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| **ELA Power Standards with Data Trackers** | | | | | | | | |
| **Reading: Literature** | | | | | | | | |
| **Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 2.With prompting and support, retell familiar stories, including Key details  **\*Data Tracker\*** | Listens to texts read aloud and attends to the illustrations; non- verbal at this time | Retells a story in a two- or three word phrase or less. | Retells a story that includes who is in the story and/or where it happened. | Retells a story that includes who is in the story and/or where it happened and tells at least 2 events that happened. | Retells a story that includes characters, settings, and more than 3 events in chronological order. | Retells a story from beginning to end that focuses on key details, such as major characters, central settings, and important events, in chronological order | Retells a story and includes characters, settings, and more than 3 events in chronological order and states the lesson learned from the story. | Retells a story and includes characters, settings, and more than 4 events in chronological order and states the lesson learned from the story. |
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| **Assessment Task**  Show child the familiar storybook, say: Tell me this story like you are telling it to a friend who has never heard the story before.  Make sure you include the characters, settings, and major events. You can prompt the child to tell more.  Use checklist to score.  See Reading Data Assessment for data tracking purposes. | | | | | | | | |
| 7.With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what moment in a story an illustration depicts) | Non- verbal at this time | With prompting and support, use and interpret illustrations to gain meaning of story read aloud | With prompting and support, make predictions based on illustrations and portions of story or text. | With prompting and support, demonstrate an understanding of the topic of a book from the pictures or title read aloud | With prompting and support, identify the clues they used in their predictions and interpretations of the illustrations | With prompting and support, describe the relationship between illustrations and the text in which they appear. | Create a suitable title based on illustrations and story read aloud | Create a suitable title based on illustrations and create an alternate ending based on illustration. |
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| **Assessment Task**:  Every time a story is read, show the students the front cover, ask them to make predictions about;  What the story will be about? What is the setting of the story? | | | | | | | | |

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| **Reading: Informational Text** | | | | | | | | |
| **Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 2. With prompting and support identify the main topic and retell key details of a text. | non- verbal at this time; does not attend to the story or book read aloud | Listens to a story read aloud and attends to the illustrations, repeats at least 1 vocabulary from the text when prompted | Identifies at least 1 detail from the story or book | Identifies 3+ details in a story. | Tells what the  informational  text is about  using specific  terms, and tells  at least 1 detail from the text. | Tells what the  informational  text is about  using content  specific terms,  and tells at least  2 details from text. | Identifies main topic and retells at least 3 key details of an informational text | Identifies main topic and retells at all key details (5+) of an informational text |
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| **Assessment Task**  Show child the familiar informational text, say: Tell me the main topic of this text. Tell me the most important information the author wrote about. | | | | | | | | |
| 5. Identify the front cover, back cover, and title page of a book. | Child turns pages of a book, but may not hold the book properly. | Child looks at a book front to back and turns the pages one at a time. | Child can identify the front cover and back cover of the book | Child can identify the title page of a book and show that the title is the same on the front cover and the title page | Child can find 2 places to find the title of the book - on the front cover and on the title page of the book | Identify the front cover, back cover, and title page of a book. | Identify the front cover, back cover, and title page of a book and show where you find the author and illustrator on the cover and the title page. | Know and use various text features to locate key facts or information in a text (headings, table of contents) |
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| **Assessment Task**:  While reading stories to students, have them identify the different elements of a story (front cover, back cover, author, illustrator, title). | | | | | | | | |
| 7.With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) | Non- verbal at this time | With prompting and support, use and interpret illustrations to gain meaning of story read aloud | With prompting and support, make predictions based on illustrations and portions of story or text. | With prompting and support, demonstrate an understanding of the topic of a book from the pictures or title read aloud | With prompting and support, identify the clues they used in their predictions and interpretations of the illustrations | With prompting and support, describe the relationship between illustrations and the text in which they appear. | Create a suitable title based on illustrations and story read aloud | Uses the illustrations and details in a text to describe the key details. |
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| **Assessment Task:**  Every time a story is read, show the students the front cover, ask them to make predictions about; What the story will be about? Who are the characters? What is the setting of the story? | | | | | | | | |

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| **Reading: Foundational Skills** | | | | | | | | |
| **Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 1d. Recognizes and names all upper and lowercase letters of the alphabet | Does not recognize or name any letters | Recognizes and names 1-5 letters of the alphabet; uppercase or lowercase | Recognizes and names at least 10 letters of the alphabet; uppercase or lowercase | Recognizes and names at least 15 letters of the alphabet; uppercase or lowercase | Recognizes and names at least 20 letters of the alphabet; uppercase or lowercase | Recognizes and names all letters of the alphabet; uppercase or lowercase | Fill in the missing letters when all letters of alphabet (uppercase or lowercase) are in order. | Using the letters of the alphabet, beginning to put letters together to form words. |
|  | Q2 |  |  |  |  |  |  |
| **Assessment Task**:  Show students all of the uppercase/lowercase letter cards, one at a time, in random order.  Say: name the letters as I show them. Give 3 seconds to name the letter and move on.  Use a checklist to score. | | | | | | | | |
| 2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).  \*produce rhyming words  \*count, pronounce, blend and segment syllables in spoken words  \*Isolate and pronounce the initial, medial, and final sounds in three phoneme words | Unable to perform task. | \*During play, while listening to a story or participating in a group activity, the child imitates the noise of a familiar animal, a machine, or another familiar object.  \*Recognizes when two words begin with the same sound | \*The child repeats or participates with others in saying sounds and words associated with a rhyme, song or finger play.  \*Recognizes when 2 words do not have the same ending sound or do not rhyme | \*When given 3 words with picture prompts, child repeats the 2 words that rhyme.  \* Recognizes and identifies 5 initial sounds in words, such as mop begins with /m/sound and mop begins with the same sound as mom. | \*Child independently provides rhyming words to complete familiar rhymes, chants, songs, finger plays.  \* Recognizes and identifies the ending sound of 5 spoken 3 letter CVC words and the middle sounds in at least 3 spoken CVC words | \*The child recognizes that two words do not have the same ending sound – 3 different times.  \* Isolates and pronounces beginning, medial, and ending letter sounds in three- letter (CVC) words. | \*Child can tell when 2 words rhyme or do not rhyme; Can Produce a rhyming word for any 3 given prompts  \* Blends together spoken beginning, middle, and ending sounds to pronounce a CVC word – 5 times | Child can distinguish long from short vowel sounds in spoken single syllable words, and can orally produce single syllable words by blending sounds. |
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| **Assessment Task**:  Ask students: Say yes if these two words rhyme and say no if these two words do not rhyme.  Ball/hall, mat/dog, pig/wig, cat/how, try/sat, how/cow  Student must be correct for 4 to 6 pairs of rhymes.  Say: Say yes if these words begin with the same sounds and say no if they do not.  Dog/down, gum/rat, mom/mat, sun/go  Students must be correct for 3 pairs. | | | | | | | | |
| 3a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound of many of the most frequent sounds for each constant. | No Verbal interactions at this time | Student says or sings the name of a letter, for example, while rote singing the alphabet song. | Student recognizes one uppercase or lowercase letter, often the initial letter in his or her name. | Student points out that two words (real or made up) start with the same sound. | Knows at  least 10 sounds for any of the consonants. | Demonstrates basic knowledge of one–to–one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. | Demonstrates basic knowledge of one–to–one letter-sound correspondences by producing the primary sounds for all of the most frequent sounds for each consonant. | Demonstrates the spelling sound correspondences for common consonant digraphs. |
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| **Assessment Task**:  Show the children the letter cards one at a time. Say: what is the sound of this letter? Give the students 3 seconds to respond and move on.  If the letter has more than one sound, then ask if the child knows any other sounds that letter makes.  Use checklist to score. | | | | | | | | |
| 3b. Read common high frequency words by sight. | No Verbal interactions at this time | Reads 1 word, including own name. | Reads 3 words, including own name. | Reads at least 5 words, including own name. | Reads at least 10 words, including own name. | Reads at least 15 high-frequency kindergarten level words. | Reads at least 20 high-frequency kindergarten level words | Reads at least 30 high-frequency kindergarten level words |
|  | Q2 |  |  |  |  |  |  |
| **Assessment Task**:  Show children each sight word-one at a time. Say: read the word on the card. Give children 3 seconds to respond and move on.  Observation of children reading words can be included in total count of words read correctly. | | | | | | | | |
| 4.Reads emergent-reader texts with purpose and understanding  (Combined with Print concepts  1a. Follow words from left to right, top to bottom, and page by page.  1b. Recognize that spoken words are represented in written language by specific sequences of letters) | Child turns pages of a book. | Child looks at a book front to back and turns the pages one at a time. | Child names objects and actions in the illustrations of a book and knows that the words (text) are related to the pictures somehow. | Child uses a phrase or sentence to talk about a person, animal, object, or event pictured in a book. | Follows along with finger on text (left to right, top to bottom, and page by page) as the reader, reads aloud. | Read along with emergent-reader texts chorally with the teacher in small group settings | Reads emergent-reader texts with support for the purpose of gaining understanding of the meaning | Reads emergent texts with sufficient fluency and accuracy to support comprehension. |
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| **Assessment Task**:  Hand the child an emergent text for the checkpoint you are assessing and provide a brief introduction to the text and the title of the text.  Turn to the first page and say: read the text to me. | | | | | | | | |

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| **Writing** | | | | | | | | |
| **Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  **\*Writing Data Tracker\*** | Unable to write/scribble. | *Scribble* \*Uncontrolled or unidentifiable scribbling | *Pictorial*  \*Draws a somewhat recognizable picture on the topic | Pictorial  \*Draws a somewhat recognizable picture on the topic and tells about the drawing | *Pre-communicative* \*Writes recognizable letter forms, letters or random letter strings to convey a message. \*“Reads” back what was written.  \* Also, able to write own name. | *Semi- Phonetic*  \*Writes one or more letters to represent every word.  \*Writes from left to right and top to bottom.  \*Correctly uses SOME letters to match sounds.  \*Correctly spells some high-frequency words  \*Writes and reads back at least one sentence. | *Phonetic*  \*Uses both upper and lowercase letters.  \*Writes from left to right / top to bottom  \*Spells some high-frequency words in-sentences  \*Separates words with spaces  \*Writes 2 or more sentences. | *Transitional*  \*Correctly uses appropriate punctuation  \*Uses appropriate subject verb agreement  \*Uses regular verb ending  \*Writes three or more sentences |
|  |  | *Q2* |  |  |  |  |  |
| **Assessment Task**:  Writing Continuum  See Writing Data Assessment for data tracking purposes. | | | | | | | | |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | non- verbal at this time | Can identify/ collect pictures, names, words included in/related to the shared material | With guidance and support, student verbally recalls or draws recognizable information gathered. | With guidance and support, student pays attention during writing a collective story recounting experiences then illustrates a chosen portion of the collective class story. | With guidance and support, student can contribute to a writing by dictating a collective story recounting experiences then illustrates and labels part of the story. | With guidance and support from adults, student participates in shared research and writing projects. | With guidance and support from adults, student participates in shared research and writing projects. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
|  |  | Q2 |  |  |  |  |  |
| **Assessment Task**:  Assessed by observation only | | | | | | | | |

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| **Speaking and Listening** | | | | | | | | | | | | | | | | |
| **Standards** | | **Stage 1** | | **Stage 2** | | **Stage 3** | | **Stage 4** | | **Stage 5** | | **Stage 6** | | **Stage 7** | **Stage 8** | |
| 3. Asks and answers questions in order to seek help, get information, or clarify something that is not understood.  **\*Oral Data Tracker\*** | | No Verbal interactions at this time | | Answers questions with non-verbal gestures when asked. | | Asks and answers questions verbally about something. | | Asks and answers 2 questions about a hidden object without revealing what it is. | | Asks 1 question and answers 4 questions about stories, people, objects etc. to show their level of understanding | | Asks 2 questions and answers 4 questions verbally when getting help or clarifying information such as instructions, locations or a word the child does not understand. | | Asks 3+ questions and answers 5+ questions verbally about what a speaker says in order to gather additional information or understanding. | Answers “what if” questions about topics and ideas from text the child wants to know more about. | |
|  | |  | | Q2 | |  | |  | |  | |  |  | |
| **Assessment Task**:  Assessed by observation only.  See Oral Data Assessment for data tracking purposes. | | | | | | | | | | | | | | | | |
| 6. Speak audibly and express thoughts, feelings, and ideas clearly. | | No Verbal interactions at this time | | With prompting and support, speak audibly and express thoughts, feelings, and ideas clearly with a familiar adult 1x1 | | Without support, speak audibly and express thoughts, feelings, and ideas clearly to a familiar adult | | With prompting and support, speak audibly and express thoughts, feelings, and ideas clearly to a small group of classmates | | With prompting and support, speaks audibly and expresses thoughts, feelings, and ideas clearly to a whole class group. | | Independently, speaks audibly and express thoughts, feelings, and ideas clearly to a whole class group. | | Produce complete sentences when appropriate to task and situation of expressing thoughts, feelings and ideas clearly. | Demonstrates command of the conventions of standard English grammar and usage when speaking. | |
|  | |  | | Q2 | |  | |  | |  | |  |  | |
| **Assessment Task**:  Assessed by observation only. | | | | | | | | | | | | | | | | |
| **Language: Conventions of Standard English** | | | | | | | | | | | | | | | | |
| **Standards** | **Stage 1** | | **Stage 2** | | **Stage 3** | | **Stage 4** | | **Stage 5** | | **Stage 6** | | **Stage 7** | | | **Stage 8** |
| 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | No verbal interactions at this time | | Answers who, what, where questions with non-verbal gestures when asked. | | \*Answers who, what, where questions verbally  \*Asks questions to get help with something. | | \*Asks and answers 2 questions about a hidden object. | | \*Asks and answers 3 questions about who, what, where, when to show their level of understanding | | \*Ask and answer minimum of 4 questions about who, what, where, when, why and how. (interrogatives) | | \*Ask and answer minimum of 5 questions about who, what, where, when, why and how. (interrogatives) | | | \*Ask and answer more than 5 questions about who, what, where, when, why and how. (interrogatives) |
|  | | Q2 | |  | |  | |  | |  | |  | | |  |
| **Assessment Task**:  Assessed by observation only.  While reading books, have students ask questions about story, such as, what might happen next? | | | | | | | | | | | | | | | | |
| 1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | No Verbal interactions at this time | | Participates in finger plays, rhymes, following instructions in response to position and location words (first /last; over/under; top to bottom; left to right; in/ out; on/ off; big/small; front/back etc.) | | Can understand and use 2 special concept words properly to follow directions and/ or answer questions  (first /last; over/under; top to bottom; left to right; in/ out; on/ off; big/small; front/back etc.) | | With prompting and support, can understand and use 2 sets of special concept words properly (first /last; over/under; top to bottom; left to right; in/ out; on/ off; big/small; front/back etc.) | | With prompting and support, can understand and use 4 sets of special concept words properly (first /last; over/under; top to bottom; left to right; in/ out; on/ off; big/small; front/back etc.) | | With prompting uses at least 5 frequently occurring prepositions properly when giving directions (e.g., to, from, in, out, on, off, for, of, by, with). | | Independently uses at least 5 frequently occurring prepositions properly when giving directions (e.g., to, from, in, out, on, off, for, of, by, with). | | | Independently uses 5+ frequently occurring prepositions properly when giving directions (e.g., to, from, in, out, on, off, for, of, by, with). |
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| **Assessment Task**:  Assessed by observation only.  While students are in centers, listen for them to describe objects using these prepositions. | | | | | | | | | | | | | | | | |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  \*Capitalize the first word in a sentence and the pronoun I.  \*Recognize and name end punctuation  \*Write a letter for most consonant and short vowel sounds  \*Spell simple words phonetically | Unable to perform task. | | \*Student can locate and identify the pronoun ‘I’ as a sight word.  \*Student can point to or tell that the text on the page tells the story of the pictures.  \*Recognizes the first sound of name. | | \*Student can match at least 5 pairs of upper and lowercase letters.  \*Student can recognize, locate and name the ‘period’ at the end of a sentence.  \*When listening to given words, student can match any two words that start with the same sound and produce the common sound. | | \*Student can locate uppercase letters and distinguish them from lowercase letters.  \*Student can recognize, locate and name the ‘period’ and question mark at the end of a sentence.  \*With prompting and support- when labeling their drawings, student can write a letter for most beginning consonant sounds. | | \*Explains the rule: that we always capitalize the 1st word in a sentence and the pronoun I.  \*Student can recognize, locate and name the ‘period’, question mark and/or exclamation mark at the end of a sentence.  \*With prompting and support, when labeling their drawings, student can write a letter or letters for most beginning and ending consonant and short-vowel sounds. | | \*When labeling their drawing, students will capitalize the first word in a sentence and the pronoun I.  \*Student can recognize and name ending punctuation.  \*When labeling their drawings, student can independently write a letter or letters for most consonant and short-vowel sounds in words \*Consistently Spells | | \*When labeling their drawing, student will capitalize the first word in a sentence, the pronoun ’I’, their own name and other proper nouns.  \*Student will use ending punctuation in their writing most of the time.  \*When labeling their drawings, the student will independently write and apply phonics knowledge correctly most of the time.  \*Consistently spells | | | \*When labeling their drawing, student will capitalize the first word in a sentence, the pronoun ’I’, their own name and other proper nouns.  \*Student will use ending punctuation in their writing.  \*When labeling their drawings, the student will independently write and apply phonics knowledge correctly.  \*Consistently spells |
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| **Assessment Task**:  Writing continuum, prompts, everyday reflection writing | | | | | | | | | | | | | | | | |
| 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent  (match) | Unable to perform task | | Identify and sort 5 common objects , events, pictures, words, colors, textures and/or shapes into 2 different classifications according to their physical attributes | | Identify and sort 10 common objects, events, pictures, words, colors, shapes or textures into 2 different classifications according to their location/ where they belong. | | With prompting and support, identify and sort 5 common objects, events, pictures, words, colors, shapes and/or textures into 2 given classifications according to how they go together. | | Independently identify and sort 10 common objects, events, pictures, words, colors, shapes and/or textures into 3 given classifications according to how they go together. | | Sort 10 common objects into 3 student chosen categories (e.g., shapes, foods) to demonstrate their understanding of the concepts the categories represent | | With prompting and support, sort common objects into categories and be able to explain why or how they go together. | | | Independently, sort common objects into categories (e.g., shapes, foods) and be able to explain why or how they go together. |
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| **Assessment Task**:  Assessed by observation only. | | | | | | | | | | | | | | | | |

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| **Mathematics Power Standards with Data Trackers** | | | | | | | | |
| **Counting and Cardinality (K.CC)** | | | | | | | | |
| **Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 1. Count to 100 by ones and by tens | Unable to count or verbalize number sequences. | Counts to 5 by ones | Counts to 10 by ones | Counts to 20 by ones and by tens | Counts to 50 by ones and by tens | Counts to 100 by ones and by tens | Counts to 120 by ones and by tens | Counts to 150 by ones and by tens |
|  |  | Q2 |  |  |  |  |  |
| **Assessment Task**:  When students work in the block center, ask questions that require them to count the blocks and other materials forward from a given number. | | | | | | | | |
| 3. Write numbers from 0-20. Represent a number of objects with a written numeral 0-20. | Unable to write numbers 0-20. | Can trace or point to a number to represent a number of objects. | Writes a numeral to represent 5 objects. | Writes a numeral to represent 10 objects. | Writes a numeral to represent 15 objects. | Writes a numeral to represent 20 objects. | Writes a numeral to represent 30 objects. | Writes a numeral to represent 50 objects. |
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| **Assessment Task**:  When students work in centers, ask questions that require them to count the materials and then provide a dry erase board to have them represent that amount in written form. | | | | | | | | |
| 4a and 4b. Counts out objects for any given number from 0-20.  (One to one correspondence)  **\*Data Tracker\*** | Unable to count objects from a pile of objects. | Counts out 3 objects,  from a pile of objects,  with some errors | Counts out 5 objects,  from a pile of objects,  with some errors. | Counts out 5 objects,  from a pile of objects,  accurately and fluently. | Counts out 10 objects,  from a pile of objects,  accurately and fluently. | Counts out 15 objects,  from a pile of objects,  accurately and fluently. | Counts out 20 objects,  from a pile of objects,  accurately and fluently. | Counts out 25 objects,  from a pile of objects,  accurately and fluently. |
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| **Assessment Task**:  When students work in the blocks center, ask questions that require them to count the blocks and other materials | | | | | | | | |
| 5. Counts (without moving the objects) to answer “how many” questions when given up to 10 things in a scattered configuration. | Unable to count objects from a pile of objects. | Counts out 3 objects,  from a pile of objects without moving them, with some errors. | Counts out 5 objects,  from a pile of objects without moving them, with some errors. | Counts out 5 objects,  from a pile of objects without moving them,  accurately and fluently | Counts out 10 objects,  from a pile of objects without moving them,  accurately and fluently | Counts out 15 objects,  from a pile of objects without moving them,  accurately and fluently | Counts out 20 objects,  from a pile of objects without moving them,  accurately and fluently | Counts out 25 objects,  from a pile of objects without moving them,  accurately and fluently |
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| **Assessment Task**:  Assessed by observation of student counting objects without moving them. | | | | | | | | |
| 6. Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group  **\*Data Tracker**  **(combined with #7)\*** | Counts and  compares  groups of  objects  (more than  5, but less  than 8 per  group), but is unable to use the terms. | Counts and  compares  groups of  objects  (more than  5, but less  than 8 per  group) and  may use  one of the  terms  accurately. | Counts and  compares  groups of  objects  (more than  5, but less  than 8 per  group) and  uses more  than one  of the  terms  accurately. | Counts and  compares  groups of  objects  (more than  5, but less  than 8 per  group) and uses the terms  accurately  most of the time. | Counts  and  compares  groups of  objects  (more than  8, but less  than 12 per  group) and  uses more  than one  of the  terms  accurately. | Counts and  compares  groups of  objects (more  than 8, but  less than 12  per group)  uses the terms  accurately  most of the time. | Counts and  compares groups  of objects (more  than 8, but less  than 12 per  group) and uses  the terms accurately. | Counts and compares  three groups of objects  (more than 8, but less  than 12 per group) and  uses the terms accurately. |
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| **Assessment Task:**  Assessed by observation of students counting objects. | | | | | | | | |
| 7. Compares written numerals: compares two numbers between 1-10 presented as written numerals  **\*Data Tracker**  **(combined with #6)\*** | Unable to recognize written numerals. | Recognizes 1  of the written  numerals 1–  10. | Recognizes 2  of the written  numerals 1–  10. | Recognizes at  least 3 of the written  numerals 1–10. | Recognizes at  least 5 of the  written numerals  1–10. | Recognizes all  written numerals  1–10. | Accurately  compares two  numbers between  1–10 if there is at  least a difference of  5 between the two  written numerals | Accurately  compares two  numbers between  1–10 if there is at  least a difference of  8 between the two  written numerals |
|  |  |  |  |  | Q2 |  |  |
| **Assessment Task**:  Show child the numerals 2 and 10 and say: Which of these numbers is the smallest? | | | | | | | | |
| **Operations and Numbers in Base Ten (K.OA)** | | | | | | | | |
| **Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 2. solves addition and subtraction word problems (within 10) by using objects or drawings to represent the problem. | Unable to solve addition and subtraction problems. | Solves addition and subtraction  problems up to  2 with objects. | Solves addition and subtraction  problems up to  3 with objects. | Solves addition and subtraction  problems up to  4 with objects. | Solves addition and subtraction  problems up to  5 with objects. | Solves addition and subtraction  problems up to  10 with objects. | Solves addition and subtraction  problems up to 10  without objects. | Solves addition and subtraction  problems up to  15 without objects. |
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| **Assessment Task**:  Place 8 cubes in front of you. *Say*: Use these cubes to answer the following question.  *Say slowly*: You have 1 cube and I give you 1 more cube. How many cubes would you have in all? *Can prompt to use cubes.*  Play games where children have to answer “how many are left?” | | | | | | | | |
| 3. Decompose numbers less than or equal to 10 into pairs in more than one way.  (using drawings or objects) | Unable to perform task. | Can decompose numbers that are less than or equal to 3 into pairs, but is unable to record the answer.  . | Can decompose numbers that are less than or equal to 3 into pairs  and records  the answer  with a drawing  or equation for any  number from 1 to  3.  . | Can decompose numbers that are less than or equal to 5 into pairs  and records  the answer  with a drawing  or equation for any  number from 1 to  5.  . | Can decompose numbers that are less than or equal to 7 into pairs  and records  the answer  with a drawing  or equation for any  number from 1 to  7.  . | Can decompose numbers that are less than or equal to 10 into pairs  and records  the answer  with a drawing  or equation for any  number from 1 to  10.  . | Can decompose numbers that are less than or equal to 10 into pairs  and records  the answer  with a drawing  or equation.  for any  number from 1 to  15. | Can decompose numbers that are less than or equal to 10 into pairs  and records  the answer  with a drawing  or equation for any number from  1 to 20. |
| Q2 |  |  |  |  |  |  |  |
| **Assessment Task**:  During snack, give children 1-9 crackers, etc. and ask how many more it takes to get to 10. | | | | | | | | |
| **Number and Operations in Base Ten (K.NBT)** | | | | | | | | |
| **Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones. | Unable to perform task. | Can decompose numbers from 0-5,but is unable to record the answer with a drawing or equation | Can decompose numbers from 0- 5,and records  the answer  with a drawing  or equation | Can decompose numbers from 5- 11,and records  the answer  with a drawing  or equation. | Can decompose numbers from 11- 14 into tens and ones,  and records  the answer  with a drawing  or equation. | Can decompose numbers from 11- 19 into tens and ones,  and records  the answer  with a drawing  or equation. | Can decompose numbers from 11- 24 into tens and ones,  and records  the answer  with a drawing  or equation. | Can decompose numbers from 11- 29 into tens and ones,  and records  the answer  with a drawing  or equation. |
| Q2 |  |  |  |  |  |  |  |
| **Assessment Task**:  During morning meeting, have children represent the number of days they have been in school and separate by tens and ones. | | | | | | | | |
| **Measurement and Data (K.MD)** | | | | | | | | |
| **Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 2. Directly compares two objects with a measurable attribute in common to see which object has “more of/less of” the attribute and describe the difference. | Unable to compare and explain. | Compares two objects, but is unable to explain the difference. | Compares two objects that are the same, but one is longer than the other and explains the difference. | Compares two objects that are different, one is longer, wider, or thicker than the other and explains at least one difference. | Compares two objects that are the same, one is larger and heavier than the other and explains at least one difference. | Compares two objects that are different, one is longer, wider, or thicker than the other and explains more than one difference | Compares two objects that are the same, one is larger and heavier than the other and explains more than one difference | Compares four objects with a measureable attribute in common to see which objects have more or less of the attribute or explains the difference between the four objects. |
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| **Assessment Task**:  Hand the student two objects. Say, “Describe these two objects.” Prompt if needed. | | | | | | | | |
| 3. Classify objects into given categories; count the number of objects in each category and sort the categories by count. | Unable to classify and count objects in groups. | Classifies small groups of objects (less than 5) into 2 given categories. | Classifies small groups of objects (less than 5) into 2 given categories; counts the number of objects in each category and sorts or orders the categories by count. | Classifies small groups of objects (less than 5) into 3 given categories; counts the number of objects in each category and sorts or orders the categories by count. | Classifies large groups of objects (up to 5) into 3 given categories; counts the number of objects in each category and sorts or orders the categories by count. | Classifies large groups of objects (up to 5) into 4 given categories; counts the number of objects in each category and sorts or orders the categories by count. | Classifies large groups of objects (up to 10) into 5 given categories; counts the number of objects in each category and sorts or orders the categories by count. | Classifies large groups of objects (up to 15) into 5 given categories; counts the number of objects in each category and sorts or orders the categories by count. |
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| **Assessment Task**:  Have 5 buttons of 1 color, and 3 buttons of another color. Place the 8 buttons in front of student. Say,  “Sort the buttons by color. How many buttons in each pile? Which pile has the most buttons? Which pile has the fewest buttons?” | | | | | | | | |
| **Geometry** | | | | | | | | |
| **Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using positional words. | Unable to perform task. | Able to describe at least 1 shape in the environment, but unable to use positional words to describe the position. | Able to describe at least 1 shape in the environment and describe the position of the shape using positional words | Able to describe at least 2 shapes in the environment and describe the position of the shape using positional words. | Able to describe at least 3 different shapes in the environment and describe their position using words like above, below, next to, or behind. | Able to describe at least 4 different shapes in the environment and describe their position using words like above, below, next to, or behind. | Able to describe at least 5 different shapes in the environment and describe their position using words like above, below, next to, in front of, on top of or behind. | Able to describe 2d and 3d shapes in the environment and describe their position using words like above, below, next to, in front of, on top of or behind. |
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| **Assessment Task**:  Have a walk around the room. Ask children to locate shapes in the room and describe their location. | | | | | | | | |
| 2. Correctly name shapes regardless of their orientations or overall size. | Unable to name any shapes. | Able to name at least 1 shapes properly. | Able to name at least 2 shapes properly. | Able to name at least 3 shapes properly. | Able to name at least 4 shapes properly. | Able to name at least 5 shapes properly. | Able to name at least 6 shapes properly. | Able to name at least 7 shapes properly. |
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| **Assessment Task**:  Place shapes around the room. Have children identify them.  Do a walkabout in the school. Have the children locate and identify shapes regardless of location or size. | | | | | | | | |
| 3. Identify shapes as 2D or 3D. | Unable to name any 2D or 3D shapes. | Able to name at least one 2D or 3D shapes properly. | Able to name at least two 2D and/or 3D shapes properly. | Able to name at least three 2D and 3D shapes properly. | Able to name at least four 2D and 3D shapes properly. | Able to identify at least five 2D and 3D shapes properly. | Able to name at least six 2D and 3D shapes properly. | Able to name at least seven 2D and 3D shapes properly. |
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| **Assessment Task**:  Place shapes around the room. Have children identify them as 2D or 3D.  Do a walkabout in the school. Have the children locate and identify shapes as 2D or 3D. | | | | | | | | |
| 4. Analyzes and compares two- and three- dimensional shapes in different sixes and orientations, using informal language to describe their similarities, differences, parts, and other attributes | Unable to compare 2D or 3D shapes. | Compares 2D shapes, the same sizes and orientations, and describes how they are the same or different, may use attributes such as color. | Compares 3D shapes, the same sizes and orientations, and describes how they are the same or different, may use attributes such as color. | Compares 2D and 3D shapes, the same sizes and orientations, and describes how they are the same or different, may use attributes such as color. | Compares 2D and 3D shapes, in different sizes and orientations, and describes how they are the same or different using attributes such as names of shapes. | Analyzes and compares 2D and 3D shapes, in different sizes and orientations, and describes how they are the same or different using attributes such as longer, shorter, thicker, and more sides. | Analyzes and compares 2D and 3D shapes, in different sizes and orientations, and describes how they are the same or different using attributes and the parts of the shapes. | Analyzes and compares 2D and 3D shapes, in different sizes and orientations, using content specific language and specific shapes to describe their similarities, differences, parts, and other attributes. |
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| **Assessment Task:**  Place the 2D and 3D shapes in front of the student. Say: look closely at the shapes.  Pause and say: compare the shapes by putting them up against each other to see what you notice.  Pause and say: how are they the same? How are they different? Is there anything else you notice? | | | | | | | | |

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| **Science Power Standards with Data Trackers** | | | | | | | | |
| **Motion and Stability: Forces and Interactions** | | | | | | | | |
| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-PS2-1  Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on motion of an object. | Uses trial and error to investigate a material itself and/or an idea. | Demonstrates a push or a pull. | Demonstrates a push and a pull, describing what has happened to the motion of an object. | Demonstrates a push and a pull,  Compares the effects of different strengths or different directions of pushes and pulls on motion of an object. | Demonstrates a push and a pull,  Makes a verbal prediction about what will happen when comparing the effects of different strengths/directions on the motion of an object. | Plans and conducts an investigation to compare the effects of different strengths or different directions of pushes and pulls on motion of an object with guidance and support. | Independently plans and conducts an investigation to compare the effects of different strengths or different directions of pushes and pulls on motion of an object. | Poses a question and systematically tests out possible answers. |
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| **Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-PS2-2  Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. | Explores objects in motion in his or her play. | Creates movement of one or more objects during play. | Demonstrates the speed and direction of an object, describing what has happened to the motion of an object. | Demonstrates the speed and direction of an object. Describe the speed and direction of an object, and measurable attributes of objects, such as length or weight.  \*stating the “why” | Demonstrates the speed and direction of an object.  Makes a prediction to determine a change in the speed or direction of an object. | Plans and conducts an investigation to determine a change in the speed or direction of an object with a push or a pull with guidance and support. | Independently plans and conducts an investigation and analyzes the data to determine if a design solution works as intended to change the speed or direction with guidance and support. | Independently analyzes the data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. |
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| **Assessment Task: SEE HighScope STEM CARD # 1**  Introduce the activity: “Ladies and gentlemen! Welcome to the \_\_\_\_\_\_ Raceway! Today we are going to construct ramps for our cars to race down. Who knows what a ramp is? Acknowledge children’s ideas about and experiences with ramps.  Stack a few blocks and prop a cardboard tube (or other ramp material) up against the blocks so it creates a low incline, and put the car in the tube to go down the ramp. Say something like “Uh-oh…. Not too fast and not too far. I wonder how we can make the car go faster and faster? Again acknowledge the children’s ideas.  Suggest that children test out their ramp-making ideas to see how fast and far their own cars will go. Say “I have some materials for you to use to make ramps. I wonder how you can build a ramp to make your cars go fast and far.  Distribute the materials and move to an open space in the classroom.  Comment on how children use the materials and imitate their actions with your materials.  Encourage children to describe what they are doing, thinking, and observing as they work.  Introduce intentional vocabulary (change, direction, distance, path, pull, push, ramp, speed)  Offer children tape if they would like to connect tubes or other materials to extend their ramps. Offer measuring tools if children want to measure how far their car travels.  Move from child to child, asking: “What happened to your car? Why did it move that way? What could you do to change its motion/speed/ direction? Did your idea work? | | | | | | | | |
| **Interdependent Relationships in Ecosystems: Animals, Plants and their Environment** | | | | | | | | |
| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-LS1-1  Use observations to describe patterns of what plants and animals (including humans) need to survive. | Names an object or event in the natural and physical world. | Recognizes plants and animals are living things and have needs. | Talks about one need of plants or animals (including humans) with guidance and support. | Independently initiates or talks about one need of plants or animals (including humans). | Independently initiates or talks about 2-3 needs of plants or animals (including humans). | Identifies and describes a pattern of what the plants and animals (including humans) need to survive with guidance and support. | Independently identifies and describes a pattern of what the plants and animals (including humans) need to survive through observations. | Analyze what living things need to survive and identify why. |
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| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-ESS2-2  Construct an argument supported by evidence for how plants, animals, humans can change the environment to meet their needs. | Names an object or event in the natural and physical world. | Recognizes plants and animals change their environment. | Talks about one way plants or animals change their environment to meet their needs, with guidance and support. | Independently talks about one way plants or animals change their environment to meet their needs | Independently Talks about 2-3 ways plants or animals change their environment to meet their needs | Identifies multiple ways plants and animals change their environment to meet their needs and why. | Constructs an argument supported by evidence for how plants, animals, humans can change the environment to meet their needs. | Implement an action plan to reduce the impact of humans on land, water, air and/or other living things in the local environment |
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| **Earth and Human Activity** | | | | | | | | |
| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-ESS3-3  Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. | Recognizes that animals have a habitat. | Explores animal habitats in his or her play. | Creates animal habitats using toolsto support his or her play. | Describe animal habitats with 2-3 details independently. | Identify and describe habitats for animals/plant and explain why that environment is appropriate with guidance and support. | Identify and describe habitats for animals/plant and explain why that environment is appropriate. | Use a model to represent the relationship between the needs of different plants or animals and the places they live. | Analyze the habitat of a living thing and reflect on the effectiveness of its ability to meet their needs. |
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| **Assessment Task: Play in PDR/CAR or Small group time**  Engage students in play during work time or small group time with animals. Engage in a relaxed play situation with them, casually bringing up the following questions in a natural way.  What do these animals need to survive? Do they all live in the same place?  How do they use the place that they live to help meet their needs? (E.g. build homes, fish in the stream, drink the water)  Do other living things in this environment need the same thing?  What if I put a penguin in this environment?  How could we create habitat that would let him survive? Create a model with the students.  I wonder what would happen if you put me in his environment?  As the students engage in play, note down what answers they give. | | | | | | | | |
| **Engineering Design: Designing Solutions** | | | | | | | | |
| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-2-ETS1-1  Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.  **\*Science Data Tracker**\* | Explores and observes a situation that people want to change. | Makes observations and gathers information about the problem. | Describes the problem. | Describes a simple problem and uses environmental items to solve the problem (trial and error) with assistance. | Independently, describes a simple problem and uses environmental items to solve the problem (trial and error). | Describes a simple problem. Implements and describes a solution to that problem with assistance. | Independently, describes a simple problem and design a tool to solve that simple problem. | Reasons abstractly how this tool is going to create a solution. |
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| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-2-ETS1-2  Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. | Explores and observes objects in the environment. | Describes an object. | Discusses the form of the object. | Draws a simple sketch/drawing of an object/model. | Draws and describes a simple sketch/drawing of an object/model. | Draws and describes a simple sketch/drawing of an object/model and how an object might function to solve a problem. | Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem | Conveys a design solution through a sketch, drawing, or physical model in order to communicate problem-solving ideas to other people. |
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| **Assessment Task: SEE HighScope STEM CARD # 17**  Introduce the activity by acknowledging recent building projects the children have worked on. Listen and respond to what the children have to say.  Say “Sometimes the structures have to have a purpose to them. We have a dilemma in our classroom that we don’t have a space to store our (ex. journals) in our classrooms. I wonder if we could build something that would help us to solve that problem.”  Name some materials that they could use to solve that problem. Acknowledge the children’s ideas.  Tell the children to get ready to go to a construction zone. Once the children are in that zone, point out the different materials that they could use.  Encourage children to make a plan (verbal or drawn) to help them in their construction. Note the choices they make and question them on why they chose those objects for their structure.  Watch how children use the building materials, and encourage them to describe what they are doing and observing (e.g. Mohamed, you made your foundation stable enough to hold the weight of that book.)  Encourage children to identify problems that they encounter as they are building (e.g. holding the materials, not stable, too small) and ways that they can fix those problems within their structure.  Encourage children to make predictions about the height, width, length their structures will be and what might stabilize their structures. Accept and repeat children’s predictions, and insert new vocabulary to describe objects and structures (e.g. height, weight, length, foundation).  Support children who want to work together to build a structure. Encourage them to talk about what types of objects best fit while they are building their structure (e.g. “Hamdan and Amna, you added three blocks to your structure and now you want to add a beach ball. How can you stabilize the beach ball on your structure?”) | | | | | | | | |
| **Engineering Design: Evaluating and Testing** | | | | | | | | |
| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-2-ETS1-3  Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. | Explores objects using different senses | Identifies the purpose of an object | Determines if multiple objects have the same purpose. | Identifies multiple objects with the same purpose. | Identifies multiple objects with the same purpose, and explains the purpose. | Test two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. | Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. | Describe the purpose of testing,  describing the strengths and weaknesses of each object in terms of solving the problem. |
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| **Assessment Task: SEE STEM CARD # 17**  Introduce the activity by acknowledging recent building projects the children have worked on. Listen and respond to what the children have to say.  Say “Sometimes the structures have to have a purpose to them. We have a dilemma in our class. We have this small sand table, but I’d like for us to use a bigger one so that more children can experiment at the same time. I wonder if you could help me move the sand from the smaller container (or outside) to a bigger sand table in the classroom”  Name some materials that they could use to solve that problem (shovel, cups, rake, spoon, fork, etc). Acknowledge the children’s ideas.  Tell the children to get ready to be construction workers and help to solve the problem.  Discuss the plan for moving the sand with the children, acknowledging and testing their ideas, asking which items will work better for different scenarios. (e.g. would it make sense to use a shovel to move smaller quantities of sand?) | | | | | | | | |
| **Energy** | | | | | | | | |
| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-PS3-1Make observations to determine the effect of sunlight on Earth’s surface. | Engages in play that explores the concepts of shade, heat, light and the growth of living things. | Initiates play that explores the concepts of shade, heat, light and the growth of living things. | Describe one effect of sunlight on Earth's surface/object. | Describe two effects of sunlight on Earth's surface/objects. | Describe three effects of sunlight on Earth's surface/objects. | Makes observations and describes the effect of sunlight on Earth’s surface by exploring its impact on shade, heat, light, and growth of living things, with guidance and support. | Independently, makes observations and describes the effect of sunlight on Earth’s surface by exploring its impact on shade, heat, light, and growth of living things. | Discuss or initiate experiments to test the effect of sunlight when a specific variable is changed. |
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| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| **K-PS3-2**  Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. | Explores a tool in his or her play | Uses and explains in a simple way how a tool works. | Identify objects that provide shade from the sun. | Identifies objects that provide shade from the sun with guidance and support | Independently, identifies objects that provide shade from the sun. | Uses tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area with guidance and support. | Independently, uses tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. | Uses the information they have gathered to reduce the warming effect of the sun in a different setting. |
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| **Assessment Task: SEE HighScope STEM CARD # 6**  Introduce the activity with a story that has a personal connection to the children, for example “Yesterday, we went outside to read a book and a lot of children were expressing that they were uncomfortable”.  Ask children to describe how they were feeling when you read outside.  Explain that you have a dilemma because we like to read outside because of the fresh air and it making people happy, but you don’t want people to be uncomfortable.  Ask students if there is a way that we could solve that problem. Acknowledge their ideas.  State that we are going to build structures to help keep the sun off of ourselves.  Distribute materials, and say “I’m curious to see how you will combine these materials to create a structure to solve our problem”.  Watch how children use materials and imitate and describe their actions using your own set of materials.  Encourage children to communicate what they are doing and thinking as they use the materials.  Support collaborative problem solving as children engage in construction (e.g. “Amna, maybe Shamsa can show you how to attach the sheet to your roof”)  For stage 8 extension: Ask children if there was something they could do that would help them in a similar situation in the desert, if they wanted to go camping. | | | | | | | | |
| **Earth’s Systems: Weather and Climate** | | | | | | | | |
| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-ESS2-1  Use and share observations of local weather conditions to describe patterns over time. | Demonstrates some awareness of weather conditions | Distinguish between different types of weather | Make and record observations of local weather conditions with guidance and support. | Make and record observations of local weather conditions independently. | Identifies a pattern in local weather conditions with assistance. | Identifies a pattern in local weather conditions independently. | Use and share observations of local weather conditions to describe patterns over time. | Applies knowledge of local weather conditions to influence daily life. |
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| **NGSS Standards** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| K-ESS3-2  Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. | Demonstrates some awareness of weather conditions | Can identify symbols for each type of weather | Can use classroom weather chart using symbols to represent daily weather | Describe local forms of severe weather. | Identifies ways to find out the forecast and how to prepare for this weather with guidance and support. | Identifies ways to find out the forecast and how to prepare for this weather independently. | Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. | Applies knowledge of local weather forecasting to influence daily life. |
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| **Assessment Task:**  Have students individually track weather over the course of 1-2 weeks.  Individually discuss with children their findings (e.g. “what did you notice about the weather patterns?”)  Question students about what that could tell them about what clothes to wear this week and what to expect the upcoming week.  Give students an example of a severe weather pattern that the teacher might be facing in their home country, such as flooding.  Question students on if there is a way that you could find out about what the weather would be like in the predetermined place.  Ask them if there is a way that they could prepare for this situation. (e.g. “what tools would I need to pack with me if I was going to go home during that time?”) | | | | | | | | |

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| **Physical Development and Health Power Standards with Data Trackers** | | | | | | | | | | | | | | |
| 1. **Health** | | | | | | | | | | | | | | |
| **Standard** | **Stage 1** | **Stage 2** | **Stage 3** | | **Stage 4** | | **Stage 5** | | **Stage 6** | | **Stage 7** | | **Stage 8** | |
| 1. Follows Safety Rules: Knows and follows established safety rules such as avoiding dangerous activities. | Needs frequent guidance and support to learn established safety rules. | Sometimes needs frequent guidance and support to learn established safety rules. | Needs minimal guidance and support to learn established safety rules. | | Follows established safety rules with some reminders. | | Follows established safety roles with few reminders. | | Follows established safety rules and explains the reason for at least one rule. | | Follows established safety rules and explains the reason for several rules. | | Appropriately helps others to follow established safety rules by demonstrating the rule and explaining the reason behind the rule. | |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | | | | | | | |
| 1. Performs wellness behaviors: Knows and performs wellness behaviors such as washing hands and covering when sneezing and coughing. | Needs frequent guidance and support to learn wellness behaviors. | Sometimes needs guidance and support to learn wellness behaviors. | Needs minimal guidance and support to learn wellness behaviors. | | demonstrates wellness behaviors with some reminders. | | Demonstrates wellness behaviors with few reminders. | | Demonstrates wellness behaviors and explains the reason for at least one wellness behavior. | | Demonstrates wellness behaviors and explains the reason for most of the wellness behaviors. | | Appropriately helps others follow established wellness behaviors by demonstrating the wellness behavior and explaining the reason behind the wellness behavior | |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | | | | | | | |
| 1. **Motor Development** | | | | | | | | | | | | | | |
| **Standard** | **Stage 1** | **Stage 2** | | **Stage 3** | | **Stage 4** | | **Stage 5** | | **Stage 6** | | **Stage 7** | | **Stage 8** |
| 1. Develops fine-motor skills: develops fine-motor skills. | Needs frequent guidance and support to develop fine-motor skills. | Sometimes needs guidance and support to develop fine-motor skills. | | Needs minimal guidance and support to develop fine-motor skills. | | Demonstrates adequate fine-motor skills with some reminders. | | Demonstrates adequate fine-motor skills with few reminders | | Demonstrates increasing find-motor skills, at least half of the letters are legible and size appropriate and cuts on lines at least half of the time. | | Demonstrates increasing find-motor skills, most of the letters are legible and size appropriate and cuts on lines most of the time. | | Demonstrates increasing fine-motor skills by fluently writing legible and size appropriate letters and by cutting intricate shapes with little help. |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | | | | | | | |
| 1. Develops gross-motor skills: develops gross-motor skills. | Needs frequent guidance and support to develop gross-motor skills. | Sometimes needs guidance and support to develop gross -motor skills. | | Needs minimal guidance and support to develop gross -motor skills. | | Demonstrates adequate gross -motor skills with some reminders. | | Demonstrates adequate gross -motor skills with few reminders | | Demonstrates increasing gross-motor skills, moves safely around the room and can skip, hop, and jump most of the time. | | Demonstrates increasing gross-motor skills, moves safely around the room and can skip, hop, and jump. | | Demonstrates increasing gross-motor skills, by skillfully moving around the room and avoiding all obstacles and skillfully skipping, hopping, and jumping (such as playing hopscotch) |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | | | | | | | |

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| **Social and Emotional Development Power Standards with Data Trackers** | | | | | | | | |
| 1. **Cooperation** | | | | | | | | |
| **Standard** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 1. Follows group expectation: Knows and follows established group expectations. | Needs frequent guidance and support to learn established group expectations. | Sometimes needs guidance and support to learn established group expectations. | Needs minimal guidance and support to learn established group expectations. | Follows established group expectations with some reminders. | Follows established group expectations with few reminders | Follows established group expectations and explains the reason for at least one group expectation | Follows established group expectations and explains the reasons for several group expectations | Appropriately helps others follow established group expectations by explaining the expectations and the reasons behind the expectations |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | |
| 1. **Cooperates with others:** cooperates with others as they work together toward a shared goal. | Needs frequent guidance and support to cooperate with others as they work together toward a shared goal. | Sometimes needs guidance and support to cooperate with others as they work together toward a shared goal. | Needs minimal guidance and support to cooperate with others as they work together toward a shared goal. | Cooperates with others as they work toward a shared goal with some reminders | Cooperates with others as they work toward a shared goal with a few reminders. | Cooperates with others as they work toward a shared goal and explains at least one way cooperation helps. | Cooperates with others as they work toward a shared goal and explains several ways cooperation helps. | Appropriately helps others to cooperate as they work toward a shared goal by explaining how cooperation helps. |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | |

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| 1. **Emotions and Conflict Resolution** | | | | | | | | | | | | | | | | |
| **Standard** | **Stage 1** | **Stage 2** | | **Stage 3** | | **Stage 4** | | | **Stage 5** | | **Stage 6** | | **Stage 7** | | **Stage 8** |
| 1. **Manages feelings:** processes, expresses, and manages feelings in socially acceptable ways. | Needs frequent guidance and support to process, express, and manage feelings in socially acceptable ways. | Sometimes needs guidance and support to process, express, and manage feelings in socially acceptable ways. | | Needs minimal guidance and support to process, express, and manage feelings in socially acceptable ways. | | Processes, expresses, and manages feelings in socially acceptable ways with some reminders. | | | Processes, expresses, and manages feelings in socially acceptable ways with few reminders. | | Processes, expresses, and manages feelings in socially acceptable ways and explains at least one way it is helpful. | | Processes, expresses, and manages feelings in socially acceptable ways and explains several ways it is helpful. | | Appropriately helps others process, express, and manage feelings in socially acceptable ways by explaining how acting in socially acceptable ways is helpful. |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | | | | | | | | | |
| 1. **Resolves conflicts:** Resolves conflicts with others. | Needs frequent guidance and support to resolve conflicts with others. | | Needs guidance and support to resolve conflicts with others. | | Needs minimal guidance and support to resolve conflicts with others. | | Resolves conflicts with others with some reminders. | Resolves conflicts with others with few reminders. | | Resolves conflicts with others by negotiating solutions to conflicts without adult help. | | Resolves conflicts with others by negotiating solutions to conflicts without adult help and explains why the solution will work. | | Appropriately helps others resolve conflict. | |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | | | | | | | | | |

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| **Approaches to Learning Power Standards with Data Trackers** | | | | | | | | |
| 1. **Initiative and Curiosity** | | | | | | | | |
| **Standard** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 1. Chooses appropriately challenging activities: Chooses to participate in a variety of new and appropriately challenging activities | Resists participating in a new and appropriately challenging activity. | Resists participating in a new and appropriately challenging activity, but shows interest by watching the other children play. | Intently observes or reluctantly engages in new and appropriately challenging activity with teacher support during the activity. | Participates in a new and appropriately challenging activity with teacher support during the activity. | Participates in a few new and appropriately challenging activities with teacher support. | Participates in a variety of new and appropriately challenging activities with some encouragement. | Participates in a variety of new and appropriately challenging activities with minimal encouragement. | Participates in a variety of new and appropriately challenging activities independently. |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | |
| 1. **Engagement and Persistence** | | | | | | | | | |
| **Standard** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** | |
| 1. Self-regulates to persist at challenging assigned tasks until completion.   **\*Data Tracker**\* | Needs frequent guidance and support to persist at assigned tasks or becomes frustrated and quits. | Needs some guidance and support to persist at assigned tasks or becomes frustrated and quits. | Needs minimal guidance and support to persist at assigned tasks or becomes frustrated and quits. | Persists at assigned tasks independently until completion, expressing frustration at times. | Persists at assigned tasks independently until completion, rarely expressing frustration. | Self-regulates and persists at challenging assigned tasks until completion with some encouragement. | Self-regulates and persists at challenging tasks until completion with minimal encouragement. | Self-regulates and persists at challenging assigned tasks independently. | |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | | |

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| 1. **Reasoning and Problem Solving** | | | | | | | | |
| **Standard** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** | **Stage 8** |
| 1. Shows flexibility in shifting strategies: shows flexibility in seeking solutions to problems by shifting strategies and/or considering strategies suggested by others to arrive at a solution   **\*Data Tracker\*** | Needs frequent guidance and support to use more than one strategy to solve a problem. | Needs some guidance and support to use more than one strategy to solve a problem. | Needs minimal guidance and support to use more than one strategy to solve a problem. | Shifts strategies when solving problems by trying at least two strategies independently before seeking help. | Shifts strategies when solving problems by trying several strategies independently before seeking help. | Shifts strategies when solving problems by trying several strategies on own and considering a few strategies suggested by others. | Shifts strategies when solving problems by trying mainly strategies on own and considering many strategies suggested by others. | Shifts strategies when solving problems by trying as many of their own strategies and strategies suggested by others, as it takes, to arrive at a personally satisfying solution. |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | |
| 1. Reflects upon solutions: Reflects upon arriving at a solution(s) but describing a strategy used to solve a problem, and telling whether it worked | Needs frequent guidance and support to describe a strategy used to solve a problem. | Needs some guidance and support to describe a strategy used to solve a problem. | . Needs minimal guidance and support to describe a strategy used to solve a problem | . Describes one strategy used to solve a problem independently | Describes several strategies used to solve a problem independently | Describes several strategies used to solve a problem and tells whether at least one worked or not. | Describes several strategies used to solve a problem and tells whether several worked or not. | Describes all of the strategies used to solve a problem and tells whether each one worked or not. |
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| **Assessment Task:**  Assessed by observation only. | | | | | | | | |