K-5 Proficiency Statements

Mathematical Processes: Solves problems using strategies related to reasoning, communication, connections and representation

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Determines relevant information in order to solve a problem Shows mathematical thinking using: ✓ Number lines ✓ Physical objects ✓ Oral descriptions Explains solution strategies and listens to others during class discussions about problem solving involving joining, separating, grouping and portioning through direct modeling.	Uses direct modeling with objects, tally marks, or pictures Counts forward or backward from a number Utilizes basic facts Uses estimation to determine reasonableness of answers Represents problem situations with number sentence (one-step equation) Determines relevant information in order to solve problems Explains and demonstrates how a problem was solved (orally or in writing)	Use reasoning and logic to: ✓ Perceive patterns ✓ Identify relationships ✓ Formulate questions ✓ Pose problems ✓ Make conjectures ✓ Justify strategies ✓ Test reasonableness of results Communicate mathematical ideas and reasoning using the vocabulary of mathematics in a variety of ways (e.g. using words, numbers, symbols, pictures, charts, tables, diagrams, graphs, and models Connect mathematics to the real world, as well as within mathematics Create and use representations to organize, record, and communicate mathematical ideas Solve and analyze routine and non-routine problems Demonstrates at least one strategy of solving single- or double-digit addition and subtraction (e.g. Manipulative and pictures	Demonstrates in words, numbers and pictures an understanding of multiple problem-solving strategies including algorithms Uses reasoning and logic abilities to: ✓ Perceive patterns ✓ Identify relationship ✓ Formulate questions ✓ Pose problems ✓ Make conjectures ✓ Justify strategies ✓ Test reasonableness of results Communicate mathematical ideas and reasoning using the vocabulary of mathematics in a variety of ways (e.g. using words, numbers, symbols, pictures, charts, tables, diagrams, graphs, and models) Connect mathematics to the real world, as well as within mathematics Create and use representations to organize, record, and communicate mathematical ideas Solve and analyze routine and non-routine problems Solves single- and multiple-step problems with 1 operation using addition and subtraction	Solves single- and multiple- step problems, which include multiple operations and/or money. Explain and demonstrate how a problem was solved (orally, visually or in written form) with support evidence Use reasoning and logic to: ✓ Perceive patterns ✓ Identify relationships ✓ Formulate questions ✓ Pose problems ✓ Make conjectures ✓ Justify strategies ✓ Test reasonableness of results Communicate mathematical ideas and reasoning using the vocabulary of mathematics in a variety of ways (e.g. Using words, numbers, symbols, pictures, charts, tables, diagrams, graphs, and models) Connect mathematics to the real world, as well as within mathematics Solve and analyze routine and non-routine problems	Uses reasoning abilities to: ✓ Identify relationships ✓ Identify questions ✓ Choose and justify strategies ✓ Check results Use all operations in everyday situations that solve single or multi-step word problems Analyze the mathematical thinking and strategy Explain and demonstrate how a problem was solved (orally, visually and in written form) with support evidence Solve problems using basic multiplication and division facts

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SBRC Mathematics: Mathematical Processes cont . . .			Analyze the mathematical thinking and strategy Solve double- and triple-digit (+) & (–) problems with regrouping in horizontal and vertical format Determine if answer is reasonable		

K-5 Proficiency Statements

Number Operations and Relationships-Concepts: Acquires and applies concepts

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Understand the meanings, uses, and representations of numbers. ▪ Count on by 1's to 100; count on by 2's, 5's, and 10's and count back by 1's with number grids, number lines, and calculators. ▪ Count 20 or more objects; estimate the number of objects in a collection. ▪ Model numbers with manipulatives; use manipulatives to exchange 1's for 10's and 10's for 100's; recognize that digits can be used and combined to read and write numbers; read numbers up to 30. ▪ Use manipulatives to model half of a region or a collection; describe the model. **Understand equivalent names for numbers.** ▪ Use manipulatives, drawings, and numerical expressions involving addition and subtraction of 1-digit numbers to give equivalent names for whole numbers up to 20.	**Understand the meanings, uses, and representations of numbers.** ▪ Count on by 1's, 2's, 5's, and 10's past 100 and back by 1's from any number less than 100 with and without number grids, number lines, and calculators. ▪ Count collections of objects accurately and reliably; estimate the number of objects in a collection. ▪ Read, write, and model with manipulatives whole numbers up to 1,000; identify places in such numbers and the values of the digits in those places. ▪ Use manipulatives and drawings to model halves, thirds, and fourths as equal parts of a region or a collection; describe the model. **Understand equivalent names for numbers.** ▪ Use manipulatives, drawings, tally marks, and numerical expressions involving addition and	**Understand the meanings, uses, and representations of numbers.** ▪ Count on by 1's, 2's, 5's, 10's, 25's, and 100's pas 1,000 and back by 1's from any number less than 1,000 with and without number grids, number lines, and calculators. ▪ Read, write, and model with manipulatives whole numbers up to 10,000; identify places in such numbers and the values of the digits in those places; read and write money amounts in dollars-and-cents notation. ▪ Use manipulatives and drawings to model fractions as equal parts of a region or a collection; describe the models and name the fractions. ▪ Recognize numbers as odd or even. **Understand equivalent names for numbers.** ▪ Use tally marks, arrays, and numerical expressions involving addition and subtraction to give equivalent	**Understand the meanings, uses, and representations of numbers.** ▪ Read and write whole numbers up to 1,000,000; read, write, and model with manipulatives decimals through hundredths; identify places in such numbers and the values of the digits in those places; translate between whole numbers and decimals represented in words, in base-10 notation, and with manipulatives. ▪ Read, write, and model fractions; solve problems involving fractional parts of a region or a collection; describe strategies used. ▪ Find multiples of 2, 5, and 10. **Understand equivalent names for numbers.** ▪ Use numerical expressions involving one or more of the basic four arithmetic operations to give equivalent names for whole numbers.	**Understand the meanings, uses, and representations of numbers.** ▪ Read and write whole numbers up to 1,000,000,000 and decimals through thousandths; identify places in such numbers and the values of the digits in those places; translate between whole numbers and decimals represented in words and in base-10 notation. ▪ Read, write, and model fractions; solve problems involving fractional parts of a region or a collection; describe and explain strategies used; given a fractional part of a region or a collection, identify the unit whole. ▪ Find multiples of whole numbers less than 10; find whole-number factors of numbers. **Understand equivalent names for numbers.** ▪ Use numerical expressions involving one or more of the basic four arithmetic operations and	**Understand the meanings, uses, and representations of numbers.** ▪ Read and write whole numbers and decimals; identify places in such numbers and the values of the digits in those places; use expanded notation to represent whole numbers and decimals. ▪ Solve problems involving percents and discounts; describe and explain strategies used; identify the unit whole in situations involving fractions. ▪ Identify prime and composite numbers; factor numbers; find prime factorizations. **Understand equivalent names for numbers.** ▪ Use numerical expressions involving one or more of the basic four arithmetic operations, grouping symbols, and exponents to give equivalent names for whole numbers; convert between base-10, exponential, and repeated-factor

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Understand common numerical relations. ▪ Compare and order whole numbers up to 20.	subtraction of 1- or 2-digit numbers to give equivalent names for whole numbers up to 100. **Understand common numerical relations.** ▪ Compare and order whole numbers up to 1,000.	names for whole numbers. ▪ Use manipulatives and drawings to model equivalent names for ½. **Understand common numerical relations.** ▪ Compare and order whole numbers up to 10,000; use area models to compare fractions.	▪ Use manipulatives and drawings to find and represent equivalent names for fractions; use manipulatives to generate equivalent fractions. **Understand common numerical relations.** ▪ Compare and order whole numbers up to 1,000,000; use manipulatives to order decimals through hundredths; use area models and benchmark fractions to compare and order fractions.	grouping symbols to give equivalent names for whole numbers. ▪ Use numerical expressions to find and represent equivalent names for fractions and decimals; use and explain a multiplication rule to find equivalent fractions; rename fourths, fifths, tenths, and hundredths as decimals and percents. **Understand common numerical relations.** ▪ Compare and order whole numbers up to 1,000,000,000 and decimals through thousandths; compare and order integers between -100 and 0; use area models, benchmark fractions, and analyses of numerators and denominators to compare and order fractions.	notations. ▪ Use numerical expressions to find and represent equivalent names for fractions, decimals, and percents; use and explain multiplication and division rules to find equivalent fractions and fractions in simplest form; convert between fractions and mixed numbers; convert between fractions, decimals, and percents. **Understand common numerical relations.** ▪ Compare and order rational numbers; use area models, benchmark fraction, and analyses of numerators and denominators to compare and order fractions and mixed numbers; describe strategies used to compare fractions and mixed numbers.

SBRC Mathematics: Number and Numeration …

K-5 Proficiency Statements

Number Operations and Relationships – Computation: Demonstrates computation accurately and efficiently

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Compute accurately. ▪ Use manipulatives, number lines, and mental arithmetic to solve problems involving the addition and subtraction of single digit whole numbers. **Make reasonable estimates.** **Understand meanings of operations.** ▪ Identify join and take-away situations.	**Compute accurately.** ▪ Demonstrate proficiency with +/ - 0, +/ -1, doubles, and sum-equals-ten addition and subtraction facts such as 6 + 4 = 10 and 10 – 7 = 3. ▪ Use manipulatives, number grids, tally marks, mental arithmetic, and calculators to solve problems involving the addition and subtraction of 1-digit whole numbers with 1- or 2-digit whole numbers; calculate and compare the values of combinations of coins. **Make reasonable estimates.** ▪ Estimate reasonableness of answers to basic fact problems (e.g., Will 7 + 8 be more or less than 10?). **Understand meanings of operations.** ▪ Identify change-to-more, change-to-less, comparison, and parts-and-total situations.	**Compute accurately.** ▪ Demonstrate automaticity with +/ - 0, +/ -1, doubles, and sum-equals-ten facts, and proficiency with all addition and subtraction facts through 10 + 10. ▪ Use manipulatives, number grids, tally marks, mental arithmetic, paper & pencil, and calculators to solve problems involving the addition and subtraction of 2-digit whole numbers; describe the strategies used; calculate and compare values of coin and bill combinations. **Make reasonable estimates.** ▪ Make reasonable estimates for whole number addition and subtraction problems; explain how the estimates were obtained. **Understand meanings of operations.** ▪ Identify and describe change, comparison, and parts-and-total situations; use	**Compute accurately.** ▪ Demonstrate automaticity with all addition and subtraction facts through 10 + 10; use basic facts to compute fact extensions such as 80 + 70. ▪ Use manipulatives, mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the addition and subtraction of whole numbers and decimals in a money context; describe the strategies used and explain how they work. ▪ Demonstrate automaticity with X 0, X 1, X 2, X 5, and X 10 multiplication facts; use strategies to compute remaining facts up to 10 X 10. ▪ Use arrays, mental arithmetic, paper-and-pencil algorithms, and calculators to solve	**Compute accurately.** ▪ Demonstrate automaticity with basic addition and subtraction facts and fact extensions. ▪ Use manipulatives, mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the addition and subtraction of whole numbers and decimals through hundredths; describe the strategies used and explain how they work. ▪ Demonstrate automaticity with multiplication facts through 10 X 10 and proficiency with related division facts; use basic facts to compute fact extensions such as 30 X 60. ▪ Use mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the multiplication of mutidigit whole numbers by 2-digit whole numbers and the division of multidigit whole numbers by 1-digit whole numbers;	**Compute accurately.** ▪ Use mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the addition and subtraction of whole numbers, decimals, and signed numbers; describe the strategies used and explain how they work. ▪ Demonstrate automaticity with multiplication facts and proficiency with division facts and fact extensions. ▪ Use mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the multiplication of whole numbers and decimals and the division of multidigit whole numbers and decimals by whole numbers; express remainders as whole numbers or fractions as appropriate; describe the strategies used and explain how they work.

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SBRC Mathematics: Number and Numeration …		repeated addition, arrays, and skip counting to model multiplication; use equal sharing and equal grouping to model division.	problems involving the multiplication of 2- and 3-digit whole numbers by 1-digit whole numbers; describe the strategies used. **Make reasonable estimates.** ▪ Make reasonable estimates for whole number addition and subtraction problems; explain how the estimates were obtained. **Understand meanings of operations.** ▪ Recognize and describe change, comparison, and parts-and-total situations; use repeated addition, arrays, and skip counting to model multip0lication; use equal sharing and equal grouping to model division.	describe the strategies used and explain how they work. ▪ Use mainpulatives, mental arithmetic, and calculators to solve problems involving the addition and subtraction of fractions with like and unlike denominators; describe the strategies used. **Make reasonable estimates.** ▪ Make reasonable estimates for whole number and decimal addition and subtraction problems and whole number multiplication and division problems; explain how the estimates were obtained. **Understand meanings of operations.** ▪ Use repeated addition, skip counting, arrays, area, and scaling to model multiplication and division.	▪ Use mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the addition and subtraction of fractions and mixed numbers; describe the strategies used and explain how they work. ▪ Use area models, mental arithmetic, paper-and-pencil algorithms, and calculators to solve problems involving the multiplication of fractions and mixed numbers; use diagrams, a common-denominator method, and calculators to solve problems involving the division of fractions; describe the strategies used. **Make reasonable estimates.** ▪ Make reasonable estimates for whole number and decimal addition, subtraction, multiplication, and division problems and fraction and mixed number addition and subtraction problems; explain how the estimates were obtained.

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	SBRC Mathematics: Number and Numeration …				**Understand meanings of operations.** ▪ Use repeated addition, arrays, area, and scaling to model multiplication and division; use ratios expressed as words, fractions, percents, and with colons; solve problems involving ratios of parts of a set to the whole set.

K-5 Proficiency Statements

Geometry: Identifies and applies geometric concepts

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Investigate characteristics and properties of 2- and 3-dimensional geometric shapes. ▪ Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, and cubes. **Apply transformations and symmetry in geometric situations.** ▪ Identify shapes having line symmetry.	**Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.** ▪ Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes. **Apply transformations and symmetry in geometric situations.** ▪ Identify shapes having line symmetry; complete line-symmetric shapes or designs.	**Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.** ▪ Draw line segments and identify parallel line segments. ▪ Identify, describe, and model plane and solid figures including circles, triangles, squares, rectangles, hexagons, trapezoids, rhombuses, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes. **Apply transformations and symmetry in geometric situations.** ▪ Create and complete 2-dimensional symmetric shapes or designs.	**Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.** ▪ Identify and draw points, intersecting and parallel line segments and lines, rays, and right angles. ▪ Identify, describe, model, and compare plane and solid figures including circles, polygons, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes using appropriate geometric terms including the terms *face, edge, vertex,* and *base.* **Apply transformations and symmetry in geometric situations.** ▪ Create and complete 2-dimensional symmetric shapes or designs; locate multiple lines of symmetry in a 2-dimensional shape.	**Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.** ▪ Identify, draw, and describe points, intersecting and parallel line segments and lines, rays, and right, acute, and obtuse angles. ▪ Describe, compare, and classify plane and solid figures, including polygons, circles, spheres, cylinders, rectangular prisms, cones, cubes, and pyramids, using appropriate geometric terms including *vertex, base, face, edge,* and *congruent.* **Apply transformations and symmetry in geometric situations.** ▪ Identify, describe, and sketch examples of reflections; identify and describe examples of translations and rotations.	**Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.** ▪ Identify, describe, compare, name, and draw right, acute, obtuse, straight, and reflex angles; determine angle measures in vertical and supplementary angles and by applying properties of sums of angle measures in triangles and quadrangles. ▪ Describe, compare, and classify plane and solid figures using appropriate geometric terms; identify congruent figures and describe their properties. **Apply transformations and symmetry in geometric situations.** ▪ Identify, describe, and sketch examples of reflections, translations, and rotations.

K-5 Proficiency Statements

Measurement: Identifies and applies measurement concepts

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements. ▪ Use nonstandard tools and techniques to estimate and compare weight and length; identify standard measuring tools. ▪ Identify pennies, nickels, dimes, quarters, and dollar bills. **Use and understand reference frames.** ▪ Describe temperature using appropriate vocabulary, such as *hot, warm,* and *cold*; identify a thermometer as a tool for measuring temperature. ▪ Describe and use measures of time periods relative to a day and week; identify tools that measure time.	**Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.** ▪ Use nonstandard tools and techniques to estimate and compare weight and length; measure length with standard measuring tools. ▪ Know and compare the value of pennies, nickels, dimes, quarters, and dollar bill; make exchanges between coins. **Use and understand reference frames.** ▪ Identify a thermometer as a tool for measuring temperature; read temperatures on Fahrenheit and Celsius thermometers to the nearest 10°. ▪ Use a calendar to identify days, weeks, months, and dates; tell and show time to the nearest half and quarter hour on an analog clock.	**Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.** ▪ Estimate length with and without tools; measure length to the nearest inch and centimeter; use standard and nonstandard tools to measure and estimate weight. ▪ Count unit squares to find the area of rectangles. ▪ Describe relationships between days in a week and hours in a day. ▪ Make exchanges between coins and bills. **Use and understand reference frames.** ▪ Read temperature on both the Fahrenheit and Celsius scales. ▪ Tell and show time to the nearest five minutes on an analog clock; tell and write time in digital notation.	**Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.** ▪ Estimate length with and without tools; measure length to the nearest ½ inch and ½ centimeter; draw and describe angles as records of rotations. ▪ Describe and use strategies to measure the perimeter of polygons; count unit squares to find the areas of rectangles. ▪ Describe relationship among inches, feet, and yards; describe relationships between minutes in an hour, hours in a day, days in a week. **Use and understand reference frames.** ▪ Tell and show time to the nearest minute on an analog clock; tell and write time in digital notation.	**Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.** ▪ Estimate length with and without tools; measure length to the nearest ¼ inch and ½ centimeter; estimate the size of angles without tools. ▪ Describe and use strategies to measure the perimeter and area of polygons, to estimate the area of irregular shapes, and to find the volume of rectangular prisms. ▪ Describe relationships among U.S. customary units of length and among metric units of length. **Use and understand reference frames.** ▪ Use ordered pairs of numbers to name, locate, and plot points in the first quadrant of a coordinate grid.	**Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.** ▪ Estimate length with and without tools; measure length with tools to the nearest 1/8 inch and millimeter; estimate the measure of angles with and without tools; use tools to draw angles with given measures. ▪ Describe and use strategies to find the perimeter of polygons and the area of circles; choose and use appropriate formulas to calculate the areas of rectangles, parallelograms, and triangles, and the volume of a prism; define *pi* as the ratio of a circle s circumference to its diameter. ▪ Describe relationships among U.S. customary units of length; among metric units of length; and among U.S. customary units of capacity. **Use and understand reference frames.** ▪ Use ordered pairs of numbers to name, locate, and plot points in all four quadrants of a coordinate grid.

K-5 Proficiency Statements

Statistics and Probability: Collects, interprets and extends data – Predicts outcomes based on probability

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Select and create appropriate graphical representations of collected or given data. ▪ Collect and organize data to create class-constructed displays such as tally charts, tables, and graphs using real objects or pictures. **Analyze and interpret data.** ▪ Use graphs to answer simple questions. **Understand and apply basic concepts of probability.** ▪ Describe events using *certain, possible, impossible,* and other basic probability terms.	**Select and create appropriate graphical representations of collected or given data.** ▪ Collect and organize data to create tally charts, tables, bar graphs, and line plots. **Analyze and interpret data.** ▪ Use graphs to answer simple questions and draw conclusions; find the maximum and minimum of a data set. **Understand and apply basic concepts of probability.** ▪ Describe events using *certain, likely, unlikely, impossible* and other basic probability terms.	**Select and create appropriate graphical representations of collected or given data.** ▪ Collect and organize data or use given data to create tally charts, tables, bar graphs, and line plots. **Analyze and interpret data.** ▪ Use graphs to ask and answer simple questions and draw conclusions; find the maximum, minimum, mode, and median of a data set. **Understand and apply basic concepts of probability.** ▪ Describe events using *certain, likely, unlikely, impossible* and other basic probability terms; explain the choice of language.	**Select and create appropriate graphical representations of collected or given data.** ▪ Collect and organize data or use given data to create charts, tables, bar graphs, and line plots. **Analyze and interpret data.** ▪ Use graphs to ask and answer simple questions and draw conclusions; find the maximum, minimum, range, mode, and median or a data set. **Understand and apply basic concepts of probability.** ▪ Describe events using *certain, very likely, likely, unlikely, very unlikely, impossible,* and other basic probability terms; explain the choice of language. ▪ Predict the outcomes of simple experiments and test the predictions using manipulatives; express the probability of an event by using "_ out of _" language.	**Select and create appropriate graphical representations of collected or given data.** ▪ Collect and organize data or use given data to create charts, tables, bar graphs, line plots, and line graphs. **Analyze and interpret data.** ▪ Use the maximum, minimum, range, median, mode, and graphs to ask and answer questions, draw conclusions, and make predictions. **Understand and apply basic concepts of probability.** ▪ Describe events using *certain, very likely, likely, unlikely, very unlikely, impossible* and other basic probability terms; use *more likely, equally likely, same chance, 50-50, less likely,* and other basic probability terms to compare events; explain the choice of language. ▪ Predict the outcomes of experiments and test the predictions using	**Select and create appropriate graphical representations of collected or given data.** ▪ Collect and organize data or use given data to create bar, line, and circle graphs with reasonable titles, labels, keys, and intervals. **Analyze and interpret data.** ▪ Use the maximum, minimum, range, median, mode, and mean and graphs to ask and answer questions, draw conclusions, and make predictions. **Understand and apply basic concepts of probability.** ▪ Describe events using *certain, very likely, likely, unlikely, very unlikely, impossible* and other basic probability terms; use *more likely, equally likely, same chance, 50-50, less likely,* and other basic probability terms to compare events; explain the choice of language.

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SBRC Mathematics: Statistics and Probability cont. . .				manipulatives; summarize the results and use them to predict future events; express the probability of an event as a fraction.	▪ Predict the outcomes of experiments, test the predictions using manipulatives, and summarize the results; compare predictions based on theoretical probability with experimental results; use summaries and comparisons to predict future events; express the probability of an event as a fraction, decimal, or percent.

K-5 Proficiency Statements

Algebraic Relationships: Recognizes and uses patterns and relationships to extend algebraic relationships

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Understand patterns and functions. ▪ Extend, describe, and create visual, rhythmic, and movement patterns; use rules, which will lead to functions, to sort, make patterns, and play "What's My Rule?" and other games. **Use algebraic notation to represent and analyze situations and structures.** ▪ Read and write expressions and number sentences using the symbols +, -, and =.	**Understand patterns and functions.** ▪ Extend, describe, and create numeric, visual, and concrete patterns; solve problems involving function machines, "What's My Rule?" tables, and Frames-and-Arrows diagrams. **Use algebraic notation to represent and analyze situations and structures.** ▪ Read, write, and explain expressions and number sentences using the symbols +, -, and = and the symbols > and < with cues; solve equations involving addition and subtraction. ▪ Apply the Commutative Property of Addition and the Additive Identity to basic addition fact problems.	**Understand patterns and functions.** ▪ Extend, describe, and create numeric, visual, and concrete patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions involving addition and subtraction and use those rules to solve problems. **Use algebraic notation to represent and analyze situations and structures.** ▪ Read, write, and explain expressions and number sentences using the symbols +, -, =, >, and <; solve number sentences involving addition and subtraction; write expressions and number sentences to model number stories. ▪ Describe the Commutative and Associative Properties of Addition and apply them to mental arithmetic problems.	**Understand patterns and functions.** ▪ Extend, describe, and create numeric patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions involving addition, subtraction, and multiplication and use those rules to solve problems. **Use algebraic notation to represent and analyze situations and structures.** ▪ Read, write, and explain number sentences using the symbols +, -, X, ÷, =, >, and <; solve number sentences; write expressions and number sentences to model number stories. ▪ Recognize that numeric expressions can have different values depending on the order in which operations are carried out; understand that grouping symbols can be used to affect the order in which operations are carried out.	**Understand patterns and functions.** ▪ Extend, describe, and create numeric patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions that involve the four basic arithmetic operations and use those rules to solve problems. **Use algebraic notation to represent and analyze situations and structures.** ▪ Use conventional notation to write expressions and number sentences using the four basic arithmetic operations; determine whether number sentences are true or false; solve open sentences and explain the solutions; write expressions and number sentences to model number stories. ▪ Evaluate numeric expressions containing grouping symbols; insert grouping symbols to make number sentences true.	**Understand patterns and functions.** ▪ Extend, describe, and create numeric patterns; describe rules for patterns and use them to solve problems; write rules for functions involving the four basic arithmetic operations; represent functions using words, symbols, tables, and graphs and use those representations to solve problems. **Use algebraic notation to represent and analyze situations and structures.** ▪ Determine whether number sentences are true or false; solve open number sentences and explain the solutions; use a letter variable to write an open sentence to model a number story; use a pan-balance model to solve linear equations in one unknown. ▪ Evaluate numeric expressions containing grouping symbols and nested grouping symbols; insert grouping symbols and nested grouping symbols to make

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SBRC Mathematics: Algebraic relationships cont…			▪ Describe and apply the Commutative and Associative Properties of Addition, the Commutative Property of Multiplication, and the Multiplicative Identity.	▪ Apply the Distributive Property of Multiplication over Addition to the partial-products multiplication algorithm.	number sentences true; describe and use the precedence of multiplication and division over addition and subtraction. ▪ Describe and apply properties of arithmetic.

K-5 Proficiency Statements

SBRC Reading: Uses word-solving strategies and develops vocabulary

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Demonstrates concepts of print Q2 Identify 6-7/10 concepts of print from observational survey Q4 Identifies and uses 10/10 concepts of print while reading. **Identifies upper case letters (26)** Q1 Identifies all 26 letters Q2 Identifies all 26 letters quickly and automatically Q3 Recognizes and applies letters within text Q4 Recognizes and applies letters in their environment Identifies lower case letters (26) Q1 Identifies all 26-28 letters Q2 Identifies all 26-28 letters quickly and automatically Q3 Recognizes and applies letters in their environment **Identifies letter sounds** Q1 Identifies 12 or more sounds Q2 Identifies 15 or more sounds Q3 Identifies 19 or more sounds Q4 Identifies 26 or more sounds **Recognizes and demonstrates rhyming**	Defines the levels at which students read and comprehend. Level is checked. End of year target = 16 Uses a variety of decoding strategies: ✓ Blending ✓ Word patterns ✓ Vowel patterns ✓ Endings Uses multiples strategies ✓ Rereading ✓ Cross checking cues ✓ Word chunks ✓ Letters and sound combinations Self-corrects many error	Defines the levels at which students read and comprehend. Level is checked. End of year target = 24 Uses a variety of decoding strategies: ✓ Blending ✓ Word patterns ✓ Vowel patterns ✓ Endings Uses multiples strategies ✓ Rereading ✓ Cross checking cues ✓ Word chunks ✓ Letters and sound combinations ✓ Self-corrects many errors Silent reading speed exceeds oral reading speed by the end of grade 2	Uses a variety of word-solving strategies to understand unfamiliar words such as: ✓ Applying knowledge of letter-sound relationships ✓ Analyzing word structures ✓ Identify analogies to demonstrate understanding ✓ Use knowledge of synonyms and antonyms ✓ Recognize regular and irregular plural forms ✓ Recognize possessive forms ✓ Recognize the meaning of contractions ✓ Use knowledge of compound words ✓ Use knowledge of root words and affixes Using context clues for figurative and multiple meaning words	Uses a variety of word-solving strategies to understand unfamiliar words such as: ✓ Applying knowledge of letter-sound relationships ✓ Analyzing word structures ✓ Identify analogies to demonstrate understanding ✓ Use knowledge of synonyms and antonyms ✓ Recognize regular and irregular plural forms ✓ Recognize possessive forms ✓ Recognize the meaning of contractions ✓ Use knowledge of compound words ✓ Use knowledge of root words and affixes Using context clues for figurative and multiple meaning words	Uses a variety of word-solving strategies to understand unfamiliar words such as: ✓ Applying knowledge of letter-sound relationships ✓ Analyzing word structures ✓ Identify analogies to demonstrate understanding ✓ Use knowledge of synonyms and antonyms ✓ Recognize regular and irregular plural forms ✓ Recognize possessive forms ✓ Recognize the meaning of contractions ✓ Use knowledge of compound words ✓ Use knowledge of root words and affixes Using context clues for figurative and multiple meaning words

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Q2 Demonstrates and pronounces rhymes. Q4 Applies knowledge of rhyming in a variety of texts. **Demonstrates blending and beginning, middle, end sounds** Q3 Begins to blend and stretch sounds Q4 Uses blending in their reading and writing **SBRC Reading:** **Uses word-solving cont…**					

K-5 Proficiency Statements

SBRC Reading: Uses reading strategies to understand text

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Based on oral sharing of text, the student: ✓ Makes connections to self Makes predictions	Defines the levels at which students read and comprehend. Level is checked. Based on oral sharing of text, the student: ✓ Makes connections (text-to-text, text-self-, text-world) ✓ Makes predictions ✓ Visualizes ✓ Asks questions	Using a variety of literature, informational texts and other print sources, student: ✓ Makes connections (text-to-text, text-self-, text-world) ✓ Makes predictions ✓ Visualizes ✓ Asks questions Recognizes and recalls elements and details of story structure, such as sequence of events, character, main idea, and setting in order to reflect meaning. Understand how text and illustrations connect to convey meaning Identifies and uses organizational features of texts: Index, captions, graphics, headings and table of contents. Demonstrates understanding through sequential retellings	Using a variety of literature, informational texts and other print sources, student: ✓ Summarizes main events / ideas and details ✓ Making predictions and inferences ✓ Makes connections (text-to-text, text-self-, text-world) Recognizes and recalls elements and details of story structure, such as sequences of events, character, plot, and setting in order to reflect meaning. Analyzes story structure, word choice, literacy devices and use of language toward author's purpose Identify and evaluate Author's purpose, point of view and effectiveness Understand how text and illustrations connect to convey meaning Identifies and uses organizational features of texts, such a headings, paragraphs, and format to improve understanding Identifies organizational structures: compare/contract, cause/effect, persuasion Summarizes key details of informational texts, connecting new information to prior knowledge	Reads a variety of literature, informational texts and other print sources, student: ✓ Summarizes main events / ideas and details ✓ Identifies cause-and – effect relationships ✓ Makes connections (text-to-text, text-self-, text-world) Recognizes and recalls elements and details of story structure, such as sequence of events, character, pilot, and setting in order to reflect meaning. Analyzes story structure, word choice, literacy devices and use of language toward author's purpose Identify and evaluate Author's purpose, point of view and effectiveness Understand how text and illustrations connect to convey meaning Identifies and uses organizational features of texts, such as headings, paragraphs, and format to improve understanding Identifies organizational structures: compare/contract, cause/effect, persuasion Summarizes key details of informational texts, connecting new information to prior knowledge	**Consistently reads** a variety of literature, informational texts and other print sources, student: ✓ Summarizes main events / ideas and details ✓ Identifies cause-and-effect relationships ✓ Makes connections (test-to-text, text-self-, text-world) Recognizes and recalls elements and details of story structure, such as sequences of events, character, plot, and setting in order to reflect meaning. Analyzes story structure, word choice, literacy devices and use of language toward author's purpose Identify and evaluate Author's purpose, point of view and effectiveness Make inferences about author's tone and style Understand how text and illustrations connect to convey meaning Identifies and uses organizational features of texts, such as headings, paragraphs, and format to improve understanding Identifies organizational structures: compare/contract, cause/effect, persuasion

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SBRC Reading: **Uses reading strategies cont …**		Demonstrates comprehension of reading by using strategies such as: ✓ Activating prior knowledge ✓ Making predictions ✓ Developing visual images ✓ Asking questions Identifies beginning, middle, end and First, next, last 2nd grade level books fall in the range of titles like: *Town Mouse / Country Mouse* *Amedelia Bedelia* *Leprechauns Don't Play Basketball*	Uses primary dictionary guide words to locate information Oral and written response demonstrate strategy use and clear understanding Comprehends by using strategies: ✓ Activate background knowledge / make connections ✓ Establish purpose ✓ Infer and predict ✓ Visualize ✓ Apply knowledge of text structures for fiction and nonfiction ✓ Ask questions ✓ Synthesize ✓ Determine importance Identifies beginning, middle, end and First, next, last Identifies stated and implied information Analyzes stated or implied theme, message or main idea Demonstrates effective behaviors: ✓ Self-correcting and self-monitoring ✓ Rereading ✓ Adjusting reading rate according to purpose and difficulty 3rd grade level books fall in the range of titles like: *Boxcar Children* *Pippi Longstocking* *Stone Fox*	Uses dictionary guide words to locate information Responses (oral and written), demonstrate strategy use and clear understanding Comprehends by using strategies: ✓ Activate background knowledge / make connections ✓ Establish purpose ✓ Infer and predict ✓ Visualize ✓ Apply knowledge of text structures ✓ Ask questions ✓ Synthesize ✓ Determine importance Identifies stated and implied information Analyzes stated or implied theme, message or main idea Demonstrates effective behaviors: ✓ Self-correcting and self-monitoring ✓ Rereading ✓ Adjusting reading rate according to purpose and difficulty 4th grade level books fall in the range of titles like: *Bunniculua* *Charlotte's Web* *Charlie and the Chocolate Factory*	Summarizes key details of informational texts, connecting new information to prior knowledge Uses dictionary guide words to locate information Responses (oral and written) **consistently** demonstrate strategy use and clear understanding Comprehends by using strategies: ✓ Activate background knowledge / make connections ✓ Establish purpose ✓ Infer and predict ✓ Visualize ✓ Apply knowledge of text structures ✓ Ask questions ✓ Synthesize ✓ Determine importance Identifies stated and implied information Analyzes stated or implied theme, message or main idea Demonstrates effective behaviors: ✓ Self-correcting and self-monitoring ✓ Rereading ✓ Adjusting reading rate according to purpose and difficulty 5th grade level books fall in the range of titles like: *Great Brain* *Harriet the Spy* *Park's Quest*

K-5 Proficiency Statements

SBRC Reading: Analyzes, extends and evaluates text

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Defines the levels at which students read and comprehend. Level is checked. End of Year Target = 16	Defines the levels at which students read and comprehend. Level is checked. End of Year Target = 24	Identifies a purpose for reading such as: ✓ Gaining information ✓ Appreciate literature ✓ Learning about a viewpoint ✓ Discovery ✓ Enjoyment Reads from and distinguishes among different genres choosing books by author, topic or specific information Extends concepts and themes to other situations Distinguishes between fact and opinion	Identifies a purpose for reading such as: ✓ Gaining information ✓ Learning about a viewpoint ✓ Appreciate literature ✓ Discovery Enjoyment Reads from and distinguishes among different genres choosing books by author, topic or specific information Extends concepts and themes to other situations Distinguishes between fact and opinion Evaluates accuracy, currency and credibility of information	**Consistently** identifies a purpose for reading such as: ✓ Gaining information ✓ Learning about a viewpoint ✓ Appreciate literature ✓ Discovery ✓ Enjoyment Reads from and distinguishes among different genres choosing books by author, topic or specific information Extends concepts and themes to other situations Distinguishes between fact and opinion Evaluates accuracy, currency and credibility of information

SBRC Reading: Practices independent reading

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Practices reading from a variety of materials. Attends to text for 15-20 minutes.	Reads for 20-25 minutes (developing reading stamina and skill) Chooses appropriately leveled materials for independent reading	Reads for 30-40 minutes (developing reading stamina and skill) Chooses appropriately leveled materials for independent reading	Reads for 35-45 minutes (developing reading stamina and skill) Chooses appropriately leveled materials for independent reading	Reads for 45-50 minutes (developing reading stamina and skill) Chooses appropriately leveled materials for independent reading

K-5 Proficiency Statements

SBRC Writing: Participates in the writing process

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Verbalizes to partner or teacher about a picture story in their head ✓ Think aloud ✓ Labeling ✓ Lists Represents story on paper through pictures, labels, approximation of words, and begins to use sentences Re-reads and thinks "does it say what I want it to say" Begins to add to the picture/words Re-reads with teacher prompts and asks: ▪ What other sounds do you hear in that word? ▪ Did you check for finger spaces? Student shares writing by: ✓ Visual classroom displays ✓ Sharing with a partner ✓ Sharing as a class	Begins to choose from a variety of tools for use in planning a writing piece: ✓ Think alouds ✓ Story mapping ✓ Labeling ✓ Lists ✓ Webs ✓ Brainstorming Attempts to write a minimum of 3 sentences on a topic, uses his or her plan and sees it as a work in progress Begins to add details to a piece Begins to make necessary changes to ensure that the story makes sense Re-reads and checks for spelling and conventions Shares finished piece with other readers: ✓ Visual classroom displays ✓ Sharing with a partner ✓ Sharing as a class ✓ Various other methods of sharing	Attempts to choose from a variety of tools for use in planning a writing piece: ✓ Think alouds ✓ Story mapping ✓ Labeling ✓ Lists ✓ Webs ✓ Brainstorming Verbalizes with a partner, story map, stretches across the pages Uses his or her plan to write a draft and sees it as a work in progress Re-reads his or her draft to ensure that it makes sense Re-reads his or her draft and attempts to elaborate important parts and eliminate unnecessary parts. Capitalizes, uses correct spelling and punctuation as referred to in the green *Primary Guidelines for Literacy* handbook. Shares finished piece with other readers ✓ Visual classroom displays ✓ Sharing with a partner ✓ Sharing as a class ✓ Various other methods of sharing	Plans in a variety of ways: ✓ Graphic organizers ✓ Maps ✓ Webs ✓ Lists, etc. Uses prewriting plan to write a draft and see it as a work in progress Clarifies purpose of writing by focusing on voice, word choice and audience Develops independent editing skills by using third grade conventions Begins to show evidence of editing Begins to use taught editing marks Produce a legible, polished, final piece of writing that is ready to share with an intended audience	Brainstorm topics, choose an appropriate topic, and organize structure/ ideas Writes text that follows a logical sequence and utilizes the plan as a tool for organization Visualize a draft as a work in progress Attempts to make changes during the drafting process to ensure writing makes sense to other readers. Add, delete and modify the language, content and tone of writing. Re-reads text to make grammatical and conventional changes Attempts to show evidence of editing Attempts to use taught editing marks Produce a legible, polished, final piece of writing that is ready to share with an intended audience.	Independently chooses taught strategies to organize writing: ✓ Webs ✓ Timelines ✓ Pictures ✓ Lists ✓ Bullets ✓ Story boards ✓ Oral processing Independently uses prewriting plan to generate at least one draft of writing Visualize a draft as a work in progress Independently uses taught strategies to change the ***content*** of the piece and improve the effectiveness for the reader. Independently uses taught strategies to fix-up the conventions of writing Uses taught editing marks Produce a legible, polished, final piece of writing that is ready to share with an intended audience.

K-5 Proficiency Statements

SBRC Writing: Communicates effectively in Writing

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Communicates their story through pictures and writing ▪ Begins to write a beginning ▪ Begins to write a middle ▪ Begins to write an ending Begins to organize a piece and keep on topic Begins to add details to pictures and/or writing Orally begins to identify the purpose of their writing	Begins to introduce characters and attempts to use setting Begins to use dialogue Begins to have a clear ending that connects to rest of story Attempts to organize piece and keep on topic Attempts to add detail to create a picture in the reader's mind Begins to use transitions in writing Begins to identify a purpose and an audience for their writing 	Begins to introduce characters and attempts to use setting Begins to use dialogue Their story has a clear ending that connects to the rest of the story The writing piece is organized and on a topic Begins to use dialogue, character action, character thoughts and adjectives to add details to writing Begins to use transitions to make writing flow Attempts to identify a purpose and an audience for their writing	Attempts to write a beginning that may include: setting with time elements or introduction of character Attempts to write a middle that builds and increases tension or apparent problem Attempts to write an ending that leaves the reader with a lesson or feeling (something to think about) Writes a paragraph with one main idea and several related sentences independently Begins to weave a balance of dialogue, internal thought, and character action Begins new, more sophisticated language Begins to use words that evoke visuals and/or feelings Begins to use precise verbs and nouns Attempts to use transitions to make writing flow Attempts to identify the audience and/or purpose before writing Decisions made while writing are directly related to the purpose or audience	Writes a beginning that may include: setting with time elements or introduction of character Writes a middle that builds and increases tension or apparent problem Writes an ending that leaves the reader with a lesson or feeling (something to think about) Writes a piece that follows a logical sequence and structure for that genre Organizes writing into paragraphs with main ideas and supporting details – if appropriate. Attempts to weave a balance of dialogue, internal thought, and character action Attempts new, more sophisticated language Attempts words that evoke visuals and/or feelings Attempts precise verbs and nouns Attempts a variety of transitions to make writing flow Identifies the audience and/or purpose before writing	Uses beginning leads to make the reader want to read more Introduces characters, setting and problem Uses details to keep reader reading and develop sequence of story Develop a climax Writes clear, logical solution / answers to readers' questions Stays in the moment Stretches appropriate, meaningfully parts (what story is really about) Removes or moves swiftly through unimportant parts Weaves a balance of dialogue, internal thought, and character action Uses new, more sophisticated language Uses words that evoke visuals and/or feelings Uses precise verbs and nouns Uses variety transitions to make writing flow Identifies the audience and/or purpose before writing

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	SBRC Writing: Communicates cont. . .			Decisions made while writing are directly related to the purpose or audience	Decisions made while writing are directly related to the purpose or audience

K-5 Proficiency Statements

SBRC Writing: Uses Writing Conventions

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Writes first name with beginning letter capitalized Begins to use capital letters at the beginning of a sentence Begins to use punctuation marks (? . !) Uses correct letter formation for most upper and lower case letters Begins to put spaces between words Uses left to right directionality in single line writing	Uses upper and lowercase letters accurately Attempts to use capital letters at the beginning of a sentence Begins proper nouns and titles Attempts to use punctuation marks (? . !) Uses correct letter formation and spacing	Uses capitalization rules for beginning of sentences Attempts proper nouns and titles Uses punctuation marks (? . !) Student begins to use other forms of punctuation (‘ “) Uses comma in a series, date, greeting / closing of a letter Begins the use of appropriate subject / verb agreement within a sentence	Capitalize proper nouns, titles, and initial words in sentences Uses ending punctuation correctly Attempts apostrophe, contractions, possessives Uses commas in a series, date, greeting, and closing on a letter Attempts subject / verb agreement Begins to indent in all forms of writing	Capitalize the beginning of a sentence, the work I, proper nouns, and book titles across all content areas Uses appropriate ending punctuation marks Attempts proper use of quotation marks and apostrophes Uses commas in a series, date, greeting, closing on a letter and city and state Begins to use commas, appropriately in conjunctions and appositives Attempts subject / verb agreement Attempts to indent in all forms of writing	Uses correct capitalization of proper nouns, beginning words in sentences, the word I, and main words in titles across all content areas in everyday writing Uses appropriate ending punctuation marks Uses quotation marks correctly to indicate dialogue Uses commas appropriately Attempts to use commas with conjunctions and appositives Begins to correctly use the colon, semi-colon, and more complex punctuation Uses correct subject / verb agreement Begins to write using consistent tense (past or present) throughout the piece Uses correct paragraph indentation (main idea, dialogue, setting changes, time passing)

K-5 Proficiency Statements

SBRC Writing: Demonstrates correct spelling

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Attempts the dominate known letter sound (s) of a word in a sequence Attempts to write some conventional spelling words (mom, dad, the, it) Begins to use word wall words in daily writing (List on p. 97 of *Primary Guidelines to Literacy*)	Independently and consistently spells 30 core word wall words in daily spelling (List on p. 97 of *Primary Guidelines to Literacy)* Begins to use taught word patterns in their daily writing (word families, blends, etc.)	Will spell 1st and 2nd grade core words (word wall words) correctly (List on p. 97 of *Primary Guidelines to Literacy)* Attempt to use conventional spelling for most words Attempt to apply 1st and 2nd grade letter patterns in writing	Uses taught spelling strategies in everyday writing Uses taught strategies and resources to spell more difficult words	Generally uses correct spelling with common words Uses taught strategies and resources to spell more difficult words Uses taught spelling strategies in everyday writing	Independently uses a variety of sources to ensure accurate spelling while editing and proofreading writing that will be published. Independently uses taught spelling strategies in daily writing

K-5 Proficiency Statements

SBRC Science: Kindergarten –

- Explore science and social studies topics throughout their day in literacy, math and center work. During studies of community and seasonal events, children are encouraged to ask questions, observe and share their ideas with others.

SBRC Science: Grade 1 & 2

- Demonstrates scientific curiosity by asking questions, making predictions and sharing observations while exploring.
- Uses data and observations to construct reasonable explanations.
- Demonstrates and communicates effectively an understanding of key unit concepts.

SBRC Science: Grade 3 – 5

- Asks scientific questions and makes predictions when conducting investigations.
- Makes observations and uses appropriate tools to gather data.
- Uses data and observations to construct reasonable explanations.
- Effectively communicates the results of scientific investigations.
- Demonstrates and communicates effectively an understanding of key unit concepts.

K-5 Proficiency Statements

SBRC Social Studies: Geography – Demonstrates an understanding of local, regional and global geography through interactions of people, places and environments

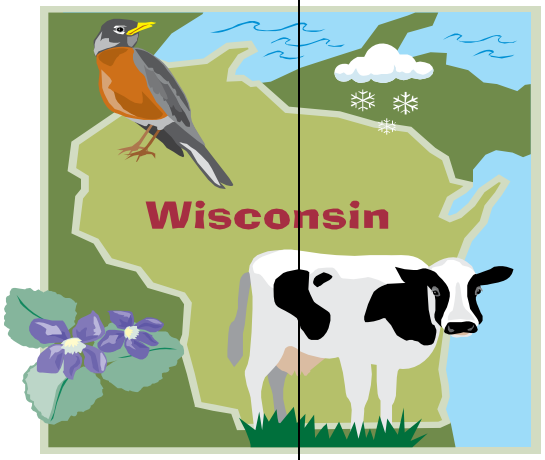
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Demonstrates an awareness of taught map and globe concepts. ▪ Identifies the globe as a model of the earth ▪ Recognizes the differences between a map and a globe ▪ Distinguishes between land and water on a globe ▪ Understands there are different kinds of maps ▪ Understands the purpose of a map ▪ Describes their neighborhood 	**Demonstrates understanding of taught map and globe concepts.** ▪ Locates North America, United States, Wisconsin, Sun Prairie on a map and globe ▪ Constructs a map using basic map symbols ▪ Uses maps, globes and atlases to gain information about our community, Wisconsin, United States and the world ▪ Creates and uses simple maps to identify the location of places in classroom/home ▪ Identify and describe the physical characteristics of places such as landforms and bodies of water on a map and globe ▪ Demonstrates the purposes of maps and globes	**Demonstrates an understanding of community through the use of maps and globes.** ▪ Identifies cardinal directions ▪ Recognizes the common symbols used on maps; uses map key. ▪ Distinguishes between bodies of water (oceans, lakes, rivers) and land ▪ Uses maps, globes, and atlases to gain information about North America, United States, Wisconsin, Sun Prairie ▪ Gathers information through use of maps, charts and grids ▪ Identifies connections between local community and the United States ▪ Compares and contrasts major changes in the local community that has been caused by human beings	**Demonstrates ability to apply taught skills related to using maps, charts, grids, and graphs to gather information about global communities.** ▪ Labels a map using cardinal directions, intermediate directions, symbols and a map key ▪ Explains latitude and longitude and locates hemispheres ▪ Uses and interprets physical and political maps ▪ Recognizes characteristics of a desert, plain, river, lake, ocean, coast, island, peninsula, and mountain range ▪ Locates the seven continents and five oceans of the world ▪ Uses maps, charts, grids, and graphs to gather information about global communities Uses a variety of sources: ✓ Internet ✓ Primary sources ✓ Media information ✓ Other references	**Demonstrates application of map and globe skills relating to Wisconsin and the world.** Uses a variety of sources: ✓ Internet ✓ Primary sources ✓ Media information ✓ Other references ▪ Recognizes and locates Sun Prairie in relation to the world (including county, state, country, continent, and hemisphere) ▪ Uses maps, charts, grids, and graphs to gather information about Wisconsin communities Recognized characteristics of WI: ✓ Boundaries of surrounding states ✓ Major cities ✓ Great Lakes ✓ Counties ✓ Rivers ✓ Five Regions of WI	**Demonstrates ability to read, interpret, and analyze various types of maps.** ▪ Reads maps of the United States identifying the major regions, geographic features, and political regions ▪ Reads and interprets various types of maps and explains how and why they would be used ▪ Uses various maps to identify sites, routes, and develops understanding of the areas explored in the New World Compares and evaluates the validity of a variety of sources: ✓ Internet ✓ Biographies ✓ Diaries ✓ Journals ✓ Artifacts ✓ Media sources ✓ Primary sources ✓ Other references

K-5 Proficiency Statements

SBRC Social Studies: History - Understands how change and continuity over time gives a historical perspective and allows for analysis of issues that affect present and future

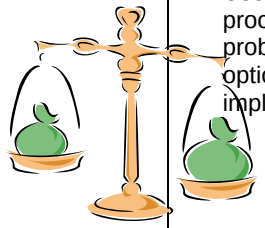
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Demonstrates awareness of time-related vocabulary, special days, events and people. ▪ Identify how things change over time ▪ Demonstrate an understanding of the concept of history ▪ Places events in sequence and uses time related vocabulary (ex. Then, now, present, future) ▪ Develop awareness that special days commemorate a special event or person	**Demonstrates understanding of taught U.S. and Wisconsin symbols and historical events and people.** ▪ Compare and contrast life in America past and present ▪ Identify a historical event and demonstrate understanding that events occur in sequence ▪ Identify contributions of historical figures who have influenced the nation ▪ Explain the significance of national and state holidays ▪ Compare and contrast Native Americans in Wisconsin past and present ▪ Identify United States and Wisconsin symbols and tell what they stand for Uses a variety of sources: ✓ Primary sources ✓ Other references ✓ Media information	**Demonstrates an understanding of taught concepts related to the history of Sun Prairie.** ▪ Relate important events in the early history of Sun Prairie and the impact history has on the present ▪ Demonstrate knowledge of life in Sun Prairie years ago ▪ Identify important people in the history of Sun Prairie and how they have contributed to the community Uses a variety of sources: ✓ Primary sources ✓ Other references ✓ Media information	**Demonstrates an understanding of present and past: symbols, social, political, economic, and cultural roles of various groups of people.** ▪ Compares and contrasts present and past social, political, economic, and cultural roles of various groups of people ▪ Understands the historical significance of American signs and symbols Uses a variety of sources: ✓ Internet ✓ Primary sources ✓ Other references ✓ Media information	**Demonstrates an understanding of how historical events have and will influence Wisconsin.** ▪ Discusses and compares the various groups that settled in Wisconsin ▪ Understands the historical significance of the Wisconsin flag and symbols ▪ Demonstrates knowledge of significant Wisconsin historical events ▪ Compares and contrasts North American tribes ▪ Understands conflicts and consequences of interactions among WI tribes, Europeans, and U.S. Government Uses a variety of sources: ✓ Internet ✓ Primary sources ✓ Other references ✓ Media information	**Demonstrates an understanding of the developments and changes in America and how they affect the past, present, and future.** ▪ Discusses and compares the various groups that settled the New World, i.e. Spanish, English, French, Dutch, Portuguese and Native Americans. ▪ Understands daily life in Colonial America and how the colonies grew and prospered ▪ Demonstrates knowledge of events that lead to the Amer. Revolutionary War ▪ Demonstrates an under-standing of the points of view held by the colonists and English prior to and during the Revolutionary War Compares and evaluates the validity of a variety of sources: ✓ Internet ✓ Biographies ✓ Diaries ✓ Journals ✓ Artifacts ✓ Primary sources ✓ Other references ✓ Media sources

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	**Social Studies: History cont. . . .**				▪ Explains how and why events may be interpreted differently ▪ Reads and interprets various types of maps, and explains how and why they would be used

K-5 Proficiency Statements

SBRC Social Studies: Political Science - Demonstrates individual civic responsibility. Understands how local, state, national governments and international organizations function and interact

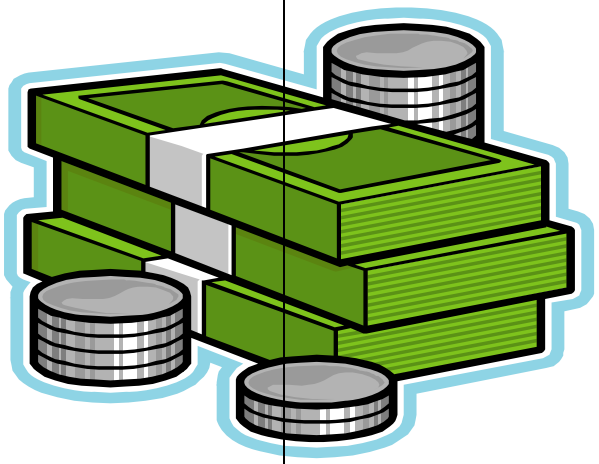
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Identifies community helpers. Names school and community rules. ▪ Identify community helpers and know what they do to help us ▪ Name and show respect for rules at school ▪ Identify voting as a way to express ideas and help make choices ▪ Identifies the United States flag 	**Demonstrates understanding of characteristics and responsibilities of citizenship.** ▪ Identifies characteristics of good citizenship in the classroom, home, and community ▪ Explains the need for rules and laws in the classroom, school, home, and community ▪ Identifies the responsibilities of leaders of school, home, community, state and nation ▪ Demonstrates an understanding of voting as a way to make decisions ▪ Uses problem-solving process to identify problem, consider options, choose and implement a solution	**Demonstrates an understanding of personal responsibilities as a member of the classroom, school, and community.** ▪ Identify why communities need laws and rules ▪ Recognize the rights and responsibilities of citizenship ▪ Identify responsibilities that individuals have in their community and school ▪ Identify how freedom, democracy, and justice takes place in Sun Prairie ▪ Describe the city council form of government in Sun Prairie ▪ Recognize the natural resources of Sun Prairie Uses a variety of sources: ✓ Primary sources ✓ Other references ✓ Media information	**Gathers information and understands the different viewpoints of political organizations. Can assess an issue and possibly solve a problem.** ▪ Identifies individual's responsibilities in a family and school community in various cultures ▪ Identifies a classroom or school issue that is of concern ▪ Gathers information and understands different viewpoints to assess an issue and possibly solve a problem ▪ Compares responsibilities to those of students in another country or culture Uses a variety of sources: ✓ Internet ✓ Primary sources ✓ Other references ✓ Media information	**Demonstrates an understanding of Wisconsin government.** ▪ Identifies the three branches of government and describes the responsibilities of these branches ▪ Explains how a bill becomes a law ▪ Understands how Wisconsin participates in the U.S. Government ▪ Demonstrates examples of good citizenship as part of a school community ▪ Demonstrates a knowledge of current events Uses a variety of sources: ✓ Internet ✓ Artifacts ✓ Primary sources ✓ Other references ✓ Media information	**Demonstrates an understanding of the growth of the American government over time.** ▪ Identifies and explains democracy's basic principles ▪ Uses historical evidence to determine and support a position about important political principles ▪ Analyzes important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights ▪ Explains how the Mayflower Compact, Articles of Confederation, and the Constitution function(ed) to serve the people Compares and evaluates the validity of a variety of sources: ✓ Internet ✓ Biographies ✓ Diaries ✓ Journals ✓ Artifacts ✓ Primary sources ✓ Other references ✓ Media sources

K-5 Proficiency Statements

SBRC Social Studies: Economics - Understands production, distribution, exchange, and consumption so that informed economic decisions can be made

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Demonstrates an awareness of taught economic concepts related to wants and needs, goods and services, and money. ▪ Understands the difference between needs and wants ▪ Understand that people exchange money for goods and services ▪ Discusses the difference between spending and saving	**Demonstrates understanding of economic concepts related to wants and needs, goods and services, and money.** ▪ Recognizes money has value and can be saved, spent or donated ▪ Describes ways that families fulfill basic wants and needs ▪ Defines the differences between goods and services ▪ Determine local resources and jobs that can be used to produce goods and services within the home, school, and community ▪ Describe ways that consumers use money to obtain goods and services ▪ Compare and contrast alternatives when making economic decisions	**Demonstrates an understanding of economic concepts related to goods and services, purchasing and products in our community.** ▪ Recognize that money can be saved, spent or donated ▪ Identify natural resources ▪ Recognize the variety of job opportunities in Sun Prairie ▪ Determine local natural resources can be used to produce goods and services ▪ Describe ways that consumers use money to obtain goods and services ▪ Recognize the products that are produced in Sun Prairie ▪ Consider alternatives when making economic decisions	**Demonstrates taught concepts related to the exchange of goods, services, and the role of money.** ▪ Explains the role of money, banking, and saving in everyday life, i.e. trade, barter, import/export balance ▪ Understands "opportunity costs" ▪ Recognizes that using money instead of barter makes trading easier ▪ Understands that people exchange goods and services voluntarily because they expect to be better off ▪ Concludes that money is a good that can be used to buy all other goods and services ▪ Considers alternatives when making economic decisions ▪ Explains that money can be earned, saved, spent of donated ▪ Compares and contrasts the use of money versus barter	**Demonstrates an understanding of how industry, government and history impact Wisconsin economics.** ▪ Demonstrates a basic understanding of the role of the industries of Wisconsin past and present ▪ Understands that government has a role in protecting the environment ▪ Gives examples of natural and human resources ▪ Explains how productivity can be increased through specialization ▪ Demonstrates a basic understanding of the role of fur trade in the exploration of Wisconsin ▪ Demonstrates the industries of Wisconsin past and present ▪ Demonstrates a basic understanding of the impact immigration has on the Wisconsin economic community	**Demonstrates an understanding of basic economic principles and how they impact Americans.** ▪ Demonstrates a basic understanding of the role of trade in exploration of the world, the development of the colonies, and the advancement of the United States ▪ Demonstrates a basic understanding of the economic problems experienced during the development of early America ▪ Understands basic economic principles and how they relate to their role as a consumer Compares and evaluates the validity of a variety of sources: ✓ Internet ✓ Biographies ✓ Diaries ✓ Journals ✓ Artifacts ✓ Primary sources ✓ Other references ✓ Media sources ▪ Explains how and why events may be interpreted differently

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Social Studies: Economics cont. . . .			Uses a variety of sources: ✓ Internet ✓ Primary sources ✓ Other references ✓ Media information	Uses a variety of sources: ✓ Internet ✓ Artifacts ✓ Primary sources ✓ Other references ✓ Media information	▪ Reads and interprets various types of maps, and explains how and why they would be used

K-5 Proficiency Statements

SBRC Social Studies: Behavioral Science - Demonstrates an understanding that individuals in various groups of influence, and are influenced by, a broader cultural experience

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Identifies likenesses and differences in people, families, and cultures. ▪ Identifies and describes feelings children have ▪ Explain the different characteristics that make each child unique ▪ Identify likenesses and differences in people and families ▪ Identify the celebrations and holidays of various cultures ▪ Tell what it means to be a friend	**Demonstrates understanding of taught concepts related to: family, community, institutions, and cultures.** ▪ Explain how people are influenced by factors such as family, neighborhood, personal interest, language, likes/dislikes and accomplishments worldwide ▪ Identify and describe social groups and situations ▪ Describe likes and differences in the way people/cultures live ▪ Identify and describe institutions such as school, church, police, and family ▪ Recognize that the arts are an expression of cultural heritage Uses a variety of sources: ✓ Primary sources ✓ Community members (ex. Firefighters, police officers, mayor) ✓ Other references ✓ Media information	**Demonstrates an understanding of urban, suburban, and rural communities.** ▪ Describe Sun Prairie's contribution to the well-being of the community and state ▪ Compare and contrast urban, suburban, and rural communities ▪ Recognize people in communities and neighborhoods are interdependent ▪ Identify/describe social institutions in Sun Prairie	**Demonstrates an understanding of cultural differences and similarities.** ▪ Compares and contrasts families of different cultures including their celebrations, location, and educational systems ▪ Describes values and beliefs of different groups of people ▪ Explains how language, stories, folk tales, music and other artistic creations are expressions of different cultures and people ▪ Gives examples of important contributions made by world citizens ▪ Understands how different cultures address the same basic needs such as housing, food and education ▪ Demonstrates an understanding of individual differences ▪ Describes examples of cooperation and interdependence among individuals, groups, and nations	**Demonstrates an understanding of the history and culture of the different people in Wisconsin.** ▪ Demonstrates a basic understanding of the reasons why people decided to move to Wisconsin ▪ Demonstrates a basic understanding of attitudes and prejudices displayed by people ▪ Gives examples of important contributions made by Wisconsin citizens ▪ Demonstrates an understanding of individual differences ▪ Describes examples of cooperation and interdependence among individuals, groups, and nations ▪ Demonstrates an understanding of Native American culture ▪ Demonstrates an understanding of customs of different groups of people living in Wisconsin	**Demonstrates a basic understanding of how a person's way of life changed during various times in early American history.** ▪ Demonstrates a basic understanding of the reasons why people decided to move to the New World and move from place to place in the New World ▪ Demonstrates a basic understanding of how a person's way of life changed prior to, during, and following the development of early America ▪ Demonstrates a basic understanding of attitudes and prejudices displayed by people toward each other at various times in early American history Compares and evaluates the validity of a variety of sources: ✓ Internet ✓ Biographies ✓ Diaries ✓ Journals ✓ Artifact ✓ Primary sources ✓ Other references ✓ Media sources

K-5 Proficiency Statements

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Social Studies: Behavioral Science cont. . . .		Uses a variety of sources: ✓ Internet ✓ Primary sources ✓ Other references ✓ Media information	▪ Understands how different cultures address basic needs such as housing, food, or education Uses a variety of sources: ✓ Internet ✓ Artifacts ✓ Primary sources ✓ Other references ✓ Media information	▪ Explains how and why events may be interpreted differently ▪ Reads and interprets various types of maps, and explains how and why they would be used