understand that the last number named tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **MGSE.CC.5** a. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration b. Given a number from 1–20, count out that many objects c. Identifies and is able to count pennies within 20 (Uses pennies as manipulatives in multiple mathematical context).	● count 20 objects with 1:1 correspondence. ● count from 0-20 and does not demonstrate the understanding that the last number named is the number of objects counted. ● name a quantity, 0-20 that is one larger than a given value. ● count to answer "how many?" questions with 10 objects or fewer arranged in a line and can count out a single-digit number of objects but does not correctly count objects given a number of 10 or more or when objects are arranged in more difficult ways (rectangular array, circle, or scattered). ● identify and count pennies.	● inconsistently counts 20 objects with 1:1 correspondence. ● counts 20 objects and begins to recognize that the last number named is the number of objects counted. ● inconsistently names a quantity, 0-20, that is one larger than a given value. ● counts to answer "how many?" questions with at least 10 objects when the objects are arranged in a variety of ways and can count out at least that many objects (10). ● identifies and counts 10 pennies.	● counts 20 objects with 1:1 correspondence. ● after counting a group of 20 objects, the student recognizes the last number said is the same number as objects counted, regardless of arrangement. ● names a quantity 0-20 that is one larger than a given value. ● counts to answer "how many?" questions about 20 objects arranged in a variety of symmetrical patterns or up to 10 objects in a scattered configuration AND if given a number from 1-20, can count out that many objects ● identifies and counts 20 pennies.	● consistently counting beyond 20 objects with 1:1 correspondence. ● consistently counting beyond 20 objects and demonstrating understanding that the last number named is the number of objects counted. ● naming a quantity (0 – 20) that is one larger and one smaller than a given value. ● correctly counting to answer "how many?" questions about at least 20 objects arranged in a variety of ways (including scattered) AND if given a number more than 20, can count out that many objects.

Compare Numbers	Minimal ability to:	With prompting and support:	Consistently & independently:	Self-initiates & extends knowledge of the concept by:
MGSE.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **MGSE.CC.7** Compare two numbers between 1 and 10 presented as written numeral.s	**1st Nine Weeks** * **2nd - 4th Nine Weeks** ● compare 2 groups of objects up to 5 and determines which group has more, which group has less, or if the two groups are equal. ● compare two written numerals between 1-5.	**1st Nine Weeks** * **2nd - 4th Nine Weeks** ● compares 2 groups up to 10 and determines which group has more, which group has less, or if the two groups are equal. ● compares two written numerals between 1 and 5 and determines which number is greater than, which number is less than, or if the two groups are equal.	**1st Nine Weeks** * **2nd - 4th Nine Weeks** ● compares 2 groups of objects up to 10 and determines which group has more, which group has less, or if the two groups are equal. ● compares two written numerals between 1 and 10 and determines which number is greater than, which number is less than, or if the two groups are equal.	**2nd- 4th Nine weeks** ● consistently comparing 2 groups of objects to 20 and determining which group has more, which group has less, or if the two groups are equal. ● comparing two written numerals between 1 and 20 and determining which number is greater than which number is less than, or if the two groups are equal.

Domain: OPERATIONS AND ALGEBRAIC THINKING

Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from	Minimal ability to: 1st - 2nd Nine Weeks *	With prompting and support: 1st - 2nd Nine Weeks *	Consistently & independently: 1st - 2nd Nine Weeks *	Self-initiates & extends knowledge of the concept by: 3rd- 4th Nine weeks
MGSEK.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **MGSEK.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **MGSEK.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). (drawing need not include an equation). **MGSEK.OA.4** For any number from 1 to 9, finds the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **MGSEK.OA.5** Fluently add and subtract within 5.	**3rd- 4th Nine weeks** • represent addition OR subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (1+3) or equations (1 +3=4). • solve addition or subtraction word problems, and add or subtract by using object or drawings to represent the problem. • decompose numbers to 10. • find the number needed to make ten (for all numbers from 1-9) or cannot record using a drawing or equation. • add and subtract within 5	**3rd- 4th Nine weeks** • represents addition OR subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • solves addition OR subtraction word problems, and add or subtract by using object or drawings to represent the problem. • decomposes numbers to 5 into pairs in more than one way (2 + 3=5, 1 +3=4) by using objects or drawings and record each decomposition by a drawing or equation. • sometimes finds the number needed to make ten (for any numbers from 1-9) and begins to record the answer with a drawing or equation. • begins to add and subtract within 5.	**3rd- 4th Nine weeks** • represents addition AND subtraction up to 10 with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions (7+3), or equations (7+3=10). • solves addition AND subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem. • decomposes numbers to 10 into pairs in more than one way (7+3=10, 4+6=10) by using objects or drawings and record each decomposition by a drawing or equation. • for any numbers from 1-9, finds the number needed to make ten and records the answer with a drawing or equation. • fluently adds and subtracts all facts with sums or differences less than or equal to 5. (0+0, 0+1, 0+2, 0+3, 0+4, 0+5, 1+0, 2+0, 3+0, 4+0, 5+0, 1+1, 1+2, 1+3, 1+4, 2+1, 3+1, 4+1) (5-0, 4-4, 4-3, 4-2, 4-1, 4-0, 3-3, 3-2, 3-1, 3-0, 2-2, 2-1, 2-0, 1-1, 1-0, 0-0)	• consistently representing addition and subtraction beyond 10 with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions (9+2), or equations (9 + 2=11). • consistently solving addition and subtraction word problems, and adding and subtracting beyond 10 by using objects or drawing to represent the problem. • decomposing numbers beyond 10 into pairs in more than one way (11+ 3=14, 13 +1=14), by using objects or drawings and recording each decomposition by a drawing or equation. • fluently finding the numbers from 1-9, finding the number needed to make ten.(without using a visual or manipulative). • for all numbers from 1-9, students recording the answer needed to make ten with an equation. • fluently adding and subtracting all facts within 10 (GKIDS).

Domain: NUMBER AND OPERATIONS IN BASE TEN				
Composes and decomposes numbers from 11 to 19 into ten ones and some further ones **MGSEK.NBT.1** Composes and decomposes numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**Minimal ability to:** **1st - 2nd Nine Weeks** * **3rd - 4th Nine Weeks** use objects or drawings to compose and decompose numbers 11-19, or cannot record if decomposing with objects.	**With prompting and support:** **1st - 2nd Nine Weeks** * **3rd - 4th Nine Weeks** begins to compose and decompose numbers from 11 to 19 using objects or drawings, and begins to record each composition or decomposition by a drawing or equation.	**Consistently & independently:** **1st - 2nd Nine Weeks** * **3rd - 4th Nine Weeks** uses objects or drawings to compose and decompose numbers 11-19 and records each composition or decomposition with a drawing or equation.	**Self-initiates & extends knowledge of the concept by:** **3rd- 4th Nine weeks** using objects or drawings to compose and decompose numbers 11-29 and recording each composition or decomposition with a drawing or equation.

Domain: GEOMETRY				
MGSEK.G.1 Describe objects in the environment using names of shapes, and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next t.o **MGSEK.G.2** Correctly name shapes regardless of their orientations or overall size. **MGSEK.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**Minimal ability to**: **1st Nine Weeks** * **2nd - 4th Nine Weeks** ● describe objects using the names of two-dimensional shapes and begins to describe their position. ● name two-dimensional shapes and three-dimensional shapes. ● correctly identify shapes as being two-dimensional or three-dimensional(flat or solid).	**With prompting and support**: **1st Nine Weeks** * **2nd- 4th Nine Weeks** ● describes some objects using the names of two-dimensional shapes and describes their position. ● begins to correctly name circle, square, triangle, hexagon,rectangle, cube, cylinder, sphere, and cone regardless of orientation or size. ● begins to correctly identify shapes as being two-dimensional or three-dimensional (flat or solid).	**Consistently & independently:** **1st Nine Weeks** * **2nd- 4th Nine Weeks** ● describes objects using the names of two-dimensional shapes and describes their position. ● names circle, square, triangle, hexagon,rectangle, cube, cylinder, sphere, and cone correctly regardless of orientation or size. ● identifies circle, square, triangle, hexagon, rectangle, cube, cylinder, sphere, and cone correctly as being two-dimensional or three-dimensional(flat or solid).	N/A

Analyzes, compares, creates, and composes shapes	Minimal ability to: 1st Nine Weeks *	With prompting and support: 1st Nine Weeks *	Consistently & independently: 1st Nine Weeks *	Self-initiates & extends knowledge of the concept by: 2nd- 4th Nine weeks
MGSEK.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **MGSEK.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **MGSEK.G.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	**2nd - 4th Nine Weeks** ● analyze and compare two-dimensional and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and differences, parts (sides/vertices-corners) and other attributes (equal sides). ● model two-dimensional or three-dimensional shapes in the world by building shapes from components or drawing shapes. ● composes simple shapes to form larger shapes and may or may not be able to name it.	**2nd - 4th Nine Weeks** ● analyzes and compares 2-3 two-dimensional shapes and 2 three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and differences, parts (sides/vertices-corners) and other attributes (equal sides). ● begins to model two-dimensional and three-dimensional shapes in the world by building shapes from components (sticks and clay balls) or drawing shapes. ● composes simple shapes to form larger shapes and may or may not be able to name it.	**2nd - 4th Nine Weeks** ● analyzes and compares 4 two-dimensional and 3 three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and differences, parts (sides/vertices-corners) and other attributes (equal sides). ● models two-dimensional and three-dimensional shapes in the world by building shapes from components (sticks and clay balls) or drawing shapes. ● composes simple shapes to form larger shapes and names the new shape. (2 squares combined make a rectangle, 2 triangles combined together make a rhombus).	● analyzing and comparing all two-dimensional and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and differences, parts (sides/vertices-corners) and other attributes (equal sides). ● modeling all two-dimensional and three dimensional shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes. ● using more than 2 simple shapes to build more complex shapes. ● using more than 2 simple shapes to build more complex shapes.

Domain: MEASUREMENT AND DATA				
Describes and compares measurable attributes **MGSEK.MD.1** Describe several measurable attributes of objects, such as length or weight. For Example, a student may describe a shoe as, "This shoe is heavy! It is also really long!" **MGSEK.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	**Minimal ability**: **1st Nine Weeks** * **2nd - 4th Nine weeks** ● describe an object using a measurable attribute.	**With prompting and support**: **1st Nine Weeks** * **2nd -4th Nine weeks** ● describes an object using one or more measurable attributes, but cannot compare its measurable attributes to another object.	**Consistently & independently:** **1st Nine Weeks** * **2nd - 4th Nine weeks** ● uses 3 or more measurable attributes (length, weight, capacity, height) to describe an object AND ● compares 2 objects using a measurable attributes. (length, weight, capacity, height)	**Self-initiates & extends knowledge of the concept by:** **1st Nine Weeks** * **2nd - 4th Nine weeks** ● comparing 3 or more objects using measurable attributes and arranges them in order from tallest to shortest, lightest to heaviest, least to greatest capacity, or longest to shortest and describe their thinking.
Classifies objects into given categories; counts numbers of objects in each **MGSEK.MD.3** Classify objects into given categories; counts the numbers of objects in each category and sorts the categories by count.	**Minimal ability**: **1st - 4th Nine Weeks** classify objects into categories of ten or less, count the number of objects in each category, or sort the category by count. (e.g., category with most objects to category with least objects)	**With prompting and support**: **1st - 4th Nine Weeks** classifies objects into categories of ten or less, counts the number of objects in each category, but cannot sort the category by count. (e.g., category with most objects to category with least objects)	**Consistently & independently:** **1st - 4th Nine Weeks** classifies objects into categories of ten or less, counts the number of objects in each category, and sorts the categories by count. (e.g., category with most objects to category with least objects-there are more green cubes than blue cubes)	**Self-initiates & extends knowledge of the concept by:** **1st- 4th Nine weeks** classifying objects into categories of ten or less, counting the number of objects in each category, and sorting the categories by counting. (e.g., category with most objects to category with least objects) and makes additional correct observations (e.g. how many more green than blue)

Science				
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: Earth Science **SKE1 - Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.**				
SKE1a. Ask questions to classify objects in the sky.	**Minimal ability to**: ask questions to classify objects according to those seen in the day sky, the night sky, and both.	**With prompting and support:** asks questions as a strategy to classify objects according to those seen in the day sky, the night sky, and both. *(i.e. does not differentiate object based on time)*	**Consistently & independently:** asks questions as a strategy to classify objects according to those seen in the day sky, the night sky, and both.	**Self-initiates & extends knowledge of the concept.**
SKE1b. Develop a model to communicate the changes in the sky.	**Minimal ability to:** create a model or explain the reasons why the sky changes.	**With prompting and support:** explains the reasons why the sky changes during the day and can draw a picture of the sky during 2 of the 4 periods *(sunrise, day, sunset, and night).*	**Consistently & independently:** explains the reasons why the sky changes during the day and can create a model or draw a picture of the sky during all four periods *(sunrise, day, sunset, and night)* in chronological order.	**Self-initiates & extends knowledge of the concept.**
SKE2. Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air).				
SKE2a. Ask questions to identify and describe earth materials.	**Minimal ability to:** ask questions to identify and describe earth materials - such as; soil, rocks, water, and air.	**With prompting and support:** uses questions to identify and describe earth materials - such as; soil, rocks, water, and air.	**Consistently & independently:** uses questions to identify and describe earth materials - such as; soil, rocks, water, and air.	**Self-initiates & extends knowledge of the concept.**

SKE2b. Construct an argument supported by evidence for attributes of rocks.	**Minimal ability to:** create an argument for how rocks can be sorted. (e.g., using only one attribute, such as; weight, texture, color, or size.)	**With prompting and support:** uses multiple physical attributes of rocks such as weight, texture, color, and size to create arguments for 3-4 different rock groupings.	**Consistently & independently:** uses multiple physical attributes of rocks such as weight, texture, color, and size to create arguments for 3-4 different rock groupings.	**Self-initiates & extends knowledge of the concept.**
SKE2c. Use tools to observe and record physical attributes of soil.	**Minimal ability to:** use tools *(e.g., 5 senses, hand lenses, etc.)* to observe and record physical attributes of soil; such as, texture and color.	**With prompting and support:** uses tools *(e.g., 5 senses, hand lenses, etc.)* to observe and record physical attributes of soil; such as, texture and color.	**Consistently & independently:** uses tools *(e.g., 5 senses, hand lenses, etc.)* to observe and record physical attributes of soil; such as, texture and color.	**Self-initiates & extends knowledge of the concept.**

Domain: Life Science
SKL1. Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.

SKL1a. Construct an explanation based on observations to recognize the differences between organisms and non-living objects.	**Minimal ability to:** recognize the difference between living organisms and non-living materials. *(May think that all moving things are living.)*	**With prompting and support:** recognizes the difference between living organisms and nonliving materials. *(Differentiate between some living organisms and non-living materials but not others.)*	**Consistently & independently:** recognizes the difference between living organisms and nonliving material and explains how he/she knows something is living or nonliving.	**Self-initiates & extends knowledge of the concept.**
SKL1b. Develop a model to represent how a set of organisms and nonliving objects are sorted into groups.	**Minimal ability to:** create a model for sorting according to more than two observable features. *(Creates a model for sorting according to one observable feature; e.g., size.)*	**With prompting and support:** creates a model for sorting according to more than two observable features.	**Consistently & independently:** creates a model for sorting according to more than two observable features.	**Self-initiates & extends knowledge of the concept.**

SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.				
SKL2a. Construct an argument supported by evidence for how animals can be grouped.	**Minimal ability to:** explain two or more arguments for how animals can be grouped according to their features.	**With prompting and support:** explains two or more arguments for how animals can be grouped according to their features.	**Consistently & independently:** explains two or more arguments for how animals can be grouped according to their features.	**Self-initiates & extends knowledge of the concept.**
SKL2b. Construct an argument supported by evidence for how plants can be grouped.	**Minimal ability to:** explain two or more arguments for how plants can be grouped according to their features.	**With prompting and support:** explains two or more arguments for how plants can be grouped according to their features.	**Consistently & independently:** explains two or more arguments for how plants can be grouped according to their features.	**Self-initiates & extends knowledge of the concept.**
SKL2c. Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.	**Minimal ability to:** observe and ask questions about two or more similarities AND differences between a parent and a baby. *(Human or animal)* *(Observes similarities OR differences between a parent and baby but not both.)*	**With prompting and support:** observes and asks questions about two or more similarities AND differences between a parent and a baby. *(Human or animal)* *(Observes and asks questions about how a parent and a baby are the same OR how they are different.)*	**Consistently & independently:** observes and asks questions about two or more similarities AND differences between a parent and a baby. *(Human or animal)*	**Self-initiates & extends knowledge of the concept.**
Domain: Physical Science **SKP1. Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.**				
SKP1a. Ask questions to compare and sort objects made of different materials.	**Minimal ability to:** use questioning as a strategy to sort and compare objects made of different materials. *(e.g., clay, cloth, plastic, wood, paper, and metal.)*	**With prompting and support:** uses questioning as a strategy to sort and compare objects made of different materials. *(e.g., clay, cloth, plastic, wood, paper, and metal.)*	**Consistently & independently:** uses questioning as a strategy to sort and compare objects made of different materials. *(e.g., clay, cloth, plastic, wood, paper, and metal.*	**Self-initiates & extends knowledge of the concept.**

SKP1b. Use senses and science tools to classify common objects according to physical attributes.	**Minimal ability to**: use their senses and science tools to classify common objects *(such as buttons or swatches of cloth)* according to their physical attributes. *(e.g., color, size, shape, weight, and texture.)*	**With prompting and support:** uses their senses and science tools to classify common objects *(such as buttons or swatches of cloth)* according to their physical attributes. *(e.g., color, size, shape, weight, and texture.)*	**Consistently & independently:** uses their senses and science tools to classify common objects *(such as buttons or swatches of cloth)* according to their physical attributes. *(e.g., color, size, shape, weight, and texture.)*	**Self-initiates & extends knowledge of the concept.**
SKP1c. Plan and carry out an investigation to predict and observe whether objects will sink or float.	**Minimal ability to:** plan and carry out an investigation to predict and observe whether objects will sink or float based on their physical attributes. *(e.g., can sort objects based on their ability to sink or float.) (Identifies known items that sink or float. Does not plan and carry out an investigation.)*	**With prompting and support:** plans and carries out an investigation to predict and observe whether objects will sink or float based on their physical attributes. *(e.g., can sort objects based on their ability to sink or float.) (Participates but does not plan investigation.)*	**Consistently & independently:** plans and carries out an investigation to predict and observe whether objects will sink or float based on their physical attributes.	**Self-initiates & extends knowledge of the concept.**
SKP2. Obtain, evaluate, and communicate information to compare and describe different types of motion.				
SKP2a. Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion when a force is applied.	**Minimal ability to:** plan and carry out investigations to determine the relationship between an object's physical attributes and its motion (straight, circular, back and forth, fast and slow, and motionless) when force (toss, drop, push, and pull) is applied. *(Identify the motion of common objects but does not plan or carry out an investigation.)*	**With prompting and support:** plans and carries out investigations to determine the relationship between an object's physical attributes and its motion (straight, circular, back and forth, fast and slow, and motionless) when force (toss, drop, push, and pull) is applied. *(Participates but does not plan investigation AND sorts some objects according to their motion but incorrectly categorizes other objects.)*	**Consistently & independently:** plans and carries out investigations to determine the relationship between an object's physical attributes and its motion (straight, circular, back and forth, fast and slow, and motionless) when force (toss, drop, push, and pull) is applied.	**Self-initiates & extends knowledge of the concept.**

SKP2b. Construct an argument as to the best way to move an object.	**Minimal ability to**: demonstrate with support: constructs an argument as to the best way to move an object based on its physical attributes. *(Describes motion but does not connect them to their physical property.)*	**With prompting and support:** constructs an argument as to the best way to move an object based on its physical attributes. *(Describes motion but does not construct an argument.)*	**Consistently & independently:** constructs an argument as to the best way to move an object based on its physical attributes.	**Self-initiates & extends knowledge of the concept.**

Social Studies				
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.
GEOGRAPHIC UNDERSTANDINGS				
SSKG3 State the street address, city, state, and country in which the student lives.	**Minimal ability to:** state street address, city, state, and country. (0-1)	**With prompting and support**: states street address, city, state and country. (2-3)	**Consistently & independently:** states street address, city, and country. (all)	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences
CIVIC UNDERSTANDINGS				
SSKCG1 Demonstrate an understanding of good citizenship. a. Explain how rules are made and why. b. Explain why rules should be followed.	**Minimal ability to:** identify rules but does not explain how or why they are made.	**With prompting and support**: identifies rules and how they are made OR can explain why rules should be followed.	**Consistently & independently:** explains how and why rules are made and why rules should be followed.	**Self-initiates & extends knowledge of the concept by:** creating appropriate rules in response to a real-world need or scenario presented.

SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.	**Minimal ability to:** describe positive character traits (3 or fewer)	**With prompting and support**: describes positive character traits (between 4 & 6)	**Consistently & independently:** describes positive character traits (all 6)	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences
HISTORICAL UNDERSTANDINGS				
SSKH3 Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.) a. Now, long ago b. Before, after c. Today, tomorrow, yesterday d. First, last, next e. Day, week, month, year f. Past, present, future	**Minimal ability to:** use words and phrases related to chronology and time (fewer than 3).	**With prompting and support**: uses words related to chronology and time (between 4 & 6).	**Consistently & independently:** uses words and phrases related to chronology and time (all 6).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
LABOR DAY				
SSKH1 Identify the national holidays and describe the people and/or events celebrated.	**Minimal ability to:** identify and describe the people or events celebrated (1 detail).	**With prompting and support**: identifies and describes the people or events celebrated (2 details).	**Consistently & independently:** identifies and describes the people or events celebrated (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.

SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	**Minimal ability to:** describe the customs and celebrations (1 detail).	**With prompting and support**: describes the customs and celebrations (2 details).	**Consistently & independently:** describes the customs and celebrations (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
SSKE1 Describe the work that people do such as: police officer, firefighter, soldier, mail carrier, farmer, doctor, teacher.	**Minimal ability to:** identify the workers in the community (police officer, firefighter, soldier, mail carrier, farmer, doctor teacher) describe the work people do (fewer than 3).	**With prompting and support**: identifies the workers in the community (police officer, firefighter, soldier, mail carrier, farmer, doctor teacher) describes the work people do (between 3 & 7).	**Consistently & independently:** Identifies the workers in the community (police officer, firefighter, soldier, mail carrier, farmer, doctor, teacher) and describe the work people do (all 7).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
SSKE2 Explain that people earn income by working	**Minimal ability to:** explain that people earn income by working.	**With prompting and support**: explains that people earn income by working.	**Consistently & independently:** explains that people earn income by working.	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts, or subjects, and real world experiences.
COLUMBUS DAY				
SSKH1 Identify the national holidays and describe the people and/or events celebrated.	**Minimal ability to:** identify and describe the people or events celebrated (1 detail).	**With prompting and support**: identifies and describes the people or events celebrated (2 details).	**Consistently & independently:** identifies and describes the people or events celebrated (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.

SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	**Minimal ability to:** describe the customs and celebrations (1 detail).	**With prompting and support**: describes the customs and celebrations (2 details).	**Consistently & independently:** describes the customs and celebrations (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
SSKG2 Explain that a map is a drawing of a place and a globe is a model of Earth. a. Differentiate land and water features on simple maps and globes.	**Minimal ability to:** differentiate land and water features on simple maps and globes.	**With prompting and support**: differentiates land and water features on simple maps and globes.	**Consistently & independently:** identifies and differentiates land and water features on simple maps and globes.	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
SSKG2b. Explain that maps and globes show a view from above.	**Minimal ability to:** explain maps and globes show a view from above.	**With prompting and support**: explains maps and globes show a view from above.	**Consistently & independently:** explains maps and globes are views from above.	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
VETERAN'S DAY				
SSKH1 Identify the national holidays and describe the people and/or events celebrated.	**Minimal ability to:** identify and describe the people or events celebrated (1 detail).	**With prompting and support**: identifies and describes the people or events celebrated (2 details).	**Consistently & independently:** identifies and describes the people or events celebrated (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.

SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	**Minimal ability to:** describe the customs and celebrations (1 detail).	**With prompting and support**: describes the customs and celebrations (2 details).	**Consistently & independently:** describes the customs and celebrations (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
THANKSGIVING				
SSKH1 Identify the national holidays and describe the people and/or events celebrated.	**Minimal ability to:** identify and describe the people or events celebrated (1 detail).	**With prompting and support**: identifies and describes the people or events celebrated (2 details).	**Consistently & independently:** identifies and describes the people or events celebrated (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	**Minimal ability to:** describe the customs and celebrations (1 detail).	**With prompting and support**: describes the customs and celebrations (2 details).	**Consistently & independently:** customs and celebrations (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
CHRISTMAS				
SSKH1 Identify the national holidays and describe the people and/or events celebrated.	**Minimal ability to:** identify and describe the people or events celebrated (1 detail).	**With prompting and support**: identifies and describes the people or events celebrated (2 details).	**Consistently & independently:** identifies and describes the people or events celebrated (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.

SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	**Minimal ability to:** describe the customs and celebrations (1 detail).	**With prompting and support:** describes the customs and celebrations (2 details).	**Consistently & independently:** describes the customs and celebrations (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
NEW YEAR'S DAY				
SSKH1 Identify the national holidays and describe the people and/or events celebrated.	**Minimal ability to:** identify and describe the people or events celebrated (1 detail).	**With prompting and support:** identifies and describes the people or events celebrated (2 details).	**Consistently & independently:** identifies and describes the people or events celebrated (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	**Minimal ability to:** describe the customs and celebrations (1 detail).	**With prompting and support:** describes the customs and celebrations (2 details).	**Consistently & independently:** describes the customs and celebrations (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
MARTIN LUTHER KING, JR. DAY				
SSKH1 Identify the national holidays and describe the people and/or events celebrated.	**Minimal ability to:** identify and describe the people or events celebrated (1 detail).	**With prompting and support:** identifies and describes the people or events celebrated (2 details).	**Consistently & independently:** identifies and describes the people or events celebrated (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.

SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	**Minimal ability to:** describe the customs and celebrations (1 detail).	**With prompting and support:** describes the customs and celebrations (2 details).	**Consistently & independently:** describes the customs and celebrations (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
PRESIDENT'S DAY (WASHINGTON, LINCOLN, AND THE CURRENT PRESIDENT)				
SSKH1 Identify the national holidays and describe the people and/or events celebrated.	**Minimal ability to:** identify and describe the people or events celebrated (1 detail).	**With prompting and support:** identifies and describes the people or events celebrated (2 details).	**Consistently & independently:** identifies and describes the people or events celebrated (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
SSKH2 Identify a. The national and state flags (United States and Georgia flags) b. Pledge of Allegiance (identify as the national anthem) d. The bald eagle f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day) g. Washington Monument (identify image and associate with George Washington and Presidents Day) h. White House (identify image and associate with Presidents Day and the current president)	**Minimal ability to:** identify the American symbols (3 or fewer).	**With prompting and support:** identifies American symbols (between 4 & 8).	**Consistently & independently:** identifies American symbols (all 8).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.

SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	**Minimal ability to:** describe the customs and celebrations (1 detail).	**With prompting and support**: describes the customs and celebrations (2 details).	**Consistently & independently:** describes the customs and celebrations (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
MEMORIAL DAY AND INDEPENDENCE DAY - 4th Nine Weeks				
SSKH1 Identify the national holidays and describe the people and/or events celebrated.	**Minimal ability to:** identify and describe the people or events celebrated (1 detail).	**With prompting and support**: identifies and describes the people or events celebrated (2 details).	**Consistently & independently:** identifies and describes the people or events celebrated (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.	**Minimal ability to:** describe the customs and celebrations (1 detail).	**With prompting and support**: describes the customs and celebrations (2 details).	**Consistently & independently:** describes the customs and celebrations (3 or more details).	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences.
Domain: ECONOMIC UNDERSTANDINGS				
SSKE3 Explain how money is used to purchase goods and services. a. Distinguish goods from services.	**Minimal ability to:** explain how money is used for purchases and does not distinguish between goods and services.	**With prompting and support**: explains that money is used for purchases, but does not distinguish between goods and services.	**Consistently & independently:** explains how money is used for purchases and distinguishes goods from services with an explanation.	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences

SSKE3 b. Identify that U.S. coins and dollar bills (paper money) are used as currency.	**Minimal ability to:** identify U.S. coins and dollar bills as currency.	**With prompting and support:** Identifies U.S. coins and bills as currency.	**Consistently & independently:** identifies U.S. coins and dollar bills as currency.	**Self-initiates & extends knowledge of the concept by:** making connections between standards, student's life and experience, other texts or subjects, and real world experiences
SSKE4 Explain that people must make choices because they cannot have everything they want.	**Minimal ability to:** distinguish between wants and needs	**With prompting and support:** distinguishes between wants and needs but does not connect this to the concept of choice.	**Consistently & independently:** explains why people must make choices by telling a story or giving an example.	**Self-initiates & extends knowledge of the concept by:** explaining why people must make choices about what they want and can explain the consequences of choices made.

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, *America the Beautiful* and *My Country Tis of Thee*
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