

This document clarifies objectives used to determine the skill grade reflected on the report card. Objectives for each grading period are determined by the district curriculum. Throughout the grading periods the level of mastery of each skill increases. These skills will build a foundation to help students succeed both academically and in a global tomorrow.

## **ENGLISH LANGUAGE ARTS**

### **Skill: Phonological Awareness**

*Objectives:*

- Distinguish between long- and short vowel sounds in spoken one-syllable words
- Decode words in context and in isolation by applying common letter-sound correspondences
- Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short- vowel patterns) to create recognizable words

### **Skill: Reading Strategies**

*Objectives:*

- Monitor accuracy of decoding
- Confirm predictions about what will happen next in text by “reading the part that tells”

### **Skill: Fluency**

*Objectives:*

- Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension

### **Skill: Comprehension**

*Objectives:*

- Make connections to own experiences to ideas in other texts and to the larger community and discuss textual evidence

### **Skill: Genre/Text Structure**

*Objectives:*

- Describe the plot (problem and solutions) and retell a story’s beginning, middle, and end with attention to the sequence of events
- Describe characters in a story and the reasons for their actions and feelings

### **Skill: Composition**

*Objectives:*

- Revise drafts by adding or deleting a word, phrase, or sentence
- Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric
- Write brief stories that include a beginning, middle, and end
- Write brief compositions about topics of interest to the student
- Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences
- Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences

### **Skill: Word Study**

*Objectives:*

- Use phonological knowledge to match sounds to letters to construct known words
- Identify and read at least 100 high frequency words from a commonly used list

## MATH

### **Skill: Numerical Representations and Relationships**

#### *Objectives:*

- Compare two numbers to 10 using  $>$ ,  $<$ , or  $=$

### **Skill: Computations and Algebraic Relationships**

#### *Objectives:*

- Use objects and pictures to solve addition and subtraction word problems within 10
- Create and solve addition and subtraction word problems within 10 when given a number sentence
- Use objects, pictures and number sentences to represent addition and subtraction word problems up to 10

### **Skill: Data Analysis and Personal Financial Literacy**

#### *Objectives:*

- Create picture and bar-type graphs

## SCIENCE

### **Skill: Scientific Investigation and Reasoning**

#### *Objective(s):*

- Plan and conduct simple descriptive investigations
- Collect, record, and compare information using tools and materials to support observations

### **Skill: Earth and Space**

#### *Objective(s):*

- Identify characteristics of the seasons of the year and day and night

## SOCIAL STUDIES

### **Skill: History, Government, and Citizenship**

#### *Objectives:*

- Explain the purpose of rules and laws
- Identify and describe the role of public officials
- Explain state and national patriotic symbols

### **Skill: Geography and Culture**

#### *Objectives:*

- Describe the significance of various holidays and celebrations through the use of visuals and other media sources

This document clarifies objectives used to determine the skill grade reflected on the report card. Objectives for each grading period are determined by the district curriculum. Throughout the grading periods the level of mastery of each skill increases. These skills will build a foundation to help students succeed both academically and in a global tomorrow.

## ENGLISH LANGUAGE ARTS

### **Skill: Phonological Awareness**

#### *Objectives:*

- Distinguish between long- and short vowel sounds in spoken one-syllable words
- Recognize the change in a spoken word when a specified phoneme is added, changed, or removed
- Decode words in context and in isolation by applying common letter-sound correspondences
- Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short- vowel patterns) to create recognizable words

### **Skill: Reading Strategies**

#### *Objectives:*

- Monitor accuracy of decoding
- Confirm predictions about what will happen next in text by “reading the part that tells”

### **Skill: Fluency**

#### *Objectives:*

- Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension

### **Skill: Comprehension**

#### *Objectives:*

- Make inferences about text and use textual evidence to support understanding
- Make connections to own experiences to ideas in other texts and to the larger community and discuss textual evidence

### **Skill: Genre/Text Structure**

#### *Objectives:*

- Describe characters in a story and the reasons for their actions and feelings
- Restate the main idea, heard or read
- Identify important facts or details in text, heard or read
- Retell the order of events in a text by referring to the words and/or illustrations
- Use text features (e.g. table of contents, illustrations) to locate specific information in text

### **Skill: Composition**

#### *Objectives:*

- Revise drafts by adding or deleting a word, phrase, or sentence
- Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric
- Write brief stories that include a beginning, middle, and end
- Write brief compositions about topics of interest to the student
- Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences
- Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences

### **Skill: Word Study**

#### *Objectives:*

- Use phonological knowledge to match sounds to letters to construct known words
- Identify and read at least 100 high frequency words from a commonly used list

## MATH

### **Skill: Numerical Representations and Relationships**

#### *Objectives:*

- Represent numbers to 20 using objects, pictures, expanded and standard form
- Compare two numbers to 20 using  $>$ ,  $<$ , or  $=$

### **Skill: Computations and Algebraic Relationships**

#### *Objectives:*

- Use objects and pictures to solve addition and subtraction word problems within 20
- Create and solve addition and subtraction word problems within 20 when given a number sentence
- Use objects, pictures and number sentences to represent addition and subtraction word problems up to 20

### **Skill: Geometry and Measurement**

#### *Objectives:*

- Classify and sort regular and irregular two-dimensional shapes according to attributes
- Identify two-dimensional shapes and describe their attributes

### **Skill: Data Analysis and Personal Financial Literacy**

#### *Objectives:*

- Create picture and bar-type graphs

## SCIENCE

### **Skill: Scientific Investigation and Reasoning**

#### *Objective(s):*

- Plan and conduct simple descriptive investigations
- Collect, record, and compare information using tools and materials to support observations

### **Skill: Earth and Space**

#### *Objective(s):*

- Observe, compare, describe, and sort components of soil

### **Skill: Force, Motion, and Energy**

#### *Objective(s):*

- Identify and discuss how different forms of energy are important to everyday life

## SOCIAL STUDIES

### **Skill: Geography and Culture**

#### *Objectives:*

- Use cardinal directions to find places
- Use maps and globes to locate places
- Describe the significance of various holidays and celebrations through the use of visuals and other media sources

### **Skill: Economics and Science and Technology**

#### *Objectives:*

- Describe ways that families meet basic needs and identify examples of goods and services
- Identify examples of needs and wants

This document clarifies objectives used to determine the skill grade reflected on the report card. Objectives for each grading period are determined by the district curriculum. Throughout the grading periods the level of mastery of each skill increases. These skills will build a foundation to help students succeed both academically and in a global tomorrow.

## **ENGLISH LANGUAGE ARTS**

### **Skill: Phonological Awareness**

#### *Objectives:*

- Distinguish between long- and short vowel sounds in spoken one-syllable words
- Recognize the change in a spoken word when a specified phoneme is added, changed, or removed
- Decode words in context and in isolation by applying common letter-sound correspondences
- Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short- vowel patterns) to create recognizable words

### **Skill: Reading Strategies**

#### *Objectives:*

- Monitor accuracy of decoding
- Confirm predictions about what will happen next in text by “reading the part that tells”
- Determine what words mean from how they are used in a sentence either heard or read

### **Skill: Fluency**

#### *Objectives:*

- Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension

### **Skill: Comprehension**

#### *Objectives:*

- Make inferences about text and use textual evidence to support understanding
- Make connections to own experiences to ideas in other texts and to the larger community and discuss textual evidence

### **Skill: Genre/Text Structure**

#### *Objectives:*

- Describe the plot (problem and solutions) and retell a story’s beginning, middle, and end with attention to the sequence of events
- Describe characters in a story and the reasons for their actions and feelings
- Restate the main idea, heard or read
- Identify important facts or details in text, heard or read
- Retell the order of events in a text by referring to the words and/or illustrations
- Use text features (e.g. table of contents, illustrations) to locate specific information in text

### **Skill: Composition**

#### *Objectives:*

- Revise drafts by adding or deleting a word, phrase, or sentence
- Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric
- Write brief stories that include a beginning, middle, and end
- Write brief compositions about topics of interest to the student
- Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences
- Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences

### **Skill: Word Study**

#### *Objectives:*

- Use phonological knowledge to match sounds to letters to construct known words
- Identify and read at least 100 high frequency words from a commonly used list

## **MATH**

### **Skill: Numerical Representations and Relationships**

#### *Objectives:*

- Represent numbers to 120 using objects, pictures, expanded and standard form
- Compare two numbers to 100 using  $>$ ,  $<$ , or  $=$

### **Skill: Computations and Algebraic Relationships**

#### *Objectives:*

- Use objects and pictures to solve addition and subtraction word problems within 20
- Create and solve addition and subtraction word problems within 20 when given a number sentence
- Use objects, pictures and number sentences to represent addition and subtraction word problems up to 20

### **Skill: Geometry and Measurement**

#### *Objectives:*

- Identify three-dimensional shapes and describe their attributes

### **Skill: Data Analysis and Personal Financial Literacy**

#### *Objectives:*

- Create picture and bar-type graphs

## **SCIENCE**

### **Skill: Scientific Investigation and Reasoning**

#### *Objective(s):*

- Plan and conduct simple descriptive investigations
- Collect, record, and compare information using tools and materials to support observations

### **Skill: Force, Motion, and Energy**

#### *Objective(s):*

- Demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow

### **Skill: Matter and Energy**

#### *Objective(s):*

- Predict and identify changes in materials caused by heating and cooling

### **Skill: Organisms and Environment**

#### *Objective(s):*

- Sort and classify living and nonliving things based upon if they have basic needs and produce offspring

## **SOCIAL STUDIES**

### **Skill: History, Government, and Citizenship**

#### *Objectives:*

- Identify contributions of historical figures who have influenced the community, state, and nation.
- Identify characteristics of good citizenship and state and national symbols

## **Skill: Geography and Culture**

### *Objectives:*

- Describe the significance of various holidays and celebrations through the use of visuals and other media sources

This document clarifies objectives used to determine the skill grade reflected on the report card. Objectives for each grading period are determined by the district curriculum. Throughout the grading periods the level of mastery of each skill increases. These skills will build a foundation to help students succeed both academically and in a global tomorrow.

## **ENGLISH LANGUAGE ARTS**

### **Skill: Phonological Awareness**

#### *Objectives:*

- Distinguish between long- and short vowel sounds in spoken one-syllable words
- Decode words in context and in isolation by applying common letter-sound correspondences
- Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short- vowel patterns) to create recognizable words

### **Skill: Reading Strategies**

#### *Objectives:*

- Monitor accuracy of decoding
- Confirm predictions about what will happen next in text by “reading the part that tells”
- Determine what words mean from how they are used in a sentence either heard or read

### **Skill: Fluency**

#### *Objectives:*

- Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension

### **Skill: Comprehension**

#### *Objectives:*

- Make inferences about text and use textual evidence to support understanding
- Make connections to own experiences to ideas in other texts and to the larger community and discuss textual evidence

### **Skill: Genre/Text Structure**

#### *Objectives:*

- Restate the main idea, heard or read
- Identify important facts or details in text, heard or read
- Retell the order of events in a text by referring to the words and/or illustrations
- Use text features (e.g. table of contents, illustrations) to locate specific information in text

### **Skill: Composition**

#### *Objectives:*

- Revise drafts by adding or deleting a word, phrase, or sentence
- Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric
- Write brief compositions about topics of interest to the student
- Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences

### **Skill: Word Study**

#### *Objectives:*

- Use phonological knowledge to match sounds to letters to construct known words
- Identify and read at least 100 high frequency words from a commonly used list



## MATH

### **Skill: Computations and Algebraic Relationships**

#### *Objectives:*

- Use objects and pictures to solve addition and subtraction word problems within 20
- Create and solve addition and subtraction word problems within 20 when given a number sentence
- Use objects, pictures and number sentences to represent addition and subtraction word problems up to 20

### **Skill: Geometry and Measurement**

#### *Objectives:*

- Describe the length of an object to the nearest whole unit
- Tell time to the hour and half hour using an analog and digital clock

### **Skill: Data Analysis and Personal Financial Literacy**

#### *Objectives:*

- Create picture and bar-type graphs
- Count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes

## SCIENCE

### **Skill: Scientific Investigation and Reasoning**

#### *Objective(s):*

- Plan and conduct simple descriptive investigations
- Collect, record, and compare information using tools and materials to support observations of habitats of organisms

### **Skill: Organisms and Environments**

#### *Objective(s):*

- Observe and record life cycles of animals
- Analyze and record examples of interdependence found in various situations

## SOCIAL STUDIES

### **Skill: History, Government, and Citizenship**

#### *Objectives:*

- Identify characteristics of good citizenship

### **Skill: Geography and Culture**

#### *Objectives:*

- Describe the significance of various holidays and celebrations through the use of visuals and other media sources

### **Skill: Economics and Science and Technology**

#### *Objectives:*

- Describe how technology changes communication, transportation, and recreation