

Reading	Still Working (SW)	Approaching Standards (AP)	Met Standards (MS)
<b>Beginning Reading Skills</b>			
<b>Identifies upper and lowercase letters</b>	<b>With direct guidance:</b> •Begins to identify upper and lowercase letters	<b>With minimal guidance:</b> •With increasing frequency and less support, identifies upper and lower case letters	<b>Consistently:</b> • Identifies upper and lower case letters
<b>Differentiates between letters, words &amp; sentences</b>	<b>With direct guidance:</b> •Begins to recognize the difference between a letter and a printed word	<b>With minimal guidance:</b> •With increasing frequency and less support, recognizes the difference between a letter and a printed word	<b>Consistently:</b> • Recognizes the difference between a letter and a printed word
<b>Recognizes that reading moves top to bottom/left to right</b>	<b>With direct guidance:</b> •Begins to demonstrate understanding of book directionality (front/back, page turning, word directionality)	<b>With minimal guidance:</b> •With increasing frequency and less support, demonstrates understanding of book directionality (front/back, page turning, word directionality)	<b>Consistently:</b> • Consistently demonstrates understanding of book directionality (front/back, page turning, word directionality)
<b>Phonological Awareness</b>			
<b>Blends word parts</b>	<b>With direct guidance:</b> •Begins to form a compound word by combining 2 words	<b>With minimal guidance:</b> •With increasing frequency and less support, forms words by combining onset and rime.	<b>Consistently:</b> • Blends word parts to form words.
<b>Blends sounds to make words</b>	<b>With direct guidance:</b> •Begins to use letter-sound relationships to orally decode words Ex: /c/ /a/ /t/ = cat	<b>With minimal guidance:</b> •With increasing frequency and less support, uses letter-sound relationships to orally decode words Ex: /c/ /a/ /t/ = cat	<b>Consistently:</b> • Uses letter-sound relationships to orally decode words Ex: /c/ /a/ /t/ = cat
<b>Orally manipulates sounds</b>	<b>With direct guidance:</b> •Begins to create new words by changing, adding or deleting letters	<b>With minimal guidance:</b> •With increasing frequency and less support, creates new words by changing, adding or deleting letters	<b>Consistently:</b> • Creates new words by changing, adding or deleting letters

<b>Identifies and produces rhymes</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to distinguish rhyming pairs of words from non-rhyming pairs when presented orally</li> <li>• Produces words that do not rhyme when asked to produce rhyming words</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, distinguishes rhyming pairs of words from non-rhyming pairs when presented orally</li> <li>• With increasing frequency and less support, selects rhyming words when given example (Do cat and dog rhyme?)</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Independently distinguishes rhyming pairs of words from non-rhyming pairs when presented orally</li> <li>• Identifies and produces rhyming words in response to an oral prompt</li> </ul>
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### Phonics

<b>Identifies letter sounds</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to use phonological knowledge to match sounds to letters</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, uses phonological knowledge to match sounds to letters</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Uses phonological knowledge to match sounds to letters</li> </ul>
<b>Recognizes sight words</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to read sight words</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, reads sight words</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Reads LISD expected number of sight words, as indicated on the report card</li> </ul>
<b>Reads simple words and text</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to use letter-sound relationships to decode words</li> <li>• Begins to decode words in isolation</li> <li>• Begins to use the relationships between letters and sounds to decode words</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, uses letter-sound relationships to decode words</li> <li>• With increasing frequency and less support, decodes words in isolation</li> <li>• With increasing frequency and less support, uses the relationships between letters and sounds to decode words</li> <li>• With increasing frequency and less support, uses knowledge of spelling patterns to decode words (ex: th, sh, ch, tr_)</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Uses letter-sound relationships to decode words</li> <li>• Decodes words in isolation</li> <li>• Uses the relationships between letters and sounds to decode words</li> <li>• Uses knowledge of spelling patterns to decode words (ex: th, sh, ch, tr)</li> </ul>

### Vocabulary

<b>Recognize that compound words are made of shorter words</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to recognize that compound words are made up of shorter words</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, recognizes that compound words are made up of shorter words</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Recognizes that compound words are made up of shorter words</li> </ul>
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<b>Identify and sort pictures into categories</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to identify and sort pictures of objects into conceptual categories (ex: colors, shapes, textures)</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, identifies and sorts pictures of objects into conceptual categories (ex: colors, shapes, textures)</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Identifies and sorts pictures of objects into conceptual categories (ex: colors, shapes, textures)</li> </ul>
<b>Comprehension</b>			
<b>Makes inferences and draws conclusions</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to make inferences based on covers, titles, illustrations, &amp; plots</li> <li>Begins to comprehend a variety of texts drawing on useful strategies as needed</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, makes inferences based on covers, titles, illustrations, &amp; plots</li> <li>With increasing frequency and less support, comprehends a variety of texts drawing on useful strategies as needed</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Makes inferences based on covers, titles, illustrations, &amp; plots</li> <li>Comprehends a variety of texts drawing on useful strategies as needed</li> </ul>
<b>Identifies story elements (setting, character)</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to identify elements of a story including setting(s), character(s), and key events</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, identifies elements of a story including setting(s), character(s), and key events</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Identifies elements of a story including setting(s), character(s), and key events</li> </ul>
<b>Retells main event from a story read aloud</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to retell a main event from a story read aloud</li> <li>Begins to retell important facts in nonfiction text</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, retells a main event from a story read aloud</li> <li>With increasing frequency and less support, retells important facts in nonfiction text</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Retells a main event from a story read aloud</li> <li>Retells important facts in nonfiction text</li> </ul>
<b>Uses titles and pictures to make predictions</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to predict what might happen in a story based on the cover, title, and illustrations</li> <li>Begins to use the titles and illustrations to make predictions about nonfiction text</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, predicts what might happen in a story based on the cover, title, and illustrations</li> <li>With increasing frequency and less support, uses titles and illustrations to make predictions about nonfiction text</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Predicts what might happen in a story based on the cover, title, and illustrations</li> <li>Uses titles and illustrations to make predictions about nonfiction text</li> </ul>

<b>Asks and responds to questions about text</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to ask and respond to questions about text</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, asks and responds to questions about text</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Asks and responds to questions about text</li> </ul>
<b>Writing</b>			
<b>Uses the writing process to compose text</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to use elements of the writing process (planning, drafting, revising, editing and publishing to compose text)</li> <li>Begins to plan a first draft by generating ideas for writing through class discussion</li> <li>Begins to develop drafts by sequencing the action or details in a story</li> <li>Begins to revise by adding details or sentences</li> <li>Begins to edit drafts by leaving spaces between letters or words</li> <li>Begins to share writing with others</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support:               <ol style="list-style-type: none"> <li>Uses elements of the writing process (planning, drafting, revising, editing and publishing to compose text)</li> <li>Plans a first draft by generating ideas for writing through class discussion</li> <li>Develops drafts by sequencing the action or details in a story</li> <li>Revises by adding details or sentences</li> <li>Edits drafts by leaving spaces between letters or words</li> <li>Shares writing with others</li> </ol> </li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Uses elements of the writing process (planning, drafting, revising, editing and publishing to compose text)</li> <li>Plans a first draft by generating ideas for writing through class discussion</li> <li>Develops drafts by sequencing the action or details in a story</li> <li>Revises by adding details or sentences</li> <li>Edits drafts by leaving spaces between letters or words</li> <li>Shares writing with others</li> </ul>
<b>Handwriting</b>	<b>•With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to write legibly</li> <li>Begins to form upper and lowercase letters legibly</li> </ul>	<b>•With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, writes legibly</li> <li>With increasing frequency and less support, forms upper and lowercase letters legibly</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Writes legibly</li> <li>Forms upper and lowercase letters legibly</li> </ul>
<b>Uses appropriate capitalization and punctuation</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to use appropriate capitalization and punctuation conventions in their composition</li> <li>Begins to use punctuation at the end of a sentence</li> <li>Begins to capitalize the first letter in a sentence</li> </ul>	<b>With minimal guidance</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, uses appropriate capitalization and punctuation conventions in their composition</li> <li>With increasing frequency and less support, uses punctuation at the end of a sentence</li> <li>With increasing frequency and less support, capitalizes the first letter in a sentence</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Uses appropriate capitalization and punctuation conventions in their composition</li> <li>Uses punctuation at the end of a sentence</li> <li>Capitalizes the first letter in a sentence</li> </ul>

Writes one's own name	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to copy one's own first name</li> <li>Begins to write first letter of one's own name</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, copies one's own name</li> <li>With increasing frequency and less support, writes some letters in one's own name</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Writes one's own name</li> </ul>
Uses letter-sound correspondence to spell CVC words (ex: "cut")	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, uses letter-sound correspondences to spell consonant-vowel-consonant (CVC) words</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Uses letter-sound correspondences to spell consonant-vowel-consonant (CVC) words</li> </ul>
<b>Math</b>	<b>Still Working (SW)</b>	<b>Approaching Standards (AP)</b>	<b>Met Standards (MS)</b>
<b>Problem Solving Skills/Concepts</b>			
Uses problem solving strategies in everyday mathematical situations	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to select a problem solving strategy</li> <li>Begins to use concrete and pictorial models and representations to solve problems</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency, and less support, uses drawings and manipulatives to begin to solve problems</li> <li>With increasing frequency, and less support, begins to explain problem solving strategy and solutions with limited language</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Identifies math in everyday situations</li> <li>Solves problems with guidance that include processes of understanding the problem, making a plan, carrying out the plan, evaluating for reasonableness</li> <li>Selects or develops an appropriate problem solving strategy (drawing a picture, look for pattern, systematic guess &amp; check, act out)</li> <li>Displays math concepts in problem solving connected to everyday life</li> </ul>

<p><b>Demonstrates thinking using objects, words, pictures, numbers and technology</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to use drawings and manipulatives in an appropriate way</li> <li>Begins to use concrete models, pictorial models and representations</li> <li>Begins to use math vocabulary and communicate ideas</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>With increasing frequency, and less support, uses drawings, and manipulatives in an appropriate way</li> <li>With increasing frequency and less support, uses concrete models, pictorial models, and representations</li> <li>With increasing frequency, and less support, makes progress with math vocabulary</li> <li>With increasing frequency and less support, makes progress toward using logical reasoning to justify thinking</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>Uses tools (real objects, manipulatives, technology)</li> <li>Communicates math ideas using objects, words, pictures, and numbers</li> <li>Uses logical reasoning</li> </ul>
<p><b>Numbers and Operations Skills/Concepts</b></p>			
<p><b>Counts forward and backward to 20 with and without objects</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to mimic counting while moving objects</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>With increasing frequency and less support, counts forward and backward with objects</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>Counts forward and backward with and without objects to 20</li> </ul>
<p><b>Recite numbers to 100 by 1's and 10's beginning with any given number</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to count by 1's to 20</li> <li>Begins to count orally with the class from 1 to 100</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>With increasing frequency and less support, counts by 1's and 10's to 100</li> <li>With increasing frequency and less support, counts by 1's to a number less than 100</li> <li>With increasing frequency and less support, counts by 1's or 10's to 100 from any given number</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>Counts by 1's to 100 independently</li> <li>Counts by 1's to 100 from any given number independently</li> <li>Counts backwards from any given number between 1 and 20 with and without objects</li> <li>Counts by 10's to 100 independently</li> </ul>

<p><b>Read, write and represent numbers 1-20</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to recognize and name fewer than 9 numbers</li> <li>Begins to demonstrate one to one correspondence</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>With increasing frequency, and less support, recognizes and uses 10-15 numbers in verbal or written form</li> <li>With increasing frequency and less support, demonstrates one-to-one correspondence</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>Reads, writes and creates sets to represent numbers from 1-20</li> <li>Forms a connection between counting with a set of objects and then number that describes a set of objects</li> </ul>
<p><b>Recognizes instantly the quantity of a small group of objects</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to recognize and identify the quantity of a group of objects no more than 10</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>With increasing frequency and less support, recognizes and identifies the quantity of a group of objects up to 10</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>Recognizes and identifies the quantity of a group of objects up to 10 instantly</li> </ul>
<p><b>Compose and decompose up to 10</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to use sets of 10 to decompose into 2 groups and recompose to 10</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>With increasing frequency and less support, uses sets of objects to decompose and recompose to original set</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>Composes and decomposes sets up to 10</li> </ul>
<p><b>Compare numbers up to 20</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to compare a set as more/less/equal to another set</li> <li>Begins to use one to one correspondence and language such as more than, same as, and two less than to describe sizes of sets</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>With increasing frequency and less support, compares a set as more/less/equal to another set</li> <li>With increasing frequency and less support, uses one to one correspondence and language such as more than, same as, and two less than to describe sizes of sets</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>Compares a set as more/less/equal to another set</li> <li>Uses one to one correspondence and language such as more than, same as, and two less than to describe sizes of sets</li> </ul>
<p><b>Generate a number that is 1 more or 1 less than another number up to 20</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to identify a number that is one more than or one less than another number using concrete or pictorial models</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>With increasing frequency and less support, identifies a number that is one more than or one less than another number up to 20 without concrete or pictorial models</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>Identifies a number that is one more than or one less than another number up to 20 without concrete or pictorial models</li> </ul>

<p><b>Demonstrates the strategies used to solve addition and subtraction problems</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>• Begins to model the action of joining to represent addition and the action of separating to represent subtraction using concrete objects up to 10</li> <li>• Begins to solve word problems using objects and drawings to find sums up to 10 and differences within 10, with support</li> <li>• Begins to communicate thinking</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, models the action of joining to represent addition and the action of separating to represent subtraction, using concrete objects up to 10</li> <li>• With increasing frequency and less support, solves word problems using objects and drawings to find sums up to 10 and differences within 10</li> <li>• With increasing frequency and less support, communicates a strategy used to solve problems involving adding and subtracting within 10 using spoken words, concrete or pictorial models, and number sentences.</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>• Models and creates addition and subtraction problems in real situations with concrete objects or drawings</li> <li>• Communicates the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences</li> </ul>
<p><b>Shapes</b></p>			
<p><b>Identifies 2D and 3D shapes</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>• Begins to recognize 2D shapes including circles, triangles, rectangles, and squares</li> <li>• Begins to identify 3D solids, including cylinders, cones, spheres, and cubes, in the real world.</li> <li>• Begins to use informal and formal geometric vocabulary including corner/vertex, side/edge, cylinder, cone, sphere, and cube</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>•With increasing frequency and less support, recognizes 2D shapes including circle, triangle, rectangle and square</li> <li>•With increasing frequency and less support, identifies 3D solids, including cylinders, cones, spheres, and cubes, in the real world.</li> <li>•With increasing frequency and less support, uses informal and formal geometric vocabulary including corner/vertex, side/edge, cylinder, cone, sphere, and cube</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>• Identifies 2D shapes including circle, triangle, rectangle and square</li> <li>• Identifies 3D solids, including cylinders, cones, spheres, and cubes, in the real world.</li> <li>• Uses informal and formal geometric vocabulary including corner/vertex, side/edge, cylinder, cone, sphere, and cube</li> </ul>
<p><b>Sorts 2 and 3 dimensional shapes</b></p>	<p><b>•With direct guidance</b></p> <ul style="list-style-type: none"> <li>•Begins to describe attributes of 2D and 3D shapes</li> </ul>	<p><b>•With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>•With increasing frequency and less support, makes progress towards recognizing and comparing attributes of 2D and 3D shapes</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>• Sorts 2D and 3D shapes by attributes</li> </ul>



<b>Creates 2 dimensional shapes</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to create a variety of 2 dimensional shapes (ex: circle, triangle, rectangle, square) using a variety of materials and drawings</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, creates a variety of 2 dimensional shapes (ex: circle, triangle, rectangle, square) using a variety of materials and drawings</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Creates a variety of 2 dimensional shapes (ex: circle, triangle, rectangle, square) using a variety of materials and drawings</li> </ul>
<b>Measurement</b>			
<b>Compares using length, weight, and capacity</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to directly compare two objects by length, weight, and capacity</li> <li>Begins to use math measurement language and comparative vocabulary (longer/shorter than, heavier/lighter than, holds more/less/the same)</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, directly compares two or more objects by length, weight, and capacity</li> <li>With increasing frequency and less support, uses math measurement language and comparative vocabulary (longer/shorter than, heavier/lighter than, holds more/less/the same)</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Directly compares two objects according to length (longer/shorter than, the same)</li> <li>Directly compares two containers according to capacity (holds more/less /same)</li> <li>Directly compares two objects according to weight (heavier/lighter/equal)</li> <li>Uses math measurement and comparative vocabulary</li> </ul>
<b>Money</b>			
<b>Identifies coins by name (pennies, nickels, dimes, quarters)</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to identify U.S. coins by name, including pennies, nickels, dimes, and quarters</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, identifies U.S. coins by name, including pennies, nickels, dimes, and quarters</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Identifies U.S. coins by name, including pennies, nickels, dimes, and quarters</li> </ul>
<b>Personal Financial Literacy</b>			
<b>Identify ways to earn income</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to identify ways to earn income</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, identifies ways to earn income</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Identifies ways to earn income</li> </ul>
<b>List simple skills for jobs</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to identify simple skills required for jobs.</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, identifies simple skills required for jobs</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Identifies simple skills required for jobs</li> </ul>
<b>Distinguish between wants and needs</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Begins to identify examples of wants and needs</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>With increasing frequency and less support, distinguishes between wants and needs.</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>Distinguishes between wants and needs</li> </ul>

<b>Data Analysis</b>			
<b>Sorts and classifies objects</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to sort and classify objects using 1 attribute (Ex: color, shape, size)</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, sorts and classifies objects using more than 1 attribute (Ex: color + shape, size + color)</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Sorts and classifies objects using 1 or more attributes</li> </ul>
<b>Uses data to create and draw conclusions from graphs</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to construct a graph of real objects</li> <li>• Begins to locate one piece of information from the graph</li> <li>• Begins to organize information</li> <li>• Begins to use math vocabulary</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, constructs a graph of real objects or pictures</li> <li>• With increasing frequency and less support, uses correct vocabulary when answering questions</li> <li>• With increasing frequency and less support, makes progress towards using information from a graph of real objects or pictures when answering questions</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Constructs graphs using real objects or pictures in order to answer questions</li> <li>• Uses information from a graph of real objects or pictures in order to answer questions</li> </ul>
<b>Science</b>	<b>Still Working (SW)</b>	<b>Approaching Standards (AP)</b>	<b>Met Standards (MS)</b>
<b>Demonstrates an understanding of scientific concepts such as systems, patterns, cycles, models, change and constancy</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to observe and record properties of objects; and observes, records and discusses how materials are changed by heating and cooling</li> <li>• Begins to explore light, heat and sound energy using the five senses; explores interactions between magnets and other materials; observes and describes the location of an object in relation to another; and observes and describes the ways that objects can move</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, observes and records properties of objects; and observes, records and discusses how materials are changed by heating and cooling</li> <li>• With increasing frequency, and less support explores light, heat and sound energy using the five senses; explores interactions between magnets and other materials; observes and describes the location of an object in relation to another; and observes and describes the ways that objects can move</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Observes and records properties of objects; and observes, records and discusses how materials are changed by heating and cooling</li> <li>• Explores light, heat and sound energy using the five senses; explores interactions between magnets and other materials; observes and describes the location of an object in relation to another; and observes and describes the ways that objects can move</li> </ul>

<p><b>Demonstrates an understanding of scientific concepts such as systems, patterns, cycles, models, change and constancy</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>• Begins to observe, describe, compare and sort rocks by size, shape, color and texture; observes and describes physical properties of natural sources of water; and gives examples of ways rocks, soil and water are useful.</li> <li>• Begins to observe and describe weather changes from day to day and over seasons; identifies natural events that have repeating patterns; and observes, describes and illustrates objects in the sky.</li> <li>• Begins to differentiate between living and nonliving things based upon whether they have basic needs and produce offspring; and examines evidence that living organisms have basic needs.</li> <li>• Begins to sort plants and animals into groups based on physical characteristics; identifies ways that young plants resemble the parent plant; and observes changes that are part of a simple life cycle of a plant.</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, observes, describes, compares and sorts rocks by size, shape, color and texture; observes and describes physical properties of natural sources of water; and gives examples of ways rocks, soil and water are useful.</li> <li>• With increasing frequency and less support, observes and describes weather changes from day to day and over seasons; identifies natural events that have repeating patterns; and observes, describes and illustrates objects in the sky.</li> <li>• With increasing frequency and less support, differentiates between living and nonliving things based upon whether they have basic needs and produce offspring; and examines evidence that living organisms have basic needs.</li> <li>• With increasing frequency and less support, sorts plants and animals into groups based on physical characteristics; identifies ways that young plants resemble the parent plant; and observes changes that are part of a simple life cycle of a plant.</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>• Observes, describes, compares and sorts rocks by size, shape, color and texture; observes and describes physical properties of natural sources of water; and gives examples of ways rocks, soil and water are useful.</li> <li>• Observes and describes weather changes from day to day and over seasons; identifies natural events that have repeating patterns; and observes, describes and illustrates objects in the sky.</li> <li>• Differentiates between living and nonliving things based upon whether they have basic needs and produce offspring; and examines evidence that living organisms have basic needs.</li> <li>• Sorts plants and animals into groups based on physical characteristics; identifies ways that young plants resemble the parent plant; and observes changes that are part of a simple life cycle of a plant.</li> </ul>
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<p><b>Engages appropriately in the scientific process through observations and investigations</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>• Begins to conduct investigations following safety procedures and uses environmentally responsible practices – identifies and demonstrates safe practices during classroom and outdoor investigations; discusses the importance of safe practices for self and others; and demonstrates how to use, conserve and dispose of natural resources and materials.</li> <li>• Begins to develop ability to ask questions and seek answers in investigations – asks questions about organisms, objects and events observed in the natural world; plans and conducts simple descriptive investigations; collects data and makes observations using simple equipment; records and organizes data using pictures, numbers and words; and communicates observations with others about simple investigations</li> <li>• Begins to demonstrate knowledge that information and critical thinking are used in scientific problem solving – identifies and explains a problem and solutions in his/her own words; makes predictions based on observable patterns in nature; and explores how scientists investigate different things in the natural world using investigative tools.</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>• With increasing frequency and less support, conducts investigations following safety procedures and uses environmentally responsible practices – identifies and demonstrates safe practices during classroom and outdoor investigations; discusses the importance of safe practices for self and others; and demonstrates how to use, conserve and dispose of natural resources and materials.</li> <li>• With increasing frequency and less support, develops ability to ask questions and seek answers in investigations – asks questions about organisms, objects and events observed in the natural world; plans and conducts simple descriptive investigations; collects data and makes observations using simple equipment; records and organizes data using pictures, numbers and words; and communicates observations with others about simple investigations</li> <li>• With increasing frequency and less support, demonstrates knowledge that information and critical thinking are used in scientific problem solving – identifies and explains a problem and solutions in his/her own words; makes predictions based on observable patterns in nature; and explores how scientists investigate different things in the natural world using investigative tools.</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>• Conducts investigations following safety procedures and uses environmentally responsible practices – identifies and demonstrates safe practices during classroom and outdoor investigations; discusses the importance of safe practices for self and others; and demonstrates how to use, conserve and dispose of natural resources and materials.</li> <li>• Develops ability to ask questions and seek answers in investigations – asks questions about organisms, objects and events observed in the natural world; plans and conducts simple descriptive investigations; collects data and makes observations using simple equipment; records and organizes data using pictures, numbers and words; and communicates observations with others about simple investigations</li> <li>• Demonstrates knowledge that information and critical thinking are used in scientific problem solving – identifies and explains a problem and solutions in his/her own words; makes predictions based on observable patterns in nature; and explores how scientists investigate different things in the natural world using investigative tools.</li> </ul>
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<p><b>Engages appropriately in the scientific process through observations and investigations</b></p>	<ul style="list-style-type: none"> <li>Begins to use age-appropriate tools and models to investigate the natural world – collects information and supports observations using appropriate tools and materials; uses senses as an observational tool to identify properties and patterns of organisms, objects and events in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>With increasing frequency and less support, uses age-appropriate tools and models to investigate the natural world – collects information and supports observations using appropriate tools and materials; uses senses as an observational tool to identify properties and patterns of organisms, objects and events in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Uses age-appropriate tools and models to investigate the natural world – collects information and supports observations using appropriate tools and materials; uses senses as an observational tool to identify properties and patterns of organisms, objects and events in the environment.</li> </ul>
<p><b>Social Studies</b></p>	<p><b>Still Working (SW)</b></p>	<p><b>Approaching Standards (AP)</b></p>	<p><b>Mastered Standards (MS)</b></p>
<p><b>Develops a foundation in the areas of history, geography, economics, government, citizenship, culture and society</b></p>	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to demonstrate ability to explain reason for patriotic holidays such as President's Day, Veteran's Day and Independence Day</li> <li>Begins to demonstrate ability to identify contributions of Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro</li> <li>Begins to identify contributions of good citizens who have shaped the community</li> <li>Begins to use vocabulary related to time and chronology including before, after, next, first, last, yesterday, today, tomorrow</li> <li>Begins to use terms of location such as over, under, near, far, left and right</li> <li>Begins to locate places on the school campus and describes their relative location</li> <li>Begins to identify the physical characteristics of place such as landforms, bodies of water, natural resources and weather</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>With increasing frequency and less support, demonstrates ability to explain reason for patriotic holidays such as President's Day, Veteran's Day and Independence Day</li> <li>With increasing frequency and less support, demonstrates ability to identify contributions of Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro</li> <li>With increasing frequency and less support, identifies contributions of good citizens who have shaped the community</li> <li>With increasing frequency and less support, uses vocabulary related to time and chronology including before, after, next, first, last, yesterday, today, tomorrow</li> <li>With increasing frequency and less support, uses terms of location such as over, under, near, far, left and right</li> </ul>	<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>Demonstrates ability to explain reason for patriotic holidays such as President's Day, Veteran's Day and Independence Day</li> <li>Demonstrates ability to identify contributions of Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro</li> <li>Identifies contributions of good citizens who have shaped the community</li> <li>Uses vocabulary related to time and chronology including before, after, next, first, last, yesterday, today, tomorrow</li> <li>Uses terms of location such as over, under, near, far, left and right</li> <li>Locates places on the school campus and describes their relative location</li> <li>Identifies the physical characteristics of place such as landforms, bodies of water, natural resources and weather</li> </ul>

<p><b>Develops a foundation in the areas of history, geography, economics, government, citizenship, culture and society</b></p>	<ul style="list-style-type: none"> <li>• Begins to identify how human characteristics of place such as ways of earning a living, shelter, clothing food and activities are based upon geographic location</li> <li>• Begins to identify basic human needs such as food, clothing and shelter</li> <li>• Begins to explain the difference between needs and wants</li> <li>• Begins to identify jobs in the home, school and community and explain why people have jobs</li> <li>• Begins to identify rules that provide order, security and safety and their purposes</li> <li>• Begins to identify authority figures in home, school and community and explain how they make and enforce rules</li> <li>• Begins to recite Pledge of Allegiance to US &amp; Texas flags and identify flags</li> <li>• Begins to use voting as a method for group decision making</li> <li>• Begins to identify similarities and differences among people</li> <li>• Begins to explain and compare family customs and traditions</li> <li>• Begins to understand ways technology is used in the home and school and how it affects people's lives</li> </ul>	<ul style="list-style-type: none"> <li>• With increasing frequency and less support, locates places on the school campus and describes their relative location</li> <li>• With increasing frequency and less support, identifies the physical characteristics of place such as landforms, bodies of water, natural resources and weather</li> <li>• With increasing frequency and less support, identifies how human characteristics of place such as ways of earning a living, shelter, clothing food and activities are based upon geographic location</li> <li>• With increasing frequency and less support, identifies basic human needs such as food, clothing and shelter</li> <li>• With increasing frequency and less support, explains the difference between needs and wants</li> <li>• With increasing frequency and less support, identifies jobs in the home, school and community and explains why people have jobs</li> <li>• With increasing frequency and less support, identify rules that provide order, security and safety and their purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies how human characteristics of place such as ways of earning a living, shelter, clothing food and activities are based upon geographic location</li> <li>• Identifies basic human needs such as food, clothing and shelter</li> <li>• Explains the difference between needs and wants</li> <li>• Identifies jobs in the home, school and community and explains why people have jobs</li> <li>• Identifies rules that provide order, security and safety and their purposes</li> <li>• Identifies authority figures in home, school and community and explains how they make and enforce rules</li> <li>• Recites Pledge of Allegiance to US &amp; Texas flags and identify flags</li> <li>• Uses voting as a method for group decision making</li> <li>• Identifies similarities and differences among people</li> <li>• Explains and compares family customs and traditions</li> <li>• Understands ways technology is used in the home and school and how it affects people's lives</li> </ul>
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<p><b>Develops a foundation in the areas of history, geography, economics, government, citizenship, culture and society</b></p>	<ul style="list-style-type: none"> <li>• Begins to obtain information using a variety of valid visual sources such as pictures, symbols, electronic media, print material and artifacts</li> <li>• Begins to sequence and categorize information</li> <li>• Begins to create and interpret visuals and express ideas orally</li> <li>• Begins to use a problem solving process to identify a problem, choose and implement a solution and evaluate the effectiveness of the solution</li> <li>• Begins to use a decision making process to gather information, generate options, predict outcomes and take action to implement a decision</li> </ul>	<ul style="list-style-type: none"> <li>• With increasing frequency and less support, identifies authority figures in home, school and community and explains how they make and enforce rules</li> <li>• With increasing frequency and less support, recite Pledge of Allegiance to US &amp; Texas flags and identify flags</li> <li>• With increasing frequency and less support, uses voting as a method for group decision making</li> <li>• With increasing frequency and less support, identifies similarities and differences among people</li> <li>• With increasing frequency and less support, explains and compares family customs and traditions</li> <li>• With increasing frequency and less support, understands ways technology is used in the home and school and how it affects people's lives</li> </ul>	
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PE	Still Working (SW)	Approaching Standards (AP)	Met Standards (MS)
<b>Problem Solving Skills/Concepts</b>			
<b>Demonstrates competency in fundamental movement patterns and motor skills</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Demonstrates the ability to travel in groups without bumping into others</li> <li>• Demonstrates contrast between fast and slow movement when traveling</li> <li>• Demonstrates movements such as bend and stretch</li> <li>• Demonstrates the ability to maintain balance while bearing weight on various body parts</li> <li>• Demonstrates the ability to walk forward and sideways the length of a beam without falling</li> <li>• Demonstrates relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of</li> <li>• Demonstrates the ability to toss a ball and catch it before it bounces twice</li> <li>• Demonstrates the ability to identify body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet and toes</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Demonstrates the ability to travel in groups without bumping into others</li> <li>• Demonstrates contrast between fast and slow movement when traveling</li> <li>• Demonstrates movements such as bend and stretch</li> <li>• Demonstrates the ability to maintain balance while bearing weight on various body parts</li> <li>• Demonstrates the ability to walk forward and sideways the length of a beam without falling</li> <li>• Demonstrates relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of</li> <li>• Demonstrates the ability to toss a ball and catch it before it bounces twice</li> <li>• Demonstrates the ability to identify body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet and toes</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Demonstrates the ability to travel in groups without bumping into others</li> <li>• Demonstrates contrast between fast and slow movement when traveling</li> <li>• Demonstrates movements such as bend and stretch</li> <li>• Demonstrates the ability to maintain balance while bearing weight on various body parts</li> <li>• Demonstrates the ability to walk forward and sideways the length of a beam without falling</li> <li>• Demonstrates relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of</li> <li>• Demonstrates the ability to toss a ball and catch it before it bounces twice</li> <li>• Demonstrates the ability to identify body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet and toes</li> </ul>
<b>Knows that physical activity leads to good health and understands associated safety practices</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Participates in moderate-vigorous physical activities</li> <li>• Participates in exercises for flexibility in shoulders, legs, trunk</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Participates in moderate-vigorous physical activities</li> <li>• Participates in exercises for flexibility in shoulders, legs, trunk</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Participates in moderate-vigorous physical activities</li> <li>• Participates in exercises for flexibility in shoulders, legs, trunk</li> </ul>



PE	Still Working (SW)	Approaching Standards (AP)	Met Standards (MS)
<b>Problem Solving Skills/Concepts</b>			
<b>Knows that physical activity leads to good health and understands associated safety practices</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Demonstrates the ability to describe the immediate effect of activity on heart and breathing rate and perspiration.</li> <li>• Demonstrates the ability to locate lungs and explain their purpose</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Demonstrates the ability to describe the immediate effect of activity on heart and breathing rate and perspiration.</li> <li>• Demonstrates the ability to locate lungs and explain their purpose</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Demonstrates the ability to describe the immediate effect of activity on heart and breathing rate and perspiration.</li> <li>• Demonstrates the ability to locate lungs and explain their purpose</li> </ul>
<b>Follows rules, procedures, and safe practices while working independently or with others in physical activity settings</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Demonstrates the ability to use equipment and space properly</li> <li>• Applies safety practices associated with physical activity such as not pushing in line and drinking water during activity</li> <li>• Demonstrates the ability to explain appropriate reactions during emergencies in physical activities</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Demonstrates the ability to use equipment and space properly</li> <li>• Applies safety practices associated with physical activity such as not pushing in line and drinking water during activity</li> <li>• Demonstrates the ability to explain appropriate reactions during emergencies in physical activities</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Demonstrates the ability to use equipment and space properly</li> <li>• Applies safety practices associated with physical activity such as not pushing in line and drinking water during activity</li> <li>• Demonstrates the ability to explain appropriate reactions during emergencies in physical activities</li> </ul>
<b>Demonstrates respect and exhibits self-control</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Follows rules, procedures and safe practices</li> <li>• Works in group settings in cooperation with others</li> <li>• Demonstrates the ability to share space and equipment with others</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Follows rules, procedures and safe practices</li> <li>• Works in group settings in cooperation with others</li> <li>• Demonstrates the ability to share space and equipment with others</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Follows rules, procedures and safe practices</li> <li>• Works in group settings in cooperation with others</li> <li>• Demonstrates the ability to share space and equipment with others</li> </ul>

<b>Technology</b>	<b>Still Working (SW)</b>	<b>Approaching Standards (AP)</b>	<b>Met Standards (MS)</b>
<b>Demonstrates knowledge of technology by using digital tools responsibly</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to start and exit programs with assistance</li> <li>• Begins to use font, color and graphics with assistance</li> <li>• Begins to create and publish products with assistance (in scribble press, pic collage, chatter pix, etc.)</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Starts and exits programs</li> <li>• Uses font, color and graphics</li> <li>• Creates and publishes products (in scribble press, pic collage, chatter pix, etc.)</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Starts and exits programs independently</li> <li>• Uses font, color and graphics independently</li> <li>• Creates and publishes products independently (in scribble press, pic collage, chatter pix, etc.)</li> </ul>
<b>Uses technology and digital citizenship to solve problems and share information</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to use communication tools to participate in group projects</li> <li>• Begins to understand and use search strategies that reading level allows</li> <li>• Begins to behave safely and ethically online</li> <li>• Begins to understand and follow the LISD Acceptable Use Policy</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Uses communication tools to participate in group projects with assistance</li> <li>• Understands and uses search strategies that reading level allows</li> <li>• Behaves safely and ethically online with assistance</li> <li>• Understands and follow the LISD Acceptable Use Policy</li> </ul>	<b>Consistently:</b> <ul style="list-style-type: none"> <li>• Uses communication tools to participate in group projects</li> <li>• Understands and uses search strategies that reading level allows</li> <li>• Behaves safely and ethically online</li> <li>• Understands and follows the LISD Acceptable Use Policy</li> <li>• Understands the impact of negative online behavior</li> </ul>