



# Cobb County School District First Grade Report Card

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

School Year: \_\_\_\_\_

## PERFORMANCE INDICATORS

3+ = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations

3 = Meets Standards - Consistently and Independently

2 = Progressing toward meeting standards



or NA = Not assessed at this time

1 = Limited progress or does not meet standards

## LANGUAGE ARTS

### READING

Foundational Skills

Print Concepts

Phonological Awareness

Phonics and Word Recognition

Fluency to Support Comprehension

Literary and Informational Text

Key Ideas and Details

Craft and Structure of Text

Integration of Knowledge and Ideas

### WRITING

Text Types and Purposes

Research to Build and Present Knowledge

### LANGUAGE

Conventions of Standard English

Vocabulary Acquisition and Use

### SPEAKING and LISTENING

Comprehension and Collaboration

Presentation of Knowledge

### TECHNOLOGY

Comprehends and applies first grade concepts and skills

## MATHEMATICS

### NUMBERS & ALGEBRAIC THINKING

Understand place value

Add and subtract within 20  
Solve word problems

Solve equations  
Add and subtract within 100

### MEASUREMENT

Measure lengths indirectly and by iterating length units

### GEOMETRY

Reason with shapes and their attributes

### SCIENCE

Investigates Earth, Life, and Physical science concepts

Applies and identifies scientific knowledge

### SOCIAL STUDIES

Describes the lives of American historical figures and folktale characters

Uses maps & globes to identify features of the earth

Describes how people are producers and consumers

### HEALTH

Comprehends concepts related to health promotion & disease prevention

### ART

Creates art based on imagination/  
environment using the elements

Examines and discusses how artists use subjects and themes

Learning Skills & Behaviors

## MUSIC

Demonstrates through performance awareness of pitch

Demonstrates through performance awareness of rhythmic concepts

Learning Skills & Behaviors

## PHYSICAL EDUCATION

Demonstrates motor skills and movement patterns

Learning Skills & Behaviors

## ATTENDANCE

Absences

Tardies

## PLACEMENT INFORMATION

Promoted to 2nd grade       Placed in 2nd grade

Additional Year in 1st grade

## LEARNING SKILLS AND BEHAVIORS

**S = SUCCESSFUL** - Student displays appropriate learning skills and behaviors

**P = PROGRESSING** - Student is progressing; displays appropriate learning skills and behaviors most of the time

**N = NEEDS IMPROVEMENT** - Student does not display learning skills and behaviors that lead to success

### LEARNING SKILLS

1- Organizes self and materials

2- Works independently

3- Asks questions/Seeks help when needed

4- Completes tasks in a timely manner

### LEARNING BEHAVIORS

5- Uses self control

6- Exhibits good listening skills

7- Accepts responsibility for behavior

8- Works cooperatively with others

9- Controls talking

### RULES AND PROCEDURES

10- Follows directions

11- Shows respect for peers

12- Shows respect for authority

13- Shows respect for property

## COMMENTS:

## 1st Grade - Quarter 1

READING		MATHEMATICS	
FOUNDATIONAL SKILLS		NUMBERS & ALGEBRAIC THINKING	
<b>Print Concepts</b>	Recognizes a complete sentence (first word capital and end punctuation).	<b>Understand place value</b>	Reads and writes numerals AND represents any number of objects with a written numeral up to 120
<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>Orally produce single syllable words by blending sounds.</li> <li>Segment spoken single syllable words into individual sounds.</li> </ul>	<b>Add and subtract within 20; Solve word problems</b>	Adds AND subtracts within 10 using multiple strategies
<b>Phonics and Word Recognition</b>	<ul style="list-style-type: none"> <li>Decode regularly spelled one-syllable words with long vowels.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<b>Solve equations; Add and subtract within 100</b>	Determines if equations are true ( $6 = 6$ , $7 = 8 - 1$ ) or false ( $8 = 4$ , $3 + 2 = 6$ ) AND determine the unknown number in an addition or subtraction equation in <u>all</u> positions
<b>Fluency to Support Comprehension</b>	Read multiple text at Fountas and Pinnell level <b>C</b> with expression, comprehension and at least 95% accuracy.	<b>MEASUREMENT</b>	
<b>LITERACY AND INFORMATIONAL TEXT</b>		<b>Measure lengths indirectly and by iterating length units</b>	
<b>Key Ideas and Details</b>	<ul style="list-style-type: none"> <li>Asks and answers questions about key details in a text. ( literary and informational text)</li> </ul>	<b>GEOMETRY</b>	
<b>Craft and Structure of Text</b>	<ul style="list-style-type: none"> <li>Explain differences between books that tell stories and books that give information.</li> <li>Asks and answers questions to clarify meaning of words and phrases in a text.</li> </ul>	<b>Reason with shapes and their attributes</b>	Distinguishes between defining attributes (triangles are closed and three-sided) versus non-defining attributes (e.g. color, size) AND builds and draws shapes to possess defining attributes
<b>Integration of Knowledge and Ideas</b>	Uses illustrations and details in a story to describe its characters, setting and events.		
<b>WRITING</b>		<b>SCIENCE</b>	
<b>Text Types and Purposes</b>	<ul style="list-style-type: none"> <li>Write narratives in which they recount two or more sequenced events and includes details, words indicating time and a sense of closure.</li> </ul>	<b>Investigates Earth, Life, and Physical science concepts</b>	Investigates and identifies types of weather and the characteristics of each type by recording weather data (temperature, precipitation, sky conditions, and weather events) in a journal
<b>Research to Build and Present Knowledge</b>		<b>Applies and identifies scientific knowledge</b>	Explains how water changes states (freezes/melts) and determines that the weight of water does not change with the change in states
<b>LANGUAGE</b>		<b>SOCIAL STUDIES</b>	
<b>Conventions of Standard English</b>	<ul style="list-style-type: none"> <li>Print all upper and lower case letters.</li> <li>Print with appropriate spacing between words and sentences.</li> <li>Use end punctuation for sentences.</li> <li>Phonetically spells untaught words.</li> </ul>	<b>Describes the lives of American historical figures and folktale characters</b>	Identifies and describes the contributions and character traits of Benjamin Franklin
<b>Vocabulary Acquisition and Use</b>	<ul style="list-style-type: none"> <li>Use context clues to determine meaning of a word or phrase.</li> <li>Sort words into categories (e.g. colors, clothing) to understand concepts.</li> </ul>	<b>Uses maps &amp; globes to identify features of the earth</b>	
<b>SPEAKING AND LISTENING</b>		<b>Describes how people are producers and consumers</b>	
<b>Comprehension and Collaboration</b>	Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics).	<b>HEALTH</b>	
<b>Presentation of Knowledge</b>		<b>Comprehends concepts related to health promotion &amp; disease prevention</b>	Compares and contrasts the effects of being respectful and being disrespectful to others
<b>TECHNOLOGY</b>		<b>ART</b>	
<b>Comprehends and applies first grade concepts and skills related to technology</b>	Uses drawing tools within a graphics program to create an original illustration and/or picture story	<b>Creates art based on imagination/ environment using the elements of design</b>	Consistently investigates characteristics of elements in art
<b>MUSIC</b>		<b>Examines and discusses how artists use subjects and themes</b>	Recognizes subjects and themes in art
<b>Demonstrates through performance awareness of pitch</b>	Consistently echo sings Sol-Mi-La in head voice	<b>PHYSICAL EDUCATION</b>	
<b>Demonstrates through performance awareness of rhythmic concepts</b>	Performs steady beat with accuracy	<b>Demonstrates motor skills and movement patterns</b>	Demonstrates the ability to safely utilize personal and general space in movement sequences or game situations

## 1st Grade - Quarter 2

READING - FOUNDATIONAL SKILLS		MATHEMATICS - NUMBERS & ALGEBRAIC THINKING	
<b>Print Concepts</b>	<ul style="list-style-type: none"> <li>Recognize the distinguishing features of a sentence independently (first word, capital, ending punctuation).</li> </ul>	<b>Understand place value</b>	Explains that the two digits of a two-digit number represent amounts of tens and ones <b>AND</b> understands 10 ones as a unit called a "ten"
<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>Orally produce single syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	<b>Add and subtract within 20; Solve word problems</b>	Adds and subtracts within 20 using multiple strategies <b>AND</b> demonstrates fluency for addition and subtraction within 10
<b>Phonics and Word Recognition</b>	<ul style="list-style-type: none"> <li>Know the sound-spelling correspondences for common consonant digraphs.</li> <li>Decode regularly spelled one-syllable words.</li> <li>Recognize and reads grade-appropriate irregularly spelled words.</li> </ul>	<b>Solve equations; Add and subtract within 100</b>	Determines if equations are true ( $17 = 17$ , $7+8 = 15$ ) or false ( $17 = 7$ , $15 = 8+8$ ) <b>AND</b> determine the unknown number in an addition or subtraction equation in <u>all</u> positions ( $8 + ? = 11$ , $5 = ? - 3$ , $? = 6+6$ )
<b>Fluency to Support Comprehension</b>	Reads multiple text at Fountas and Pinnell level E or above with expression, comprehension and at least 95% accuracy or higher.	<b>MATHEMATICS - MEASUREMENT</b>	
<b>LITERARY AND INFORMATIONAL TEXT</b>		<b>Measure lengths indirectly and by iterating length units</b>	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end with no gaps or overlaps
<b>Key Ideas and Details</b>	<ul style="list-style-type: none"> <li>Retell stories, including key details.</li> <li>Identify the main topic and retell key details of a text.</li> <li>Describe characters, setting and major events in a story, using key details.</li> </ul>	<b>MATHEMATICS - GEOMETRY</b>	
<b>Craft and Structure of Text</b>	Knows and uses various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>Reason with shapes and their attributes</b>	Composes two-dimensional or three-dimensional shapes to create a composite shape <b>AND</b> composes new shapes from the composite shape
<b>Integration of Knowledge and Ideas</b>	<ul style="list-style-type: none"> <li>use illustrations and details in a text to describe its key ideas.</li> </ul>		
<b>WRITING</b>		<b>SCIENCE</b>	
<b>Text Types and Purposes</b>	<ul style="list-style-type: none"> <li>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> </ul>	<b>Investigates Earth, Life, and Physical science concepts</b>	Differentiates between various sounds in terms of high or low (pitch) and loud or soft (volume)
<b>Research to Build and Present Knowledge</b>	<ul style="list-style-type: none"> <li>Participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions).</li> </ul>	<b>Applies and identifies scientific knowledge</b>	Demonstrates how common objects are non-magnetic, attracted to or repelled from a magnet
<b>LANGUAGE</b>		<b>SOCIAL STUDIES</b>	
<b>Conventions of Standard English</b>	<ul style="list-style-type: none"> <li>Print all upper and lower case letters.</li> <li>Use frequently occurring adjectives.</li> <li>Prints with appropriate spacing between words and sentences.</li> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and conventions.</li> </ul>	<b>Describes the lives of American historical figures and folktale characters</b>	Identifies and describes the contributions and character traits of Thomas Jefferson and Lewis & Clark and Sacagawea
		<b>Uses maps &amp; globes to identify features of the earth</b>	Identifies and describes landforms (mountains, deserts, valleys, plains, plateaus, and coasts)
		<b>Describes how people are producers and consumers</b>	
<b>Vocabulary Acquisition and Use</b>	<ul style="list-style-type: none"> <li>Use sentence level context as a clue to the meaning of a word or phrase.</li> <li>Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> </ul>	<b>Comprehends concepts related to health promotion &amp; disease prevention</b>	Identifies nutritious food and where they belong in the food pyramid.
<b>SPEAKING AND LISTENING</b>		<b>ART</b>	
<b>Comprehension and Collaboration</b>	<ul style="list-style-type: none"> <li>Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).</li> </ul>	<b>Creates art based on imagination/environment using the elements of design</b>	Consistently recognizes and uses characteristics of elements in art
<b>Presentation of Knowledge</b>		<b>PHYSICAL EDUCATION</b>	
		<b>Demonstrates motor skills and movement patterns</b>	Demonstrates locomotor skills in movement sequences or game situations
<b>MUSIC</b>			
<b>Demonstrates through performance awareness of pitch</b>	Sings melodies in a limited range using head voice	<b>Demonstrates through performance awareness of rhythmic concepts</b>	Performs simple rhythmic patterns using body percussion or instruments
<b>TECHNOLOGY</b>			
<b>Comprehends and applies first grade concepts and skills related to technology</b>		Uses a graphing application to create/edit a graph	

## 1st Grade - Quarter 3

READING		MATHEMATICS	
FOUNDATIONAL SKILLS		NUMBERS & ALGEBRAIC THINKING	
<b>Print Concepts</b>		<b>Understand place value</b>	Explains that the two digits of a two-digit number represent amounts of tens and ones <b>AND</b> understands 10 ones as a unit called a “ten”
<b>Phonological Awareness</b>			
<b>Phonics and Word Recognition</b>	<ul style="list-style-type: none"> <li>Know the sound-spelling correspondences for common consonant digraphs. • Know final –e and common vowel team conventions for representing long sounds.</li> <li>Decode two syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade appropriate irregularly spelled words.</li> </ul>	<b>Add and subtract within 20; Solve word problems</b>	Solves word problems using addition <b>AND</b> subtraction within 20 involving adding to, taking from, putting together, taking apart, and comparing
		<b>Solve equations; Add and subtract within 100</b>	Adds within 100 using concrete models, drawings and strategies <b>AND</b> explain the reasoning used
		MEASUREMENT	
<b>Fluency to Support Comprehension</b>	Reads multiple text at Fountas and Pinnell level G or above with expression, comprehension and at least 95% accuracy or higher.	<b>Measure lengths indirectly and by iterating length units</b>	Compares lengths of two objects indirectly by using a third object
LITERARY AND INFORMATIONAL TEXT		GEOMETRY	
<b>Key Ideas and Details</b>	<ul style="list-style-type: none"> <li>Retell stories, including key details, and demonstrate understanding of their central message.</li> <li>Describe the connection between two individuals, events, ideas or pieces of informational text.</li> </ul>	<b>Reason with shapes and their attributes</b>	
<b>Craft and Structure of Text</b>	<ul style="list-style-type: none"> <li>Identify who is telling the story at various points in a text. • Knows and uses various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> </ul>		
		SCIENCE	
<b>Integration of Knowledge and Ideas</b>	<ul style="list-style-type: none"> <li>compare and contrast the adventures and experiences of characters in stories.</li> <li>Identify the reasons an author gives to support points in a text.</li> </ul>	<b>Investigates Earth, Life, and Physical science concepts</b>	Identifies all parts of a plant (root, stem, leaf, and flower)
		<b>Applies and identifies scientific knowledge</b>	Identifies all basic needs of plants (air, water, light, nutrients) and animals (air, water, food, and shelter)
WRITING		SOCIAL STUDIES	
<b>Text Types and Purposes</b>	<ul style="list-style-type: none"> <li>Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> </ul>	<b>Describes the lives of American historical figures and folktale characters</b>	Identifies and describes the contributions and character traits of Harriet Tubman, Theodore Roosevelt, and George Washington Carver
<b>Research to Build and Present Knowledge</b>	<ul style="list-style-type: none"> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<b>Uses maps &amp; globes to identify features of the earth</b>	Locates all continents and oceans
		<b>Describes how people are producers and consumers</b>	
LANGUAGE		HEALTH	
<b>Conventions of Standard English</b>	<ul style="list-style-type: none"> <li>Uses singular and plural nouns with matching verbs in basic sentences (e. g. He hops; We hop). • Uses frequently occurring conjunctions (e.g., and, but, or, so, because). • Capitalize dates and names of people.</li> <li>Use end punctuation for sentences. • Uses commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and conventions.</li> </ul>	<b>Comprehends concepts related to health promotion &amp; disease prevention</b>	Contrasts the functions of muscle groups. (i.e. face-smile, neck-turn head, arm-lift hand, heart-pump blood).
		ART	
		<b>Creates art based on imagination/ environment using the elements of design</b>	Consistently applies specific characteristics of elements
		<b>Examines and discusses how artists use subjects and themes</b>	Compares and contrasts subjects and themes in art
		MUSIC	
<b>Vocabulary Acquisition and Use</b>	<ul style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e. g., look) and their inflectional forms (e. g., looks, looked, looking).</li> </ul>	<b>Demonstrates through performance awareness of pitch</b>	Consistently performs call and response songs with accuracy
		<b>Demonstrates through performance awareness of rhythmic concepts</b>	Reads quarter and paired eighth notes and quarter rests using non-traditional <b>AND/OR</b> traditional notation
SPEAKING AND LISTENING		TECHNOLOGY	
<b>Comprehension and Collaboration</b>	<ul style="list-style-type: none"> <li>Follow agreed upon rules for discussions (e. g., listening to others with care, speaking one at a time about the topics and text under discussion).</li> <li>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> </ul>	<b>Comprehends and applies first grade concepts and skills related to technology</b>	Creates and edits a document that contains text and images
		PHYSICAL EDUCATION	
<b>Presentation of Knowledge</b>	<ul style="list-style-type: none"> <li>Describe people, places, things, and events with relevant details, expressing ideas, thoughts, and feelings clearly.</li> </ul>	<b>Demonstrates motor skills and movement patterns</b>	Demonstrates manipulative skills in movement sequences or game situations

## 1st Grade - Quarter 4

FOUNDATIONAL SKILLS		MATHEMATICS - NUMBERS & ALGEBRAIC THINKING	
<b>Print Concepts</b>		<b>Understand place value</b>	Compares two 2-digit numbers based on meanings of the tens and ones digits <b>AND</b> records the results with symbols >, =, and <
<b>Phonological Awareness</b>			
<b>Phonics and Word Recognition</b>	<ul style="list-style-type: none"> <li>Know final –e and common vowel team conventions for representing long sounds.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>Read words with inflectional endings.</li> <li>Recognize and read grade appropriate words.</li> </ul>	<b>Add and subtract within 20; Solve word problems</b>	Solves word problems using addition <b>AND</b> subtraction within 20 involving adding to, taking from, putting together, taking apart, and comparing
		<b>Solve equations; Add and subtract within 100</b>	Adds within 100 using concrete models, drawings and strategies <b>AND</b> explain the reasoning used
<b>Fluency to Support Comprehension</b>	Reads multiple text at Fountas and Pinnell level I or above with expression, comprehension and at least 95% accuracy or higher.	<b>MATHEMATICS - MEASUREMENT</b>	
		<b>Measure lengths indirectly and by iterating length units</b>	
<b>LITERARY AND INFORMATIONAL TEXT</b>		<b>MATHEMATICS - GEOMETRY</b>	
<b>Key Ideas and Details</b>	<ul style="list-style-type: none"> <li>Retell stories, including key details, and demonstrate understanding of their central message.</li> <li>Identify the main topic and retell key details of text.</li> </ul>	<b>Reason with shapes and their attributes</b>	Partitions circles and rectangles into two and four equal shares <b>AND</b> understands that decomposing into more equal shares creates smaller shares
<b>Craft and Structure of Text</b>	<ul style="list-style-type: none"> <li>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>Identify who is telling the story at various points in a text.</li> </ul>	<b>SCIENCE</b>	
<b>Integration of Knowledge and Ideas</b>	<ul style="list-style-type: none"> <li>compare and contrast the adventures and experiences of characters in stories.</li> <li>identify the reasons an author gives to support points in a text.</li> <li>identify basic similarities in and differences between two texts on the same topic (e. g., in illustrations, descriptions, or procedures).</li> </ul>	<b>Investigates Earth, Life, and Physical science concepts</b>	Compares and describes various animals – appearance, motion, growth, and basic needs
		<b>Applies and identifies scientific knowledge</b>	
<b>WRITING</b>		<b>SOCIAL STUDIES</b>	
<b>Text Types and Purposes</b>	<ul style="list-style-type: none"> <li>Write narratives in which they recount two or more appropriately sequenced events and include some details, regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> <li>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, provide some sense of closure.</li> <li>Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> </ul>	<b>Describes the lives of American historical figures and folktale characters</b>	Identifies and describes how specific folktale figures characterize our nation
		<b>Uses maps &amp; globes to identify features of the earth</b>	
		<b>Describes how people are producers and consumers</b>	Identifies and describes how people are producers and consumers of goods and services
		<b>HEALTH</b>	
<b>Research to Build and Present Knowledge</b>	<ul style="list-style-type: none"> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<b>Comprehends concepts related to health promotion &amp; disease prevention</b>	Compares and contrasts accident prevention strategies in the home
<b>LANGUAGE</b>		<b>ART</b>	
<b>Conventions of Standard English</b>	<ul style="list-style-type: none"> <li>Uses frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.</li> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Uses commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and conventions.</li> </ul>	<b>Creates art based on imagination/ environment using the elements of design</b>	Consistently selects and produces art that features characteristics of elements
		<b>Examines and discusses how artists use subjects and themes</b>	Discovers connections between subjects and themes in art
		<b>MUSIC</b>	
		<b>Demonstrates through performance awareness of pitch</b>	Consistently demonstrates pitch concepts through performance at grade level
<b>Vocabulary Acquisition and Use</b>	<ul style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Identify frequently occurring root words (e. g., look) and their inflectional forms (e. g., looks, looked, looking).</li> </ul>	<b>Demonstrates through performance awareness of rhythmic concepts</b>	Consistently demonstrates rhythmic concepts through performance at grade level
<b>SPEAKING AND LISTENING</b>		<b>PHYSICAL EDUCATION</b>	
<b>Comprehension and Collaboration</b>	<ul style="list-style-type: none"> <li>Follow agreed upon rules for discussions (e. g., listening to others with care, speaking one at a time about the topics and text under discussion).</li> <li>Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>Ask questions to clear up any confusion about the topics under discussion.</li> </ul>	<b>Demonstrates motor skills and movement patterns</b>	Demonstrates manipulative skills in movement sequences or game situations.
<b>Presentation of Knowledge</b>	<ul style="list-style-type: none"> <li>Describe people, places, things, and events with relevant details, expressing ideas, thoughts, and feelings clearly.</li> </ul>		