

Literacy

1.LA - 1.LA - Language Arts

○ 1.LA.Reading - 1.LA.Reading- Enter Progress Report comments

- 1.RL - 1.RL - Reading - Literature
- 1.RI - 1.RI - Reading - Informational Text
- 1.RF - 1.RF - Reading - Foundational Skills

● 1.LA.Writing - 1.LA.Writing- Enter Progress Report comments

● 1.LA.Writing - 1.LA.Writing

- 1.W - 1.W - Writing
- 1.SL - 1.SL - Speaking and Listening
- 1.L - 1.L - Language

Math Standards

● 1.M - 1.M - Mathematics

- 1.OA - 1.OA - Operations and Algebraic Thinking
- 1.NBT - 1.NBT - Number and Operations in Base Ten
- 1.MD - 1.MD - Measurement and Data
- 1.G - 1.G - Geometry

NCSU Social Studies Proficiencies and Indicators

Science Bundled Practices and Indicators

Yellow Highlight = Trimester 1 standards as indicated on ELA Unit Frames. In addition, choose the speaking and listening, foundational, and writing standards that you have taught and assessed.

Blue Highlight= Trimester 2 standards as indicated on ELA Unit Frames. In addition, choose the speaking and listening, foundational, and writing standards that you have taught and assessed. *Some standards are reported out for a second time in this trimester. See some standards highlighted yellow AND blue.*

Magenta Highlight= Trimester 3 standards

Literacy

1.LA - 1.LA - Language Arts

○ 1.LA.Reading - 1.LA.Reading- Enter Progress Report comments

■ 1.RL - 1.RL - Reading - Literature

- 1.RL.01 - 1.RL.01 - Ask and answer questions about key details
- 1.RL.02 - 1.RL.02 - Retell stories and demonstrate understanding of central message
- 1.RL.03 - 1.RL.03 - Describe characters, settings, and major events
- 1.RL.04 - 1.RL.04 - Identify words and phrases that suggest feelings
- 1.RL.05 - 1.RL.05 - Explain differences between books of stories and books of information

- 1.RL.06 - 1.RL.06 - Identify who is telling the story
- 1.RL.07 - 1.RL.07 - Use illustrations and details to describe characters, setting, or events
- 1.RL.09 - 1.RL.09 - Compare adventures and experiences of characters
- 1.RL.10 - 1.RL.10 - Read prose and poetry of appropriate complexity
- 1.RI - 1.RI - Reading - Informational Text
 - 1.RI.01 - 1.RI.01 - Ask and answer questions about key details
 - 1.RI.02 - 1.RI.02 - Identify main topic and retell key details
 - 1.RI.03 - 1.RI.03 - Describe the connection between two pieces of information
 - 1.RI.04 - 1.RI.04 - Ask and answer questions to clarify meanings of words and phrases
 - 1.RI.05 - 1.RI.05 - Use various text features to locate key facts/information
 - 1.RI.06 - 1.RI.06 - Distinguish between information provided by illustrations and words
 - 1.RI.07 - 1.RI.07 - Use illustrations and details to describe key ideas
 - 1.RI.08 - 1.RI.08 - Identify reasons an author gives to support points
 - 1.RI.09 - 1.RI.09 - Identify similarities and differences between two texts
 - 1.RI.10 - 1.RI.10 - Read informational texts appropriately complex
- 1.RF - 1.RF - Reading - Foundational Skills
 - 1.RF.01 - 1.RF.01 - Understand basic features of print
 - 1.RF.02 - 1.RF.02 - Understand spoken words, syllables, and sounds
 - 1.RF.03 - 1.RF.03 - Know and apply grade-level phonics in decoding words
 - 1.RF.04 - 1.RF.04 - Read with accuracy and fluency for comprehension
- 1.LA.Writing - 1.LA.Writing- Enter Progress Report comments
- 1.LA.Writing - 1.LA.Writing
 - 1.W - 1.W - Writing
 - 1.W.01 - 1.W.01 - Write opinion pieces
 - 1.W.02 - 1.W.02 - Write informative/explanatory texts
 - 1.W.03 - 1.W.03 - Write narratives and recount two or more appropriately sequenced events
 - 1.W.05 - 1.W.05 - Focus on a topic and respond to questions and suggestions from peers
 - 1.W.06 - 1.W.06 - Use a variety of tools to produce and publish writing
 - 1.W.07 - 1.W.07 - Participate in shared research and writing projects
 - 1.W.08 - 1.W.08 - Recall or gather information to answer a question
 - 1.SL - 1.SL - Speaking and Listening
 - 1.SL.01 - 1.SL.01 - Participate in collaborative conversations (Trimester 2 and 3)
 - 1.SL.01a - 1.SL.01a - Follow agreed-upon rules
 - 1.SL.01b - 1.SL.01b - Build on others' talk in conversations
 - 1.SL.01c - 1.SL.01c - Ask questions to clear up any confusion
 - 1.SL.02 - 1.SL.02 - Ask and answer questions about details in a text read aloud
 - 1.SL.03 - 1.SL.03 - Ask and answer questions about what a speaker says for clarification
 - 1.SL.04 - 1.SL.04 - Describe things with details, expressing ideas and feelings
 - 1.SL.05 - 1.SL.05 - Add visuals to descriptions when appropriate
 - 1.SL.06 - 1.SL.06 - Produce complete sentences

- 1.L - 1.L - Language
 - 1.L.01 - 1.L.01 - Demonstrate command of English grammar when writing or speaking
 - 1.L.02 - 1.L.02 - Demonstrate command of capitalization, punctuation, and spelling when writing
 - 1.L.04 - 1.L.04 - Determine meanings of unknown and multiple-meaning words
 - 1.L.05 - 1.L.05 - Understand word relationships and nuances in meanings
 - 1.L.06 - 1.L.06 - Use words and phrases to signal simple relationships

Math Standards

Yellow Highlight = Trimester 1 standards as indicated on the NCSU IM Pacing guide.

Blue Highlight = Trimester 2** new standards as indicated on the NCSU IM Pacing guide.

** Some of the standards from Trimester 1 may have been assessed in Trimester 2. A teacher might need to report on some of the yellow Trimester 1 standards on the Trimester 2 reporting documents. This is at the discretion of the classroom teacher.

Magenta Highlight = Trimester 3** new standards as indicated on the NCSU IM Pacing guide.

** Some of the standards from Trimester 1 and 2 may have been assessed again in trimester 3. This is at the discretion of the classroom teacher.

Red Highlight = Assess all three Trimesters

● 1.M - 1.M - Mathematics

- 1.OA - 1.OA - Operations and Algebraic Thinking
 - 1.OA.01 - 1.OA.01 - Solve addition and subtraction word problems within 20
 - 1.OA.02 - 1.OA.02 - Solve word problems of addition of three whole numbers whose sum ≤ 20
 - 1.OA.03 - 1.OA.03 - Apply properties of operations as strategies to add and subtract
 - 1.OA.04 - 1.OA.04 - Understand subtraction as an unknown-addend problem
 - 1.OA.05 - 1.OA.05 - Relate counting to addition and subtraction
 - 1.OA.06 - 1.OA.06 - Add and subtract within 20, with fluency within 10
 - 1.OA.07 - 1.OA.07 - Understand the meaning of the equal sign
 - 1.OA.08 - 1.OA.08 - Determine the unknown number in addition or subtraction equations
- 1.NBT - 1.NBT - Number and Operations in Base Ten
 - 1.NBT.01 - 1.NBT.01 - Count to 120
 - 1.NBT.02 - 1.NBT.02 - Understand that a two-digit number represents tens and ones
 - 1.NBT.02a - 1.NBT.02a - 10 can be thought of as a bundle of ten ones
 - 1.NBT.02b - 1.NBT.02b - 11 to 19 are composed of a ten and ones
 - 1.NBT.02c - 1.NBT.02c - The numbers 10, 20, etc. refer to bundles of tens and 0 ones
 - 1.NBT.03 - 1.NBT.03 - Compare two-digit numbers
 - 1.NBT.04 - 1.NBT.04 - Add within 100 using models or drawings
 - 1.NBT.05 - 1.NBT.05 - Find 10 more or 10 less than a given number

- 1.NBT.06 - 1.NBT.06 - Subtract multiples of 10 in the range 10-90 using concrete models
- 1.MD - 1.MD - Measurement and Data
 - 1.MD.01 - 1.MD.01 - Order three objects by length
 - 1.MD.02 - 1.MD.02 - Express the length of an object as a whole number of length units
 - 1.MD.03 - 1.MD.03 - Tell time in hours and half-hours
 - 1.MD.04 - 1.MD.04 - Organize, represent, and interpret data
- 1.G - 1.G - Geometry
 - 1.G.01 - 1.G.01 - Distinguish defining attributes of shapes
 - 1.G.02 - 1.G.02 - Compose two-dimensional and three-dimensional shapes
 - 1.G.03 - 1.G.03 - Partition circles and rectangles into two and four equal shares

NCSU Social Studies Proficiencies and Indicators

Graduation Proficiency	Performance Indicator
G.SS.1 Inquiry: Students use inquiry to make sense of the world by questioning, analyzing information, and developing reasonable explanations based on evidence.	G.SS.1.1 Students construct compelling and supporting questions about a topic of study
	G.SS.1.2 Students find and evaluate sources to answer inquiries
G.SS.2 Civics: Students act as productive citizens by understanding the history, principles and foundations of our American democracy, and by acquiring the ability to become engaged in civic and democratic processes.	G.SS.2.1 Students understand and analyze civic and political institutions
	G.SS.2.2 Participation and Deliberation: Students apply civic virtues and democratic principles
	G.SS.2.3 Students analyze processes, rules and laws across historical periods
G.SS.3 Economics: Students make economic decisions through understanding the interactions between humans, governments, economic systems and both the national and global marketplaces.	G.SS.3.1 Students analyze and evaluate economic decision making
	G.SS.3.2 Students understand and analyze exchange and markets
	G.SS.3.3 Students understand and use data to analyze elements of the national economy
	G.SS.3.4 Students understand and use data to analyze elements of the global economy
G.SS.4 Geography: Students use geographic inquiry and reasoning to propose solutions to local, national and global issues.	G.SS.4.1 Geographic Representations: Students use mapping resources to explain and analyze how place interacts with politics, culture, and economy

	G.SS.4.2 Human-Environment Interaction: Students analyze relationships between human and physical systems
	G.SS.4.3 Human Population: Students analyze spatial patterns and movements
	G.SS.4.4 Global Interconnections: Students analyze interactions between culture, economy, and the environment
G.SS.5 History: Students understand and evaluate change and continuity over time by making appropriate use of historical evidence in answering questions and developing arguments about the past.	G.SS.5.1 Change, Continuity, and Context: Students evaluate interactions among historical events
	G.SS.5.2 Perspectives: Students analyze historical contexts and human perspectives
	G.SS.5.3 Historical Sources and Evidence: Students evaluate historical sources
	G.SS.5.4 Causation and Argumentation: Students use sources to make arguments about cause and effect in historical events
G.SS.6 Evaluating Sources and Using Evidence: Students use various technologies and skills to find information and to express their responses to questions through well-reasoned explanations and evidence-based arguments.	G.SS.6.1 Gathering and Evaluating Sources: Students gather and evaluate relevant information from historical sources
	G.SS.6.2 Developing Claims and Using Evidence: Students use evidence to support and refine claims
G.SS.7 Communicating Conclusions and Taking Informed Action: Students demonstrate readiness for civic life by communicating an argument that has been strengthened by evidence, critiques and reflection and that can be used as a foundation for action.	G.SS.7.1 Communicating: Students construct, present, and defend claims using a wide variety of support
	G.SS.7.2 Critiquing Conclusions: Students critique the reasoning and evidence used to support claims
	G.SS.7.3 Students take informed action to address individual and community needs

Scoring Criteria for Social Studies Proficiencies and Indicators

6-8 DRAFT scoring criteria 2019 (in progress link coming soon)

[9-12 DRAFT scoring criteria](#) 2019

Science Bundled Practices and Indicators

CONTENT AREA: Science	
GRADE BAND: K-8	
PROFICIENCIES	INDICATORS
G.SC.1 Ask Questions and Define Problems	G.SC.1.1 Students can make observations
	G.SC.1.2 Students can identify a problem and develop testable questions based on the observations.
	G.SC.1.3 Students can predict an outcome based on research and prior knowledge
G.SC.2 Develop and use Models (i.e. computer, computational, graphical, 3D, etc.)	G.SC.2.1 Students can select between two or more different types of models, and build the model to simulate a system.
	G.SC.2.2 Students can create graphs to appropriately and clearly communicate data.
	G.SC.2.3 Students can use mathematical models, including equations
G.SC.3 Plan and Carry out Investigations/Design challenge	G.SC.3.1 Students develop a procedure to test a hypothesis.
	G.SC.3.2 Students can select appropriate scientific tools and techniques to collect evidence.
	G.SC.3.3 Students will be able to take into consideration safety and ethics when developing an investigation.
	G.SC.3.4 Students use appropriate techniques to maximize accuracy and precision during the collection of data.
	G.SC.3.5 Students can design a product, system or process to meet a need or solve a problem
G.SC.4 Analyze Data in order to Formulate an Explanation or Determine Optimal Solutions	G.SC.4.1 Students can use or analyze models including computer simulations to formulate an explanation.
	G.SC.4.2 Students can interpret different forms of data, such as graphs, diagrams, tables, charts, photographs, etc.
	G.SC.4.3 Students can consider the limitations of their data and identify ways to optimize the validity of the data
G.SC.5 Communicate and Defend a	G.SC.5.1 Evaluate competing arguments and design solutions based on evidence
	G.SC.5.2 Construct and present an oral and/or written argument based on evidence

Conclusion/Solution Based on Evidence	G.SC.5.3 Make and defend a claim or design/redesign solution based on evidence.
	G.SC.5.4 Gather and evaluate information from multiple sources in order to determine the validity of the information.

Terms and Definitions

CSU Framework of Learning Progressions - a document laying out the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels.

Content Area - learning area or discipline (examples: math, reading, writing, science, social studies, humanities)

Strand - components that support comprehensive development of understanding within a content area

Key Concepts - critical understandings and processes that weave together, causing cognitive growth within each strand

Considerations:

- Key concepts may run K - 8 or they may be critical in only one grade band.
- Students may take different pathways as they build understanding relative to one concept.
- Learning progressions unpack learning that takes place within and across years.