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# Early Education Standards (JK, TK, K)

- **JK:** Emerging foundational skills through guided practice, exploration, and play.
- **TK:** Increasing independence and mastery of pre-academic skills through more structured, multi-sensory and hands-on learning experiences.
- **Kindergarten:** Application of foundational skills to reading, writing, and mathematics with greater independence and confidence

Progression Across Grades

| Domain | Junior Kindergarten (JK) | Transitional Kindergarten (TK) | Kindergarten |
|---|---|---|---|
| **Social Development** | Cooperative play | Cooperative learning and self regulation | Leadership, responsibility, conflict resolution |
| **Language & Communication** | Understands and expresses basic concepts (words indicating location, color, size, shape, quality)<br><br>*Expresses basic wants and needs | Uses words to describe and clarify communication<br><br>(The big pink box…) | Asks for clarification when needed and can provide necessary clarification when asked. |
| **Phonological Awareness** | Identifies words that rhyme and beginning sounds in words | Can substitute and delete beginning sounds and blends sounds to make words | Blends, segments, and manipulates phonemes in words |
| **Reading and Foundational Literacy** | Recognizes most uppercase letters and some lowercase letters and sounds<br>(Letter awareness and phonological play)<br><br>*10 sight words | Knows all uppercase letters, lowercase letters, and sounds (letter sound mastery and word reading)<br><br>*30+ sight words | Applies letter knowledge to fluent reading and writing<br>(independent beginning reading and beginning comprehension)<br>*75-100 sight words |
| **Writing** | Drawing, tracing, name writing | Phonetic writing and simple spelling | Complete sentences with conventions |
| **Math** | Counts to 20 | Counts to 30 +, early operations | Counts to 100, fluently adds & subtracts within 10 |
| **Motor Development** | Emerging fine and gross motor skills | Refining fine and gross motor skills | Coordinated fine and gross motor |

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# Primary School Standards (JK, TK, K, 1st)

- **JK:** Emerging foundational skills through guided practice, exploration, and play.
- **TK:** Increasing independence and mastery of pre-academic skills through more structured, multi-sensory and hands-on learning experiences.
- **Kindergarten:** Application of foundational skills to reading, writing, and mathematics with greater independence and confidence
- **1st Grade:** Mastery and application of foundational skills through independent reading, writing, problem-solving, and academic responsibility.

| Domain | Junior Kindergarten (JK) | Transitional Kindergarten (TK) | Kindergarten | 1st Grade |
|---|---|---|---|---|
| **Social Development** | Cooperative play; shares materials; takes turns; begins identifying and expressing emotions. | Cooperative learning; follows classroom expectations; develops self-regulation; works successfully with peers. | Demonstrates leadership, responsibility, conflict resolution, perseverance, and independence throughout the school day. | Demonstrates maturity, leadership, responsibility, self-management, and positive collaboration; independently solves problems and contributes to the classroom community. |
| **Language & Communication** | Understands and expresses basic concepts (location, color, size, shape, and quality). Expresses basic wants and needs using words and simple sentences. | Uses words to describe and clarify communication (example: “the big pink box”). Participates in conversations and answers questions with increasing detail. | Asks for clarification when needed and provides necessary clarification when asked. Expresses ideas clearly using complete sentences and expanded vocabulary. | Communicates ideas clearly using complete sentences, rich vocabulary, and appropriate grammar. Participates in discussions, asks and answers questions, and explains thinking with details. |
| **Phonological Awareness** | Identifies rhyming words and beginning sounds. Participates in phonological awareness activities through songs, rhymes, and word play | Blends sounds to make words; segments words into sounds; identifies beginning, middle, and ending sounds. | Blends, segments, and manipulates phonemes in words; substitutes and deletes sounds to create new words. | Demonstrates advanced phonemic awareness skills including phoneme manipulation, deletion, substitution, addition, and accurate decoding of increasingly complex words. |
| **Reading and Foundational Literacy** | Recognizes most uppercase letters and some lowercase letters and sounds. Develops letter awareness through phonological play and exposure to print.<br><br>Goal: ~10 sight words | Recognizes all uppercase and lowercase letters and corresponding sounds. Applies letter knowledge to read simple words.<br><br>Goal: 30+ sight words | Applies letter knowledge and phonics skills to read decodable text, recognize high-frequency words, and demonstrate beginning comprehension.<br><br>Goal: 75–100 sight words<br>Fluency: 20 WPM | Applies phonics knowledge and decoding strategies to read grade-level text fluently and accurately. Reads multisyllabic words, recognizes high-frequency words automatically, and demonstrates comprehension through discussion and written responses.<br>Goal: 200+ sight words<br><br>Fluency: 55 WPM |

| | | | | |
|---|---|---|---|---|
| **Writing** | Draws pictures to communicate ideas; traces shapes and letters; writes first name. | Writes letters and words using phonetic spelling; writes simple words and phrases to communicate ideas. | Writes complete sentences using capitalization, spacing, punctuation, and beginning spelling conventions. | Writes organized paragraphs using complete sentences, correct conventions, phonetic and conventional spelling, descriptive language, and teacher-guided revision skills. |
| **Math** | Counts to 20; recognizes numbers; develops one-to-one correspondence; explores shapes, patterns, and measurement. | Counts to 30+; compares quantities; develops early addition and subtraction concepts; identifies patterns and shapes. | Counts to 100; writes numbers; understands number relationships; demonstrates addition and subtraction fluency within 10; solves simple word problems. | Counts, reads, and writes numbers to 120; understands place value; develops addition and subtraction fluency within 20; solves multi-step problems and applies mathematical reasoning. |
| **Motor Development** | Develops emerging fine and gross motor skills through play, cutting, drawing, building, and movement activities. | Refines fine and gross motor skills; improves pencil control, cutting skills, balance, and coordination. | Demonstrates coordinated fine and gross motor skills; writes letters and numbers accurately; participates successfully in physical activities. | Demonstrates mature fine motor skills for sustained writing tasks and improved gross motor coordination, strength, balance, and participation in organized activities. |

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# Junior Kindergarten (JK) Standards

✔ **Consistently**, △ **Progressing**, or ○ **Not Yet**.

| Standard | ✔ | △ | ○ |
|---|---|---|---|
| **Social-Emotional Development (SED)** | | | |
| SED 1: Separates from caregiver with increasing independence | ☐ | ☐ | ☐ |
| SED 2: Follows familiar classroom rules with minimal verbal reminders | ☐ | ☐ | ☐ |
| SED 3: Asks an adult for help when needed with some prompting. | ☐ | ☐ | ☐ |
| SED 4: Shares and takes turns | ☐ | ☐ | ☐ |
| SED 5: Identifies basic feelings (happy, sad, mad, scared). | ☐ | ☐ | ☐ |
| SED 6: Uses words to express wants and needs | ☐ | ☐ | ☐ |
| SED 7: Plays cooperatively with other children | ☐ | ☐ | ☐ |
| SED 8: Begins making friends | ☐ | ☐ | ☐ |
| SED 9: Cleans up materials with few reminders | ☐ | ☐ | ☐ |
| SED 10: Moves from one activity to another with limited support | ☐ | ☐ | ☐ |
| **Language & Communication** | | | |
| LC 1: Listens during stories and group activities | ☐ | ☐ | ☐ |
| LC 2: Follows familiar two-step directions | ☐ | ☐ | ☐ |
| LC 3: Answers simple questions about stories or experiences | ☐ | ☐ | ☐ |
| LC 4: Speaks in complete sentences most of the time with some grammatical errors | ☐ | ☐ | ☐ |
| LC 5: Participates in a 3 turn conversations with adults and peers | ☐ | ☐ | ☐ |
| LC 6: Retells a simple story or event using pictures or prompts | ☐ | ☐ | ☐ |
| LC 7: Waits for a turn to speak | ☐ | ☐ | ☐ |

LC 8: Uses words to describe people, places, and things. ☐ ☐ ☐

## Phonological Awareness (PA)

PA 1: Joins in songs, nursery rhymes, and fingerplays. ☐ ☐ ☐

PA 2: Claps the words in short sentences (up to 3 words). ☐ ☐ ☐

PA 3: Claps the syllables in familiar words (1–3 syllables). ☐ ☐ ☐

PA 4: Recognizes when two words rhyme. ☐ ☐ ☐

PA 5: Produces a rhyming word with minimal support. ☐ ☐ ☐

PA 6: Notices when two words begin with the same sound. ☐ ☐ ☐

PA 7: Identifies the beginning sound in familiar words. ☐ ☐ ☐

## Reading and Foundational Literacy (RFL)

RFL 1: Recognizes their first and last name in print ☐ ☐ ☐

RFL 2: Identifies most uppercase letters and some lowercase letters ☐ ☐ ☐

RFL 3: Identifies the sound for many letters ☐ ☐ ☐

RFL 4: Matches letters to their sounds ☐ ☐ ☐

RFL 5: Joins in repeated words and phrases during read alouds ☐ ☐ ☐

RFL 6: Recognizes rhyming words ☐ ☐ ☐

RFL 7: Identifies beginning sounds in words ☐ ☐ ☐

RFL 8: Holds a book correctly and turns the pages one at a time ☐ ☐ ☐

## Writing (W)

W 1: Writes first name independently and last name with support. ☐ ☐ ☐

W 2: Forms many uppercase letters. ☐ ☐ ☐

W 3: Draws pictures to communicate ideas. ☐ ☐ ☐

W 4: Tells an adult about a drawing. ☐ ☐ ☐

W 5**:** Begins using letters or letter-like shapes in writing. ☐ ☐ ☐

**Mathematics (M)**

M 1: Counts to 20 ☐ ☐ ☐

M 2: Counts up to 10 objects with 1:1 correspondence ☐ ☐ ☐

M 3: Recognizes numerals 0–10 ☐ ☐ ☐

M 3: Sorts by color, shape, or size ☐ ☐ ☐

M 4: Identifies basic shapes ((circle, square, triangle, rectangle). ☐ ☐ ☐

M 5: Creates and copies simple patterns (AB, ABC) ☐ ☐ ☐

M 6: Compares objects using words like **more, less, bigger,** and **smaller**. ☐ ☐ ☐

**Motor Development (FMD)**

FMD 1: Uses scissors to cut along simple lines ☐ ☐ ☐

FMD 2: Holds writing tools appropriately ☐ ☐ ☐

FMD 3: Traces lines and shapes ☐ ☐ ☐

FMD 4: Colors and draws with increasing control ☐ ☐ ☐

FMD 5: Draws recognizable pictures ☐ ☐ ☐

FMD 6: Writes some letters ☐ ☐ ☐

FMD 7: Completes simple fine motor activities (puzzles, beads, blocks, playdough). ☐ ☐ ☐

**Motor Development (GMD)**

GMD: 1 Runs, jumps, hops, and balances with coordination ☐ ☐ ☐

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# Transitional Kindergarten (TK) Standards

✔ **Consistently**, △ **Progressing**, or ○ **Not Yet**.

| Standard | ✔ | △ | ○ |
|---|---|---|---|
| **Social-Emotional Development (SED)** | | | |
| SED 1 Use problems-solving strategies when feeling upset | ☐ | ☐ | ☐ |
| SED 2: Asks an adult for help when needed | ☐ | ☐ | ☐ |
| SED 3: Follows classroom expectations independently | ☐ | ☐ | ☐ |
| SED 4: Expresses positive feelings about themselves and others | ☐ | ☐ | ☐ |
| SED 5: Can identify feelings and manage them most of the time | ☐ | ☐ | ☐ |
| SED 6: Solves peer conflicts with words and minimal adult support | ☐ | ☐ | ☐ |
| SED 7: Works cooperatively in groups | ☐ | ☐ | ☐ |
| SED 8: Forms and maintains friendships | ☐ | ☐ | ☐ |
| SED 9: Shows caring attitude toward others | ☐ | ☐ | ☐ |
| SED 10: Transitions easily across tasks | ☐ | ☐ | ☐ |
| SED 11: Persists through challenging tasks with encouragement | ☐ | ☐ | ☐ |
| SED 12: Organizes materials/belongings with some support | ☐ | ☐ | ☐ |
| **Language & Communication (LC)** | | | |
| LC 1: Understands complex sentences (because, after, before, when, if, then) | ☐ | ☐ | ☐ |
| LC 2: Responds to requests | ☐ | ☐ | ☐ |
| LC 3: Follows familiar 3 step directions consistently | ☐ | ☐ | ☐ |

| | | | |
|---|---|---|---|
| LC 4: Retells experiences or stories with enough information for the listener to follow | ☐ | ☐ | ☐ |
| LC 5: Participates in a group discussion, making comments and asking questions related to the topic | ☐ | ☐ | ☐ |
| LC 6: Participates in conversations with 4 or more turn exchanges | ☐ | ☐ | ☐ |
| LC 7: Can wait his/her turn in a conversation | ☐ | ☐ | ☐ |
| LC 8: Initiates and participates in conversations about another person's interests | ☐ | ☐ | ☐ |
| LC 9: Uses intelligible speech most of the time | ☐ | ☐ | ☐ |
| LC 10: Uses descriptive vocabulary in conversation | ☐ | ☐ | ☐ |
| LC 11: Can sing noun, verb, adjective & sentence jingle | ☐ | ☐ | ☐ |

## Phonological Awareness (PA)

PA 1: Can repeat rhythmic patterns in poems and songs ☐ ☐ ☐

PA 2: Can clap for each word in a sentence(up to 5 word sentences) ☐ ☐ ☐

PA 3: Can clap up to 4 syllables in a word ☐ ☐ ☐

PA 4: Can Identify beginning sounds in words ☐ ☐ ☐

PA 5: Can Identify ending sounds in words ☐ ☐ ☐

PA 6: Recognizes rhyming words ☐ ☐ ☐

PA 7: Produces rhyming words ☐ ☐ ☐

PA 8: Substitutes beginning sounds in words ☐ ☐ ☐

PA 9: Delete beginning sounds in words ☐ ☐ ☐

## Reading and Foundational Literacy (RFL)

RFL 1: Identifies their name and the name of some friends when they see them in print ☐ ☐ ☐

RFL 2: Identifies all 26 uppercase letters ☐ ☐ ☐

RFL 3: Identifies all 26 lowercase letters ☐ ☐ ☐

RFL 4: Identifies the sound represented by all 26 letters ☐ ☐ ☐

RFL 5: Decodes novel CVC words correctly 80% of the time ☐ ☐ ☐

RFL 6: Recognize words that start and end with the same sound ☐ ☐ ☐

RFL 7: Reads common sight words (at least 30 with 90% accuracy) ☐ ☐ ☐

RFL 8: Reads predictable text with support, tracking from left to right. ☐ ☐ ☐

RFL 9: Imitates special language in story books (once upon a time) ☐ ☐ ☐

RFL 10: Holds the book upright while turning the pages one by one, front to back and understands basic print concepts (author, illustrator, cover, title etc.) ☐ ☐ ☐

**Writing (W)**

W 1: Writes first and last name independently ☐ ☐ ☐

W 2: Letter formation is recognizable (reversals still developmentally appropriate) ☐ ☐ ☐

W 3: Uses phonetic spelling for CVC words ☐ ☐ ☐

W 4: After drawing a picture, students can tell what the picture represents ☐ ☐ ☐

W 5: Students can communicate their thoughts for an adult to write in an organized way ☐ ☐ ☐

**Mathematics (M)**

M 1: Counts to 30 or higher ☐ ☐ ☐

M 2: Recognizes numerals 0–20 ☐ ☐ ☐

M 3: Compares numbers and groups of objects using “more” and “less” ☐ ☐ ☐

M 4: Adds with manipulatives 0 to 10 ☐ ☐ ☐

M 5: Subtracts with manipulatives 0 to 10 ☐ ☐ ☐

M 6: Writes numbers 0-10 ☐ ☐ ☐

M 7: Identifies 2D and basic 3D shapes ☐ ☐ ☐

M 8: Completes complex patterns like AB, ABB, AABB, ABC ☐ ☐ ☐

M 9: Uses descriptive language for size, length, and weight ☐ ☐ ☐

M 10: Orders objects by size, length, and weight ☐ ☐ ☐

M 11: Skip counts by 10’s to 100 ☐ ☐ ☐

**Fine Motor Development (FMD)**

| | | | |
|---|---|---|---|
| FMD 1: Cuts complex shapes with accuracy | ☐ | ☐ | ☐ |
| FMD 2: Uses appropriate pencil grasp | ☐ | ☐ | ☐ |
| FMD: 3 Uses appropriate pressure when writing | ☐ | ☐ | ☐ |

**Gross Motor Development (GMD)**

| | | | |
|---|---|---|---|
| GMD 1: Coordinates movements of upper and lower body | ☐ | ☐ | ☐ |
| GMD 2: Engages in complex hand eye coordination activities with a moderate degree of precision and control | ☐ | ☐ | ☐ |

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# Kindergarten (K) Standards

✔ **Consistently**, △ **Progressing**, or ○ **Not Yet**.

| Standard | ✔ | △ | ○ |
|---|---|---|---|
| **Social-Emotional Development** | | | |
| SED 1: Demonstrates independence throughout the school day | ☐ | ☐ | ☐ |
| SED 2: Follows classroom expectations independently | ☐ | ☐ | ☐ |
| SED 3: Demonstrates self-control in a variety of settings | ☐ | ☐ | ☐ |
| SED 4: Resolves conflicts respectfully using words | ☐ | ☐ | ☐ |
| SED 5: Works cooperatively with peers | ☐ | ☐ | ☐ |
| SED 6: Demonstrates empathy and kindness | ☐ | ☐ | ☐ |
| SED 7: Shows perseverance with challenging tasks | ☐ | ☐ | ☐ |
| SED 8: Accepts responsibility for actions | ☐ | ☐ | ☐ |
| SED 9: Demonstrates leadership and responsibility | ☐ | ☐ | ☐ |
| SED 10: Completes classroom jobs independently | ☐ | ☐ | ☐ |
| SED 11: Organizes classroom materials | ☐ | ☐ | ☐ |
| SED 12: Demonstrates responsibility for personal belongings | ☐ | ☐ | ☐ |
| SED 13: Transitions independently between familiar activities | ☐ | ☐ | ☐ |
| **Language & Communication (LC)** | | | |
| LC 1: Follows familiar multi-step directions (3 or more) | ☐ | ☐ | ☐ |
| LC 2: Speaks clearly using complete sentences with few grammatical errors | ☐ | ☐ | ☐ |
| LC 3: Continues a conversation through multiple exchanges | ☐ | ☐ | ☐ |
| LC 4: Participates appropriately in class discussions | ☐ | ☐ | ☐ |
| LC 5: Asks and answers questions using complete thoughts | ☐ | ☐ | ☐ |

LC 6: Retells experiences and stories in sequential order ☐ ☐ ☐

LC 7: Uses more complex descriptive vocabulary when speaking ☐ ☐ ☐

LC 8: Infer the meaning of new words from the context in which they are used ☐ ☐ ☐

**Phonological Awareness (PA)**

PA 1**:** Segments and counts the words in spoken sentences (up to 8–10 words). ☐ ☐ ☐

PA 2**:** Segments and counts syllables in spoken words (up to 5 syllables). ☐ ☐ ☐

PA 3**:** Identifies and isolates beginning, middle (medial vowel), and ending sounds in one-syllable words. ☐ ☐ ☐

PA 4: Blends individual phonemes to make one-syllable words (e.g., /c/ /a/ /t/ → *cat*). ☐ ☐ ☐

PA 5: Segments one-syllable words into individual phonemes (e.g., *dog* → /d/ /o/ /g/). ☐ ☐ ☐

PA 6**:** Recognizes, produces, and sorts rhyming words. ☐ ☐ ☐

PA 7**:** Substitutes beginning, middle, and ending sounds to create new words (e.g., *cat* → *hat*, *cap*, *cop, hop, hot*). ☐ ☐ ☐

PA 8**:** Deletes beginning and ending sounds to create new words (e.g., *smile* without /s/ = *mile*; *cat* without /t/ = *ca*). ☐ ☐ ☐

PA 9**:** Adds beginning, middle, or ending phonemes to create new words (phoneme addition). ☐ ☐ ☐

PA 10**:** Blends and segments onset and rime (e.g., /c/ + *ake* = *cake*). ☐ ☐ ☐

**Reading and Foundational Literacy (RFL)**

RFL 1: Demonstrates mastery of all upper and lowercase letters with corresponding letter sounds ☐ ☐ ☐

RFL 2: Identifies beginning, medial, and ending sounds in words ☐ ☐ ☐

RFL 3: Decodes CVC words (including words with digraphs ch, sh, th, wh) and ‘ck’ ☐ ☐ ☐

RFL 4: Segments CVC words into individual sounds ☐ ☐ ☐

RFL 5: Reads common sight words (75-100) ☐ ☐ ☐

RFL 6: Reads grade-level decodable texts (Reads at least 20 WPM by the end of Kindergarten) ☐ ☐ ☐

RFL 7: Reads simple sentences fluently ☐ ☐ ☐

RFL 8: Understands and uses basic features of print (spaces between words, capitalization and punctuation ☐ ☐ ☐

RFL 9: Follows words from left to right, top to bottom, and page by page ☐ ☐ ☐

RFL 10: Identify the title of the book and identify and explain the role of the author and illustrator. ☐ ☐ ☐

RFL 11: Identifies characters, setting, and major events ☐ ☐ ☐

RFL 12: Retells stories with beginning, middle, and end ☐ ☐ ☐

RFL 13: Answers comprehension questions using details from the text (who, what, where, when, and why) ☐ ☐ ☐

RFL 14: Asks questions about characters and actions to make predictions and connections while reading ☐ ☐ ☐

RFL 15: Identify the main topic and key details of a text ☐ ☐ ☐

RFL 16: Actively engage in group reading activities with purpose and understanding ☐ ☐ ☐

**Writing (W)**

W 1: Writes first and last name correctly ☐ ☐ ☐

W 2: Forms uppercase letters correctly ☐ ☐ ☐

W 3: Forms lowercase letters correctly ☐ ☐ ☐

W 4: Uses correct spacing between words ☐ ☐ ☐

W 5: Writes complete sentences ☐ ☐ ☐

W 6: Uses capitalization at the beginning of sentences ☐ ☐ ☐

W 7: Uses ending punctuation ☐ ☐ ☐

W 8: Spells many sight words correctly ☐ ☐ ☐

W 9: Uses phonetic spelling for unfamiliar words ☐ ☐ ☐

W 10: Writes a 3 sentence narrative with beginning, middle, and end ☐ ☐ ☐

**Mathematics**

M 1: Counts to 100 by ones ☐ ☐ ☐

M 2: Counts to 100 by fives ☐ ☐ ☐

M 3: Counts to 100 by tens ☐ ☐ ☐

M 4: Writes numerals 0–100 ☐ ☐ ☐

M 5: Counts objects with one-to-one correspondence ☐ ☐ ☐

M 6: Compares numbers using greater than, less than, or equal to ☐ ☐ ☐

M 7: Composes and decomposes numbers to 10 ☐ ☐ ☐

M 8: Fluently adds within 10 using concrete materials when needed ☐ ☐ ☐

M 9: Fluently subtracts within 10 using concrete materials when needed ☐ ☐ ☐

M 10: Solves and tells simple addition and subtraction word problems using pictures ☐ ☐ ☐

M 11: Identifies and describes 2D shapes ☐ ☐ ☐

M 12: Identifies and describes 3D shapes ☐ ☐ ☐

M 13: Sorts and classifies objects by length, weight, and size ☐ ☐ ☐

M 14: Uses positional words to describe location (beside, under, next to) ☐ ☐ ☐

M 15: Measures using nonstandard units ☐ ☐ ☐

M 16: Creates, extends, and identifies patterns ☐ ☐ ☐

M 17: Collects and interprets data using simple graphs ☐ ☐ ☐

M 18: Skip counts to 40 by 2’s ☐ ☐ ☐

M 19 : Writes addition and subtraction sentences ☐ ☐ ☐

**Science (S)**

S 1: Observes and describes living and nonliving things ☐ ☐ ☐

S 2: Describes weather and seasonal changes ☐ ☐ ☐

S 3: Makes observations using the five senses ☐ ☐ ☐

S 4: Participates in simple scientific investigations ☐ ☐ ☐

S 5: Records observations using drawings and words ☐ ☐ ☐

**Fine Motor Development (FMD)**

| | | | |
|---|---|---|---|
| FMD 1: Forms letters and numbers correctly | ☐ | ☐ | ☐ |
| FMD 2: Cuts accurately with scissors | ☐ | ☐ | ☐ |
| FMD 3: Colors within boundaries | ☐ | ☐ | ☐ |
| FMD 4: Uses appropriate pencil grip and pressure when writing | ☐ | ☐ | ☐ |
| FMD 5: Writes legibly on primary writing lines | ☐ | ☐ | ☐ |

**Gross Motor Development (GMD)**

| | | | |
|---|---|---|---|
| FMD 1: Shows increased gross motor coordination (catching and throwing smaller balls, dribbling basketballs and soccer balls | ☐ | ☐ | ☐ |

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# 1st Grade Standards

✔ **Consistently** △ **Progressing** ○ **Not Yet**

## Social-Emotional Development (SED)

| | | | |
|---|---|---|---|
| SED 1: Maintains organized materials and workspace | ☐ | ☐ | ☐ |
| SED 2: Uses time wisely and completes assignments | ☐ | ☐ | ☐ |
| SED 3: Transitions independently and efficiently between activities | ☐ | ☐ | ☐ |

## Language & Communication (LC)

| | | | |
|---|---|---|---|
| LC 1: Follows familiar multi-step oral directions (3 or more steps) | ☐ | ☐ | ☐ |
| LC 2: Speaks clearly using complete, grammatically correct sentences most of the time | ☐ | ☐ | ☐ |
| LC 3: Participates appropriately in extended conversations about more complex ideas | ☐ | ☐ | ☐ |
| LC 4: Participates respectfully in class discussions | ☐ | ☐ | ☐ |
| LC 5: Asks topically relevant questions using complete thoughts | ☐ | ☐ | ☐ |
| LC 6: Retells stories with sequence and important details without visual support (constructing narrative internally) | ☐ | ☐ | ☐ |
| LC 7: Uses precise and descriptive vocabulary | ☐ | ☐ | ☐ |
| LC 8: Determines the meaning of unfamiliar words using context clues | ☐ | ☐ | ☐ |
| LC 9: Clearly communicates ideas to peers and adults | ☐ | ☐ | ☐ |
| LC 10: Gives oral presentations with support | ☐ | ☐ | ☐ |

## Phonological Awareness (PA)

| | | | |
|---|---|---|---|
| PA 1: Blends and segments words with up to four syllables. | ☐ | ☐ | ☐ |
| PA 2: Identifies beginning, medial (vowel), and ending phonemes in one- and two-syllable words. | ☐ | ☐ | ☐ |
| PA 3: Blends 4–5 phonemes to produce spoken words automatically. | ☐ | ☐ | ☐ |
| PA 4: Segments spoken words into individual phonemes, including words with blends and digraphs. | ☐ | ☐ | ☐ |

PA 5: Adds beginning, medial, or ending phonemes to create new words. ☐ ☐ ☐

PA 6: Deletes beginning, medial, or ending phonemes to create new words. ☐ ☐ ☐

PA 7: Substitutes beginning, medial, or ending phonemes to create new words. ☐ ☐ ☐

PA 8: Produces and identifies rhyming words, including identifying words that do not rhyme. ☐ ☐ ☐

PA 9: Distinguishes and manipulates long and short vowel sounds in spoken words. ☐ ☐ ☐

PA 10: Demonstrates automaticity and accuracy with advanced phoneme manipulation skills. ☐ ☐ ☐

## Reading & Foundational Literacy (RFL)

RFL 1: Reads and applies knowledge of phonics patterns including digraphs, blends, y as a vowel, ng, nk, ck, tch, dge, magic e and vc/v, soft c and soft g , -ed, -s and -es, vowel teams ea-ee, ai-ay, oa-oe, -ing, contractions, three constant blends, and r-controlled vowels ☐ ☐ ☐

RFL 2: Decodes one- and two-syllable words using appropriate syllable types and division strategies. ☐ ☐ ☐

RFL 3: Segments and blends phonemes accurately to decode unfamiliar words ☐ ☐ ☐

RFL 4: Reads and spells high-frequency (heart) words automatically and accurately (100+ words). ☐ ☐ ☐

RFL 5: Reads grade-level text with accuracy, appropriate rate, phrasing, and expression (approximately 60–90 WPM by the end of first grade). ☐ ☐ ☐

RFL 6: Reads with appropriate expression and phrasing ☐ ☐ ☐

RFL 7: Self-monitors reading and uses decoding strategies when encountering unfamiliar words. ☐ ☐ ☐

RFL 8: Identifies characters, setting, problem, solution, and major events

RFL 9: Retells stories using key details and correct sequence. ☐ ☐ ☐

RFL 10: With support, Identifies the main idea and supporting details ☐ ☐ ☐

RFL 11: Answers comprehension questions using details and evidence from the text. ☐ ☐ ☐

RFL 12: With support, compares and contrasts characters or texts ☐ ☐ ☐

RFL 13: With support, makes predictions and supports them with text evidence ☐ ☐ ☐

RFL 14: With support, identifies and uses text features (headings, captions, diagrams, glossary, table of contents). ☐ ☐ ☐

RFL 15: With support, distinguishes between fiction and nonfiction and identifies the author's purpose. ☐ ☐ ☐

RFL 16: Reads and comprehends independently for sustained periods ☐ ☐ ☐

## Grammar (G)

GL 1: Identifies and writes complete sentences with a subject and predicate. ☐ ☐ ☐

GL 2: Uses the Shurley Question & Answer Flow to identify sentence parts. ☐ ☐ ☐

GL 3: Identifies the subject of a sentence by asking “Who or what?” ☐ ☐ ☐

GL 4: Identifies the action verb a sentence by asking “What is being said about the subject?” ☐ ☐ ☐

GL 5: Identifies and uses common nouns, correctly. ☐ ☐ ☐

GL 6: Identifies and uses proper nouns correctly. ☐ ☐ ☐

GL 7: Identifies and uses action verbs correctly. ☐ ☐ ☐

GL 8: Identifies and uses adjectives to describe nouns. ☐ ☐ ☐

GL 9: Identifies pronouns and understands their purpose in sentences. ☐ ☐ ☐

GL 10: Identifies and uses prepositions and prepositional phrases. ☐ ☐ ☐

GL 11: Classifies sentences as declarative, interrogative, imperative, or exclamatory. ☐ ☐ ☐

## Writing (W)

W 1: Prints uppercase and lowercase letters correctly with proper formation. ☐ ☐ ☐

W 2: Writes complete sentences using correct capitalization, spacing, and ending punctuation (period, question mark, exclamation mark). ☐ ☐ ☐

W 3: Uses commas correctly in dates, greetings, and lists. ☐ ☐ ☐

W 4: Uses legible handwriting ☐ ☐ ☐

W 5: Spells grade-level sight words correctly ☐ ☐ ☐

W 6: Applies phonics patterns to spell unfamiliar words ☐ ☐ ☐

W 7: Copies text accurately while maintaining neat handwriting. ☐ ☐ ☐

W 8: Creates and uses a Key Word Outline (KWO) from a source text or picture. ☐ ☐ ☐

W 9: Retells information orally using a Key Word Outline. ☐ ☐ ☐

W 10: Writes sentences from a Key Word Outline using his or her own words. ☐ ☐ ☐

W 11: Includes quality adjectives and strong verbs to make writing more descriptive. ☐ ☐ ☐

W 12: Uses a variety of sentence openers with teacher guidance. ☐ ☐ ☐

W 13: Writes a well-organized paragraph from a model or outline. ☐ ☐ ☐

W 14: Writes a narrative with a clear beginning, middle, and end using complete sentences. ☐ ☐ ☐

W 15: Writes a simple report from a source text using a Key Word Outline. ☐ ☐ ☐

W 16: Edits writing for capitalization, punctuation, spelling, grammar and neatness with teacher support. ☐ ☐ ☐

## Mathematics (M)

M: 1 Counts forward and backward to 120 ☐ ☐ ☐

M 2: Counts, reads and writes numbers to 120 ☐ ☐ ☐

M 3: Understands place value to 120 ☐ ☐ ☐

M 4: Compares and orders numbers to 120 ☐ ☐ ☐

M 5: Fluently adds within 20 ☐ ☐ ☐

M 6: Fluently subtracts within 20 ☐ ☐ ☐

M 7: Solves one- and two-step word problems ☐ ☐ ☐

M 8: Understands fact families ☐ ☐ ☐

M 9: Adds and subtracts multiples of 10 ☐ ☐ ☐

M 10: Tells and writes time to the hour and half-hour ☐ ☐ ☐

M 11: Identifies coins and counts combinations of coins ☐ ☐ ☐

M 12: Measures objects using standard and nonstandard units ☐ ☐ ☐

M 13: Collects, organizes, and interprets data using graphs ☐ ☐ ☐

M 14: Identifies and partitions shapes into equal shares ☐ ☐ ☐

M 15: Identifies, extends, and creates complex patterns AABBC, AABC ☐ ☐ ☐

M 16: Completes word problems using bar models and number bonds ☐ ☐ ☐

M 17: Represent equivalent forms of the same number using different combinations ☐ ☐ ☐

M 18: Relate time to events (e.g., before/after, shorter/longer)

## Science (S)

S 1: Uses the scientific method during investigations ☐ ☐ ☐

S 2: Records observations using drawings, labels, and sentences ☐ ☐ ☐

S 3: Describes plant and animal life cycles ☐ ☐ ☐

S 4: Explains basic weather patterns and seasonal changes ☐ ☐ ☐

S 5: Identifies properties of matter and simple forces ☐ ☐ ☐

S 6: Makes predictions and draws conclusions from observations ☐ ☐ ☐

## Fine Motor Development (FMD)

FMD 1: Writes neatly using proper letter formation ☐ ☐ ☐

FMD 2: Uses an efficient pencil grip ☐ ☐ ☐

FMD 3: Cuts accurately on curved and straight lines ☐ ☐ ☐

FMD 4: Completes detailed coloring and drawing projects ☐ ☐ ☐

FMD 5: Demonstrates endurance during written assignments ☐ ☐ ☐

## Gross Motor Development (GMD)

GMD 1: Demonstrates balance, coordination, and body control ☐ ☐ ☐

GMD 2: Throws, catches, kicks, and dribbles with improved accuracy ☐ ☐ ☐

GMD 3: Participates successfully in organized games ☐ ☐ ☐

GMD 4: Demonstrates spatial awareness and safe movement ☐ ☐ ☐

GMD 5: Demonstrates age-appropriate strength, endurance, and agility ☐ ☐ ☐

2nd-4th Grade Updated Standards (2026)