

Reading	Still Working (SW)	Approaching Standards (AP)	Met Standards (MS)
Phonological Awareness			
Identifies, segments and combines syllables	With direct guidance: •Begins to take words apart and puts them back together	With minimal guidance: •With increasing frequency and less support, segments syllables	Consistently: • Segments syllables
Identifies and produces beginning and final sounds	With direct guidance: •Begins to identify beginning and final sounds •Begins to produce beginning and final sounds	With minimal guidance: •With increasing frequency and less support, identifies beginning and final sounds •With increasing frequency and less support, produces beginning and final sounds	Consistently: • Identifies beginning and final sounds • Produces beginning and final sounds
Blends sounds to make spoken words (Ex: /c/ /a/ /t/)	With direct guidance •Begins to blend sounds to make simple 3 and 4 letter words (Ex: /m/ /a/ /d/ or /s/ /a/ /n/ /d/	With minimal guidance: With increasing frequency and less support, blends sounds to make 3, 4, and 5 letter words (Ex: /m/ /a/ /d/ or /s/ /a/ /n/ /d/ or /c/ /a/ /n/ /d/ /y/	Consistently: • Blends sounds to make words
Word Identification			
Demonstrates all letter/sound relationships	With direct guidance: •Begins to identify uppercase and lowercase letters •Begins to identify letter sounds	With minimal guidance: •With increasing frequency and less support, identifies uppercase and lowercase letters •With increasing frequency and less support, identifies letter sounds	Consistently: • Identifies all uppercase and lowercase letters • Identifies all letter sounds
Applies decoding skills to read words (Ex: common spelling patterns, context, word order)	With direct guidance •Begins to decode words in context •Begins to decode words in isolation •Begins to decode words with common spelling patterns •Begins to identify and read words with contractions •Begins to use knowledge of the meaning of base words to identify and read common compound words	With minimal guidance: •With increasing frequency and less support, decodes words in context •With increasing frequency and less support, decodes words in isolation •With increasing frequency and less support, decodes words with common spelling patterns •With increasing frequency and less support, identifies and reads words with contractions	Consistently: • Decodes words in context • Decodes words in isolation • Decodes words with common spelling patterns • Identifies and reads words with contractions • Uses knowledge of the meaning of base words to identify and read common compound words

Applies decoding skills to read words continued		•With increasing frequency and less support, uses knowledge of the meaning of base words to identify and read common compound words	
Decodes words using word chunks (Ex: ch, ing, er)	With direct guidance: •Begins to apply knowledge of phonological "chunks" to read words (Ex: ing, sh, tr, er) •Begins to read base words with inflectional endings	With minimal guidance: •With increasing frequency and less support, applies knowledge of phonological "chunks" to read words •With increasing frequency and less support, reads base words with inflectional endings	Consistently: • Applies knowledge of phonological "chunks" to read words • Reads base words with inflectional endings
Recognizes basic high frequency words	With direct guidance: •Begins to read sight words	With minimal guidance: •With increasing frequency and less support, reads sight words	Consistently: • Reads all expected sight words as indicated on report card
Comprehension			
Reads independently with understanding	With direct guidance: •Begins to monitor comprehension while reading, and make adjustments and corrections when understanding breaks down	With minimal guidance: •With increasing frequency and less support, monitors comprehension while reading, and makes adjustments and corrections when understanding breaks down	Consistently: • Monitors comprehension while reading, and makes adjustments and corrections when understanding breaks down
Retells stories and events using beginning, middle and end	With direct guidance: •Begins to retell or act out important events in a story in logical order	With minimal guidance: •With increasing frequency and less support, retells or acts out important events in a story in logical order	Consistently: • Retells or acts out important events in a story in logical order
Uses comprehension strategies such as rereading, prior knowledge, asking questions and locating information	With direct guidance: •Begins to ask literal questions of text •Begins to ask relevant questions, seek clarification, and locate facts and details about stories and other texts •Begins to make connections to own experiences, to ideas in other texts, and to the larger community	With minimal guidance: •With increasing frequency and less support, asks literal questions of text •With increasing frequency and less support, asks relevant questions, seeks clarification, and locates facts and details about stories and other texts •With increasing frequency and less support, makes connections to own experiences, to ideas in other texts, and to the larger community	Consistently: • Asks literal questions of text • Asks relevant questions, seeks clarification, and locates facts and details about stories and other texts • Makes connections to own experiences, to ideas in other texts, and the larger community • Makes connections to own experiences, to ideas in other texts, and to the larger community

<p>Identifies main idea, characters, setting, important events, and problems in fictional stories</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to describe the plot (problem and solution) •Begins to retell a story's beginning, middle, and end with attention to the sequence of events •Begins to describe characters in a story and the reasons for their actions and feelings 	<p>•With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, describes the plot (problem and solution) •With increasing frequency and less support, retells a story's beginning, middle, and end with attention to the sequence of events •With increasing frequency and less support, describes characters in a story and the reasons for their actions and feelings 	<p>Consistently:</p> <ul style="list-style-type: none"> •Describes the plot (problem and solution) •Retells a story's beginning, middle, and end with attention to the sequence of events •Describes characters in a story and the reasons for their actions and feelings
<p>Identifies main idea and supporting details in nonfiction texts</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to restate the main idea (heard or read) •Begins to identify important facts or details in text (heard or read) •Begins to use text features (e.g., title, table of contents, illustrations) to locate specific information in text 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, restates the main idea (heard or read) •With increasing frequency and less support, identifies important facts or details in text (heard or read) •With increasing frequency and less support, uses text features (e.g., title, table of contents, illustrations) to locate specific information in text 	<p>Consistently:</p> <ul style="list-style-type: none"> •Restates the main idea (heard or read) •Identifies important facts or details in text (heard or read) •Uses text features (e.g., title, table of contents, illustrations) to locate specific information in text
<p>Makes predictions, inferences and draws conclusions</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to make inferences about texts and uses textual evidence to support understanding 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, makes inferences about texts and uses textual evidence to support understanding 	<p>Consistently:</p> <ul style="list-style-type: none"> • Makes inferences about texts and uses textual evidence to support understanding
Fluency			
<p>Reads with expression</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to demonstrate appropriate stress on words, to reflect meaning •Begins to read dialogue with expression that reflects understanding of characters and events •Begins to demonstrate awareness of the function of the full range of punctuation 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, demonstrates appropriate stress on words, to reflect meaning •With increasing frequency and less support, reads dialogue with expression that reflects understanding of characters and events •With increasing frequency and less support, demonstrates awareness of the function of the full range of punctuation 	<p>Consistently:</p> <ul style="list-style-type: none"> •Demonstrates appropriate stress on words, to reflect meaning •Reads dialogue with expression that reflects understanding of characters and events •Demonstrates awareness of the function of the full range of punctuation

<p>Reads with appropriate phrasing</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to demonstrate phrased, fluent oral reading •Begins to read dialogue with phrasing that reflects understanding of characters and events 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, demonstrates phrased, fluent oral reading •With increasing frequency and less support, reads dialogue with phrasing that reflects understanding of characters and events 	<p>Consistently:</p> <ul style="list-style-type: none"> •Demonstrates phrased, fluent oral reading •Reads dialogue with phrasing that reflects understanding of characters and events
<p>Reads fluently at an independent level</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to read silently at a good rate •Begins to solve most words in the text quickly and automatically to support fluency •Begins to use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, reads silently at a good rate •With increasing frequency and less support, solves most words in the text quickly and automatically to support fluency •With increasing frequency and less support, uses multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing 	<p>Consistently:</p> <ul style="list-style-type: none"> •Reads silently at a good rate •Solves most words in the text quickly and automatically to support fluency •Uses multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing
<p>Conventions of Writing</p>			
<p>Uses correct letter formation, appropriate size and spacing</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to write legibly •Begins to form upper and lowercase letters in text, use the basic conventions of print (left-to-right and top-to-bottom progression), and include spaces between words 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, writes legibly •With increasing frequency and less support, forms upper and lowercase letters in text, uses the basic conventions of print (left-to-right and top-to-bottom progression), and includes spaces between words 	<p>Consistently:</p> <ul style="list-style-type: none"> •Writes legibly •Forms upper and lowercase letters in text, uses the basic conventions of print (left-to-right and top-to-bottom progression), and includes spaces between words
<p>Uses basic capitalization</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to recognize and use basic capitalization at the beginning of sentences •Begins to recognize and capitalize the pronoun "I" •Begins to recognize and capitalize the names of people 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, recognizes and uses basic capitalization at the beginning of sentences •With increasing frequency and less support, recognizes and capitalizes the pronoun "I" •With increasing frequency and less support, recognizes and capitalizes the names of people 	<p>Consistently:</p> <ul style="list-style-type: none"> •Recognizes and uses basic capitalization at the beginning of sentences •Recognizes and capitalizes the pronoun "I" •Recognizes and capitalizes the names of people

<p>Uses basic punctuation</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to use appropriate punctuation conventions in writing •Begins to recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, uses appropriate punctuation conventions in writing •With increasing frequency and less support, recognizes and uses punctuation marks at the end of declarative, exclamatory, and interrogative sentences 	<p>Consistently:</p> <ul style="list-style-type: none"> •Uses appropriate punctuation conventions in writing •Recognizes and uses punctuation marks at the end of declarative, exclamatory, and interrogative sentences
<p>Uses conventional spelling (correctly spelled word)</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to spell correctly •Begins to use phonological knowledge to match sounds to letters to construct known words •Begins to use CVC spelling pattern •Begins to use the CVCE spelling pattern •Begins to use one syllable spelling patterns with blends (Ex: drop) •Begins to spell high frequency words •Begins to use resources to find correct spellings 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, spells correctly •With increasing frequency and less support, uses phonological knowledge to match sounds to letters to construct known words •With increasing frequency and less support, uses the following spelling patterns: CVC, CVCE, one syllable words with blends (Ex: drop) •With increasing frequency and less support, spells high frequency words •With increasing frequency and less support, uses resources to find correct spellings 	<p>Consistently:</p> <ul style="list-style-type: none"> •Spells correctly •Uses phonological knowledge to match sounds to letters to construct known words •Uses the following spelling patterns: CVC, CVCE, one syllable words with blends (Ex: drop) •Spells high frequency words •Uses resources to find correct spellings
<p>Uses knowledge of grammar to compose texts</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to understand and use: <ol style="list-style-type: none"> 1. verbs (past, present, and future) in writing 2. nouns (singular/plural, common/proper) in writing 3. adjectives (descriptive) in writing 4. pronouns (I, me) in writing 5. time-order transition words 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, understands and uses: <ul style="list-style-type: none"> • verbs (past, present, and future) in writing • nouns (singular/plural, common/proper) in writing • adjectives (descriptive) in writing • pronouns (I, me) in writing • time-order transition words 	<p>Consistently understands and uses:</p> <ul style="list-style-type: none"> • verbs (past, present, and future) in writing • nouns (singular/plural, common/proper) in writing • adjectives (descriptive) in writing • pronouns (I, me) in writing • time-order transition words

<p>Uses the writing process effectively</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> •Begins to use elements of the writing process (planning, drafting, revising, editing and publishing) to compose text •Begins to plan a first draft by generating ideas (ex: drawing, sharing ideas, listing key ideas) •Begins to develop drafts by sequencing ideas through writing sentences •Begins to revise by adding or deleting a word, phrase or sentence •Begins to publish and share writing with others 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •With increasing frequency and less support, uses elements of the writing process (planning, drafting, revising, editing and publishing) to compose text •With increasing frequency and less support, plans a first draft by generating ideas (ex: drawing, sharing ideas, listing key ideas) •With increasing frequency and less support, develops drafts by sequencing ideas through writing sentences •With increasing frequency and less support, revises by adding or deleting a word, phrase or sentence •With increasing frequency and less support, publishes and shares writing with others 	<p>Consistently:</p> <ul style="list-style-type: none"> •Uses elements of the writing process (planning, drafting, revising, editing and publishing) to compose text •Plans a first draft by generating ideas (ex: drawing, sharing ideas, listing key ideas) •Develops drafts by sequencing ideas through writing sentences •Revises by adding or deleting a word, phrase or sentence •Publishes and shares writing with others
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Math	Still Working (SW)	Approaching Standards (AP)	Met Standards (MS)
Problem Solving Skills/Concepts			
Uses problem solving strategies in everyday mathematical situations	With direct guidance: <ul style="list-style-type: none"> • Begins to identify math in everyday situations • Begins to understand processes and select strategies • Begins to use the vocabulary needed to relate informal language to math language 	With minimal guidance: <ul style="list-style-type: none"> • With increasing frequency and less support, identifies math in everyday situations. • With increasing frequency, and less support, understands the math processes and strategies (making a plan, carrying out the plan, etc.) • With increasing frequency, and less support, selects an appropriate problem solving strategy (draw a picture, look for patterns, etc.) • With increasing frequency, and less support, uses the vocabulary needed to relate informal language to math language 	Consistently: <ul style="list-style-type: none"> • Identifies math in everyday situations • Solves problems with guidance that incorporates processes of understanding the problem, making a plan, carrying out the plan, evaluating for reasonableness • Selects or develops an appropriate problem solving strategy including drawing a picture, looking for a pattern, etc. • Uses the vocabulary needed to relate informal language to math language
Demonstrates thinking using objects, words, pictures, numbers and technology	With direct guidance: <ul style="list-style-type: none"> • Begins to use drawings and manipulatives in an appropriate way • Begins to use concrete models, pictorial models and representations • Begins to justify thinking using objects, pictures, words, or numbers 	With minimal guidance: <ul style="list-style-type: none"> • With increasing frequency, and less support, uses drawings, and manipulatives in an appropriate way • With increasing frequency and less support, uses concrete models, pictorial models, and representations • With increasing frequency, and less support, explains or records observations with objects, words, pictures, or numbers 	Consistently: <ul style="list-style-type: none"> • Uses concrete and pictorial models and representations • Explains and records observations with objects, words, pictures, or numbers • Justifies thinking using objects, pictures, words or numbers
Numbers and Operations Skills/Concepts			
Recognize instantly the quantity in a group of objects	With direct guidance: <ul style="list-style-type: none"> • Begins to recognize the quantity in a group of objects 	With minimal guidance: <ul style="list-style-type: none"> • With increasing frequency and less support, instantly recognizes the quantity of a group of objects 	Consistently: <ul style="list-style-type: none"> • Instantly recognizes the quantity in a group of objects

<p>Compares, orders, and writes numerals up to 120</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to use more, less and equal to using concrete models, with support • Begins to read and write numbers to 20, with support • Begins to use comparative vocabulary, with support • Begins to compare and order whole numbers, with support 	<p>With minimal guidance</p> <ul style="list-style-type: none"> • With increasing frequency and less support, compares, and orders whole numbers beyond 20 • With increasing frequency, and less support, uses comparative vocabulary 	<p>Consistently:</p> <ul style="list-style-type: none"> • Compares and orders whole numbers up to 120 (less than, greater than, equal to) using sets of concrete objects and pictorial models • Creates sets of tens and ones using concrete objects to describe, compare and order whole numbers • Reads and writes numbers to 120 to describe sets of concrete objects • Uses comparative vocabulary
<p>Uses concrete/pictorial models to compose and decompose numbers up to 120 in more than one way</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to represent numbers to 20 with objects, pictures, and standard forms • Begins to compare and order whole numbers to 20 using concrete models • Begins to demonstrate one to one correspondence 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency, and less support, represents numbers beyond 20 with objects, pictures, and standard forms • With increasing frequency and less support, represents numbers beyond 20 • With increasing frequency and less support, creates sets of tens and ones using concrete models 	<p>Consistently:</p> <ul style="list-style-type: none"> • Represents numbers to 120 with object, pictures, and standard forms
<p>Recognizes and uses patterns in mathematical operations</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to use patterns to develop strategies to solve basic addition and basic subtraction problems • Begins to identify, describe or extend concrete and pictorial patterns in order to make predictions and solve problems • Begins to find patterns in numbers such as in a 100s chart • Begins to skip count by twos, fives, and tens 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency, and less support, uses patterns to develop strategies to solve basic addition and subtraction problems with support • With increasing frequency and less support, skip counts by twos, fives and tens • With increasing frequency and less support, identifies, describes and extends concrete and pictorial patterns in order to make predictions and solve problems • With increasing frequency and less support, finds patterns in numbers such as a 100s chart 	<p>Consistently:</p> <ul style="list-style-type: none"> • Uses patterns to develop strategies to solve basic addition and subtraction problems • Skip counts by twos, fives and tens • Identifies, describes and extends concrete and pictorial patterns in order to make predictions and solve problems • Finds patterns in numbers such as a 100s chart

<p>Creates and solves addition problems using concrete and pictorial models</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to model and create addition problems to 5 using concrete models • Begins to use concrete models to apply basic addition facts to 5, • Begins to use patterns to develop strategies to solve basic addition problems with concrete and pictorial models, 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, models and creates addition problem situations • With increasing frequency and less support, uses concrete and pictorial models to apply basic addition facts • With increasing frequency and less support, uses patterns to develop strategies to solve basic addition problems with concrete, pictorial models and number sentences. 	<p>Consistently:</p> <ul style="list-style-type: none"> • Models and creates addition problem situations with concrete objects • Uses concrete and pictorial models to solve word problems involving joining sets within 20 • Models and creates addition situations with concrete objects
<p>Creates and solves subtraction problems using concrete and pictorial models</p> <p style="text-align: right;">8</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to model and create addition problems to 5 using concrete models • Begins to use concrete models to apply basic addition facts to 5 • Begins to use patterns to develop strategies to solve basic addition problems with concrete and pictorial models, 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, models and creates addition problem situations • With increasing frequency and less support, uses concrete and pictorial models to apply basic addition facts • With increasing frequency and less support, uses patterns to develop strategies to solve basic addition problems with concrete, pictorial models and number sentences. 	<p>Consistently:</p> <ul style="list-style-type: none"> • Models and creates addition problem situations with concrete objects • Uses concrete and pictorial models to solve word problems involving joining sets within 20 • Models and creates addition situations with concrete objects
Geometry			
<p>Identifies, sorts and describes 2D and 3D objects</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to describe and identify 2D shapes • Begins to use geometry vocabulary • Begins to describe and identify 3D shapes 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, describes, and identifies 2D shapes • With increasing frequency and less support, uses geometry vocabulary • With increasing frequency and less support, describes, and identifies 3D shapes. 	<p>Consistently:</p> <ul style="list-style-type: none"> • Describes and identifies 2D shapes • Identifies 3D solids, including spheres, cones, cylinders, and rectangular prisms (including cubes) and describes their attributes using informal and formal language

Fractions			
Separates wholes into equal parts and uses mathematically correct language to describe fractions	With direct assistance: <ul style="list-style-type: none"> Begins to partition 2D shapes into two and four equal parts and describes the parts with support 	With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, partitions 2D shapes into two and four equal parts 	Consistently: <ul style="list-style-type: none"> Partitions 2D shapes into two and four equal parts and describes the parts
Time			
Reads time to the hour and half hour	With direct guidance: <ul style="list-style-type: none"> Begins to understand that time can be measured Begins to recognize that the shorter hand on an analog clock indicates the hour Begins to see the longer hand on an analog clock as an indicator of half hour 	With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, tells time to the hour and half-hour using analog and digital clocks 	Consistently: <ul style="list-style-type: none"> Tells time to the hour and half-hour using analog and digital clocks
Probability and Statistics			
Collects, sorts and organizes data to construct and read graphs	With direct guidance: <ul style="list-style-type: none"> Begins to collect data, with support Begins to use data to construct real-object, picture graphs, and bar-type graphs Begins to draw conclusions and answer questions using information organized in real-object graphs, picture graphs, bar-type graphs 	With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, collects data With increasing frequency and less support, uses data to construct real-object, picture graphs, and bar-type graphs With increasing frequency and less support, draws conclusions and answers questions using information organized in real-object graphs, picture graphs, and bar-type graphs 	Consistently: <ul style="list-style-type: none"> Collects data Uses data to construct real-object, picture graphs, and bar-type graphs Draws conclusions and answers questions using information organized in real-object graphs, picture graphs, bar-type graphs
Money			
Identifies coins by name, value, and relationship (penny, nickel, dime, quarter)	With direct guidance <ul style="list-style-type: none"> Begins to identify coins and their values and relationships among them 	With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, identifies coins and their values and relationships among them 	Consistently: <ul style="list-style-type: none"> Identifies coins and their values and relationships among them

Personal Financial Literacy			
Applies math processes to manage financial resources effectively	With direct guidance: <ul style="list-style-type: none"> •Begins to understand money earned is considered income •Begins to understand income is used to obtain goods and services •Begins to make choices between needs and wants •Begins to distinguish between spending and saving •Begins to understand charitable giving 	With minimal guidance: <ul style="list-style-type: none"> •With increasing frequency and less support, understands money earned is considered income •With increasing frequency and less support, understands income is used to obtain goods and services •With increasing frequency and less support, makes choices between needs and wants •With increasing frequency and less support, distinguishes between spending and saving •With increasing frequency and less support, understands charitable giving 	Consistently: <ul style="list-style-type: none"> •Understands money earned is considered income •Understands income is used to obtain goods and services •Makes choices between needs and wants •Distinguishes between spending and saving •Understands charitable giving
Measurement			
Identifies, compares, and measures using nonstandard units to find length	With direct guidance: <ul style="list-style-type: none"> • Begins to estimate and measure length using non-standard units • Begins to describe the relationship between the size of the unit and the number of units needed to measure the length of an object 	With minimal guidance: <ul style="list-style-type: none"> • With increasing frequency and less support, estimates and measures length using non-standard units • With increasing frequency and less support, describes the relationship between the size of the unit and the number of units needed to measure the length of an object 	Consistently: <ul style="list-style-type: none"> • Estimates and measures length using non-standard units • Describes the relationship between the size of the unit and the number of units needed to measure the length of an object
Science	Still Working (SW)	Approaching Standards (AP)	Mastered Standards (MS)
Demonstrates an understanding of scientific concepts such as systems, patterns, cycles, models, change and constancy	With direct guidance: <ul style="list-style-type: none"> • Begins to classify objects by observable properties of materials from which they are made; and predicts and identifies changes in materials caused by heating and cooling 	With minimal guidance: <ul style="list-style-type: none"> • With increasing frequency, and less support classifies objects by observable properties of materials from which they are made; and predicts and identifies changes in materials caused by heating and cooling 	Consistently: <ul style="list-style-type: none"> • Classifies objects by observable properties of materials from which they are made; and predicts and identifies changes in materials caused by heating and cooling

<p>Demonstrates an understanding of scientific concepts such as systems, patterns, cycles, models, change and constancy</p>	<ul style="list-style-type: none"> • Begins to identify and discuss how light, heat and sound energy are important to everyday life; predicts and describes how a magnet can be used to push or pull an object; and describes the changes in location of an object; and demonstrates and records the ways that objects can move. • Begins to observe, compare, describe and sort components of soil by size, texture and color; identifies and describes a variety of natural resources of water; and gathers evidence of how rocks, soil and water help to make useful products • Begins to record weather information, including relative temperature; observes and records changes in the appearance of the sky; identifies characteristics of seasons of the year and day and night; and demonstrates that air is all around us and that wind is moving air. • Begins to sort and classify living and nonliving things based on whether or not they have basic needs and produce offspring; analyzes and records examples of interdependence found in various situations; and gathers evidence of interdependence among living organisms. • Begins to investigate how the external characteristics of an animal are related to where it lives, how it moves and what it eats; identifies and compares the parts of plants; compares ways that young animals resemble their parents; and observes and records life cycles of animals. 	<ul style="list-style-type: none"> • With increasing frequency and less support identifies and discusses how light, heat and sound energy are important to everyday life; predicts and describes how a magnet can be used to push or pull an object; describes the changes in location of an object; and demonstrates and records the ways that objects can move • With increasing frequency and less support observes, compares, describes and sorts components of soil by size, texture and color; identifies and describes a variety of natural sources of water; and gathers evidence of how rocks, soil and water help to make useful products • With increasing frequency and less support records weather information, including relative temperature; observes and records changes in the appearance of objects in the sky; identifies characteristics of seasons of the year and day and night; and demonstrates that air is all around us and that wind is moving air. • With increasing frequency and less support sorts and classifies living and nonliving things based upon whether or not they have basic needs and produce offspring; analyzes and records examples of interdependence found in various situations; and gathers evidence of interdependence among living organisms. • With increasing frequency and less support investigates 	<ul style="list-style-type: none"> • Identifies and discusses how light, heat and sound energy are important to everyday life; predicts and describes how a magnet can be used to push or pull an object; and describes the changes in location of an object; and demonstrates and records the ways that objects can move. • Observes, compares, describes and sorts components of soil by size, texture and color; identifies and describes a variety of natural sources of water; and gathers evidence of how rocks, soil and water help to make useful products. • Records weather information, including relative temperature; observes and records changes in the appearance of objects in the sky; identifies characteristics of seasons of the year and day and night; and demonstrates that air is all around us and that wind is moving air. • Sorts and classifies living and nonliving things based upon whether or not they have basic offspring; analyzes and records examples of interdependence found in various situations; and gathers evidence of interdependence among living organisms. • Investigates how the external characteristics of an animal are related to where it lives, how it moves, and what it eats; identifies and compares the parts of plants; compares ways that young animals resemble their parents; and observes and records life cycles of animals.
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<p>Demonstrates an understanding of scientific concepts such as systems, patterns, cycles, models, change and constancy</p>		<p>how the external characteristics of an animal are related to where it lives, how it moves and what it eats; identifies and compares the parts of plants; compares ways that young animals resemble their parents; and observes and records life cycles of animals.</p>	
<p>Engages appropriately in the scientific process through observations and investigations</p>	<p>With direct guidance</p> <ul style="list-style-type: none"> • Begins to conduct investigations following safety procedures and use environmentally responsible practices – recognizes and demonstrates safe practices during investigations; recognizes the importance of safe practices for self and others; and identifies and learns how to use natural resources and materials. • 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 and provides reasons for explanations using student-generated data from simple descriptive investigations 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support conducts investigations following safety procedures and use environmentally responsible practices – recognizes and demonstrates safe practices during investigations; recognizes the importance of safe practices for self and others; and identifies and learns how to use natural resources and materials. • 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 and provides reasons for explanations using student-generated data from simple descriptive investigations 	<p>Consistently:</p> <ul style="list-style-type: none"> • Conducts investigations following safety procedures and use environmentally responsible practices – recognizes and demonstrates safe practices during investigations; recognizes the importance of safe practices for self and others; and identifies and learns how to use natural resources and materials. • 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 and provides reasons for explanations using student-generated data from simple descriptive investigations

<p>Engages appropriately in the scientific process through observations and investigations</p>	<ul style="list-style-type: none"> • Begins to demonstrate knowledge that information and critical thinking are used in scientific problem solving – identifies and explains a problem and proposes a solution in his/her own words; makes predictions based on observable patterns; and describes what scientists do • Begins to use age-appropriate tools and models to investigate the natural world – collects, records and compares information, and supports observations using appropriate tools and materials. 	<ul style="list-style-type: none"> • 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 proposes a solution in his/her own words; makes predictions based on observable patterns; and describes what scientists do • With increasing frequency and less support uses age-appropriate tools and models to investigate the natural world – collects, records and compares information, and supports observations using appropriate tools and materials. 	<ul style="list-style-type: none"> • Demonstrates knowledge that information and critical thinking are used in scientific problem solving – identifies and explains a problem and proposes a solution in his/her own words; makes predictions based on observable patterns; and describes what scientists do • Uses age-appropriate tools and models to investigate the natural world – collects, records and compares information, and supports observations using appropriate tools and materials.
<p>Social Studies</p>	<p>Still Working (SW)</p>	<p>Approaching Standards (AP)</p>	<p>Met Standards (MS)</p>
<p>Develops a foundation in the areas of history, geography, economics, government, citizenship, culture and society</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veteran's Day; identify contributions of historical figures including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King, Jr. who have influenced the community, state and nation; identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan and Richard Allen, and other individuals who have exhibited individualism and inventiveness 	<p>With minimal guidance:</p> <p>With increasing frequency and less support, describes the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veteran's Day; identifies contributions of historical figures including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King, Jr. who have influenced the community, state and nation; identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan and Richard Allen, and other individuals who have exhibited individualism and inventiveness</p>	<p>Consistently:</p> <ul style="list-style-type: none"> • Describes the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veteran's Day; identifies contributions of historical figures including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King, Jr. who have influenced the community, state and nation; identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan and Richard Allen, and other individuals who have exhibited individualism and inventiveness

<p>Develops a foundation in the areas of history, geography, economics, government, citizenship, culture and society</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to distinguish among past, present, and future; describe and measure calendar time by days, weeks, months, and year; create a calendar and simple timeline • Begins to locate places using the four cardinal directions (north, south, east, west); describe the location of self and objects relative to other locations in the classroom and school; create and use simple maps such as maps of the home, school, and community; locate the community, Texas and United States on maps and globes • Begins to identify and describe physical characteristics of places such as landforms, bodies of water, natural resources, and weather; identify examples of and uses for natural resources in the community, state, and nation; identify and describe how the human characteristics of place such as shelter, clothing, food and activities are based on where you live 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, distinguishes among past, present, and future; describes and measures calendar time by days, weeks, months, and year; creates a calendar and simple timeline • With increasing frequency and less support, locates places using the four cardinal directions (north, south, east, west); describes the location of self and objects relative to other locations in the classroom and school; create and use simple maps such as maps of the home, school, and community; locates the community, Texas and United States on maps and globes • With increasing frequency and less support, identifies and describes physical characteristics of place such as landforms, bodies of water, natural resources, and weather; identifies examples of and uses for natural resources in the community, state, and nation; identifies and describes how the human characteristics of place such as shelter, clothing, food and activities are based on where you live 	<ul style="list-style-type: none"> • Distinguishes among past, present, and future; describes and measures calendar time by days, weeks, months, and year; creates a calendar and simple timeline • Locates places using the four cardinal directions (north, south, east, west); describes the location of self and objects relative to other locations in the classroom and school; create and use simple maps such as maps of the home, school, and community; locates the community, Texas and United States on maps and globes • Identifies and describes physical characteristics of place such as landforms, bodies of water, natural resources, and weather; identifies examples of and uses for natural resources in the community, state, and nation; identifies and describes how the human characteristics of place such as shelter, clothing, food and activities are based on where you live
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<p>Develops a foundation in the areas of history, geography, economics, government, citizenship, culture and society</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to describe the ways that families meet basic needs; identifies examples of goods and services, and the way people exchange goods and services; identify examples of people wanting more than they can have; explain why wanting more than they can have requires that people make choices and identifies choices families make when buying goods and services; describe the skills needed for various jobs and the characteristics of a job well done • Begins to explain the purpose for rules and laws in the home, school, and community; identify rules and laws that establish order, provide security, and manage conflict; identify the responsibilities of authority figures in the home, school and community; identify and describe the roles of public officials and good citizens • Begins to identify characteristics of good citizenship; identifies historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, describes the ways that families meet basic needs; identifies examples of goods and services, and the way people exchange goods and services; identifies examples of people wanting more than they can have; explains why wanting more than they can have requires that people make choices and identifies choices families make when buying goods and services; describes the skills needed for various jobs and the characteristics of a job well done • With increasing frequency and less support, explains the purpose for rules and laws in the home, school, and community; identifies rules and laws that establish order, provide security, and manage conflict; identifies the responsibilities of authority figures in the home, school and community; identifies and describes the roles of public officials and good citizens • With increasing frequency and less support, identifies characteristics of good citizenship; identifies historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship 	<ul style="list-style-type: none"> • Describes the ways that families meet basic needs; identifies examples of goods and services, and the way people exchange goods and services; identifies examples of people wanting more than they can have; explains why wanting more than they can have requires that people make choices and identifies choices families make when buying goods and services; describes the skills needed for various jobs and the characteristics of a job well done • Explains the purpose for rules and laws in the home, school, and community; identifies rules and laws that establish order, provide security, and manage conflict; identifies the responsibilities of authority figures in the home, school and community; identifies and describes the roles of public officials and good citizens • Identifies characteristics of good citizenship; identifies historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship
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<p>Develops a foundation in the areas of history, geography, economics, government, citizenship, culture and society</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to explain state and national patriotic symbols, including the U.S. and Texas flags, the Liberty Bell, the Statue of Liberty and the Alamo; recite and explains the meaning of the Pledge of Allegiance to the United States and the Pledge to the Texas flag; explain and practice voting as a way of making choices and decisions; identify Constitution Day as a celebration of American freedom. • Begins to describe and explain the importance of various beliefs, customs, language, and traditions of families and communities • Begins to describe how technology changes the way families live, communication, transportation, recreations, and the ways people work 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, explains state and national patriotic symbols, including the U.S. and Texas flags, the Liberty Bell, the Statue of Liberty and the Alamo; recites and explains the meaning of the Pledge of Allegiance to the United States and the Pledge to the Texas flag; explains and practices voting as a way of making choices and decisions; identifies Constitution Day as a celebration of American freedom. • With increasing frequency and less support, describes and explains the importance of various beliefs, customs, language, and traditions of families and communities • With increasing frequency and less support, describes how technology changes the way families live, communication, transportation, recreations, and the ways people work 	<ul style="list-style-type: none"> • Explains state and national patriotic symbols, including the U.S. and Texas flags, the Liberty Bell, the Statue of Liberty and the Alamo; recites and explains the meaning of the Pledge of Allegiance to the United States and the Pledge to the Texas flag; explains and practices voting as a way of making choices and decisions; identifies Constitution Day as a celebration of American freedom. • Describes and explains the importance of various beliefs, customs, language, and traditions of families and communities • Describes how technology changes the way families live, communication, transportation, recreations, and the ways people work
<p>Applies critical thinking, communication, problem solving and decision making to daily situations</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to answer questions, interprets information, and identifies problems and solutions in group settings • Begins to communicate and share concepts and ideas in written and oral form 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, answers questions, interprets information, and identifies problems and solutions in group settings • With increasing frequency and less support, communicates and shares concepts and ideas in written and oral form 	<p>Consistently:</p> <ul style="list-style-type: none"> • Answers questions, interprets information, and identifies problems and solutions in group settings • Communicates and shares concepts and ideas in written and oral form

PE	Still Working (SW)	Approaching Standards (AP)	Met Standards (MS)
Problem Solving Skills/Concepts			
Demonstrates competency in fundamental movement patterns and motor skills	With direct guidance: <ul style="list-style-type: none"> • demonstrates proper foot patterns in hopping, jumping, skipping, leaping, galloping and sliding • demonstrates control in balancing and traveling activities • demonstrates ability to work with a partner • demonstrates the ability to jump a long rope • demonstrates key elements in overhand throw, underhand throw and catch 	With minimal guidance: <ul style="list-style-type: none"> • demonstrates proper foot patterns in hopping, jumping, skipping, leaping, galloping and sliding • demonstrates control in balancing and traveling activities • demonstrates ability to work with a partner • demonstrates the ability to jump a long rope • demonstrates key elements in overhand throw, underhand throw and catch 	Consistently: <ul style="list-style-type: none"> • demonstrates proper foot patterns in hopping, jumping, skipping, leaping, galloping and sliding • demonstrates control in balancing and traveling activities • demonstrates ability to work with a partner • demonstrates the ability to jump a long rope • demonstrates key elements in overhand throw, underhand throw and catch
Knows that physical activity leads to good health and understands associated safety practices	With direct guidance: <ul style="list-style-type: none"> • demonstrates the ability to participate in moderate-vigorous physical activities on a daily basis • demonstrates the ability to participate in exercises for flexibility in shoulders, legs, trunk • distinguishes between active and inactive lifestyles • Describes the location and function of the heart • Describes how muscles and bones work together to produce movement • Describes food as a source of energy • Explains the negative effects of smoking, lack of sleep, poor dietary habits on physical performance and on the body 	With minimal guidance: <ul style="list-style-type: none"> • demonstrates the ability to participate in moderate-vigorous physical activities on a daily basis • demonstrates the ability to participate in exercises for flexibility in shoulders, legs, trunk • distinguishes between active and inactive lifestyles • Describes the location and function of the heart • Describes how muscles and bones work together to produce movement • Describes food as a source of energy • Explains the negative effects of smoking, lack of sleep, poor dietary habits on physical performance and on the body 	Consistently: <ul style="list-style-type: none"> • demonstrates the ability to participate in moderate-vigorous physical activities on a daily basis • demonstrates the ability to participate in exercises for flexibility in shoulders, legs, trunk • distinguishes between active and inactive lifestyles • Describes the location and function of the heart • Describes how muscles and bones work together to produce movement • Describes food as a source of energy • Explains the negative effects of smoking, lack of sleep, poor dietary habits on physical performance and on the body

Problem Solving Skills/Concepts

<p>Follows rules, procedures, and safe practices while working independently or with others in physical activity settings</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • uses equipment and space properly • Describes how to protect himself/herself from harmful effects of the sun • Describes and demonstrates appropriate reactions to emergency situations 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • uses equipment and space properly • Describes how to protect himself/herself from harmful effects of the sun • Describes and demonstrates appropriate reactions to emergency situations 	<p>Consistently:</p> <ul style="list-style-type: none"> • uses equipment and space properly • Describes how to protect himself/herself from harmful effects of the sun • Describes and demonstrates appropriate reactions to emergency situations
<p>Demonstrates respect and exhibits self-control</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • follows directions and applies safe movement practices • interacts, cooperates and respects others • resolves conflicts in socially acceptable ways such as talking and asking the teacher for help 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • follows directions and applies safe movement practices • interacts, cooperates and respects others • resolves conflicts in socially acceptable ways such as talking and asking the teacher for help 	<p>Consistently:</p> <ul style="list-style-type: none"> • follows directions and applies safe movement practices • interacts, cooperates and respects others • resolves conflicts in socially acceptable ways such as talking and asking the teacher for help
<p align="center">Technology</p>	<p align="center">Still Working (SW)</p>	<p align="center">Approaching Standards (AP)</p>	<p align="center">Met Standards (MS)</p>
<p>Demonstrates knowledge of technology by using digital tools responsibly</p>	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to start and exit programs with assistance • Begins to create and print files with assistance • Begins to use font, color and graphics with assistance • Begins to create and publish products with assistance (For example: Piccollage, Chatter Pix, iMovie, etc.) 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • Starts and exits programs • creates and prints files • Uses font, color and graphics • Creates and publishes products (For example: Piccollage, Chatter Pix, iMovie, etc.) 	<p>Consistently:</p> <ul style="list-style-type: none"> •Starts and exits programs independently •Creates and prints files independently •Uses font, color and graphics independently •Creates and publishes products independently (For example: Piccollage, Chatter Pix, iMovie, etc.)
<p>Uses technology and digital citizenship to solve problems and share information</p>	<p>With direct guidance</p> <ul style="list-style-type: none"> •Begins to use communication tools to participate in group projects •Begins to use search strategies with assistance •Begins to behave safely and ethically online •Begins to understand and follow the LISD Acceptable Use Policy 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> •Uses communication tools to participate in group projects with assistance •Uses search strategies with assistance •Behaves safely and ethically online with assistance •Understands and follow the LISD Acceptable Use Policy 	<p>Consistently:</p> <ul style="list-style-type: none"> •Uses communication tools to participate in group projects •Uses search strategies independently as reading level allows •Behaves safely and ethically online •Understands and follows the LISD Acceptable Use Policy •Understands the impact of negative online behavior