**Essential Outcomes for Polk Elementary**

Developed by Polk Vertical PLC’s 11.16.17

**Writing**

|  |  |
| --- | --- |
| **PK** | By the end of the year students will be able to...   * copy a variety of words * copy a sentence * write their name |
| **K** | By the end of the year students will be able to...   * write a variety of words on paper * write a simple sentence on their own * capitalize the first letter in a sentence, and punctuate the end of a sentence * use legible handwriting * write their first name; last name is optional. |
| **1st** | By the end of the year students will be able to...   * put words together to make a quality sentence of 5 words or more, complete with capitals and punctuation marks. * write interrogative, declarative and exclamatory sentences. * write their first and last name; use legible handwriting. |
| **2nd** | By the end of the year students will be able to...   * put quality sentences together to make a paragraph. It shall contain a beginning, middle and ending sentence, using correct capitalization and punctuation. * write using legible handwriting. |
| **3rd** | By the end of the year students will be able to...   * put 3 paragraphs together to make a story with a beginning, middle and ending paragraph using correct capitalization and punctuation. * write using legible handwriting. |
| **4th**: | By the end of the year students will be able to...   * write an essay using appropriate sentence structure, appropriate grammar, capitalization, punctuation, and organization on a given topic. * write using legible handwriting. |

**Reading**

|  |  |
| --- | --- |
| **PK** | By the end of the year, the students will be able to…   * identify syllables * identify onset rime * identify alliteration * identify rhyming * identify letter names * identify letter sounds |
| **K** | By the end of the year, the students will be able to…   * identify letters (uppercase and lowercase) * identify and produce letter sounds * identify different parts of a book * know that print moves from left-right, top-bottom on page * ask and answer comprehension questions about a story * retell main events from story * blend three letters to make a one syllable word * know the difference between fiction and informational text |
| **1st** | By the end of the year, the students will be able to…   * describe plot and retell a story's beginning,middle, and end * ask relevant questions, seek clarifications, and locate facts and details * restate main idea * determine what words mean from how they are used in a sentence either heard or read * describe characters in a story and the reasons for their actions and feelings * use text features |
| **2nd** | By the end of the year, the students will be able to…   * use context to determine the relevant meaning of unfamiliar words * describe main characters in works of fiction including their traits, motivations, and feelings * identify the main idea in a text and distinguish it from the topic * locate the facts that are clearly stated in a text * describe the order of events or ideas in a text * use text features to locate specific information * make inferences and draw conclusions * identify the author’s purpose |
| **3rd** | By the end of the year, the students will be able to…   * identify meaning of common prefixes and suffixes * use context clues * sequence and summarize main events and their influence on future events * describe character changes * identify main idea * drawing conclusions * identify cause and effect use text features * Sequence and summarize the events/main idea |
| **4th** | By the end of the year, the students will be able to…   * sequence and summarize the plot’s main events and explain their influence on future events * character changes and interactions * summarize the main idea and supporting details * describe cause and effect * use multiple text features (nonfiction, poetry, drama, etc.) * comparing and contrasting events and characters * use dictionary skills * determine the meaning of words derived from Greek, Latin, or other linguistic roots or affixes * be able to make inferences and draw conclusions using textual evidence from a story * identify the author’s purpose |

**Math**

|  |  |
| --- | --- |
| **PK** | By the end of the year, the students will be able to…   * count by 1’s to ten * count up to 5 concrete objects with 1:1 correspondence * identify first/last in a series * recognize shapes and positional words * sort objects by shape * compare objects by its attributes * identify colors |
| **K** | By the end of the year, the students will be able to…   * count to 100 * create sets to 20 * identify and write numbers 0-20 * identify coins * identify basic 2D and 3D shapes * apply addition/subtraction to 10 with manipulatives |
| **1st** | By the end of the year, the students will be able to…   * identify numbers and relationships up to 120 * apply addition/subtraction up to 20 * identify time to the hour and half hour * identify and add coins up to a dollar * identify and create fractions (½ and ¼) * identify and sort 2D and 3D shapes |
| **2nd** | By the end of the year, the students will be able to…   * use 4 ways to show numbers up to 1,200 * count up to 1,200 * add/subtract 2-and 3-digit numbers with or without regrouping * tell time to a minute * name and identify the attributes of basic geometric shapes (2D and 3D) * use data (pictograph, bar graph, and chart) to answer questions * add coin value up to one dollar * use linear measuring tools to measure objects using metric and standard unit |
| **3rd** | By the end of the year, the students will be able to…   * 3.2A compose and decompose number up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate * 3.2D compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or = * 3.5A represent one- and two- step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations. * 3.5B represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations * 3.6C Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row * 3.7B Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems |
| **4th** | By the end of the year, the students will be able to…   * place value to the millions, including decimals to the hundredths * add and subtract decimals * multiply up to 2 digit x 2 digit (using multiple strategies) * compare and order decimals, including number lines * add fractions with the same denominator * compare fractions with different numerators and denominators * use benchmark fractions 0, ¼, ½, ¾, 1 in multiple ways * know profit and financial institutions * distinguish between fixed and variable expenses * allocate weekly allowance for spending * measure angles * use and identify lines of symmetry * convert measurements * multiple step problem solving using strategies and models * identify elapsed time |

**Science**

|  |  |
| --- | --- |
| **PK** | By the end of the year, the students will be able to…   * use safety equipment * identify five senses |
| **K** | By the end of the year, the students will be able to…   * use safety equipment/science tools * observe changes in matter * observe weather and seasonal patterns * observe living things and their relationship to their parent * recognize that the natural world has rocks, soil, and water * observe changes in the night sky |
| **1st** | By the end of the year, the students will be able to…   * use safety equipment/science tools * recognize that there are changes in matter * know that the weather changes and the seasons change seasons * recognize life cycles including living and nonliving * understand reduce, reuse, recycle * know that there are changes in the night sky |
| **2nd** | By the end of the year, the students will be able to…   * use safety equipment/science tools * know forms of energy * know magnetism * identify states of matter * identify seasons and weather patterns * recognize life cycles and adaptations * understand ecosystems * identify natural resources vs. man made * identify rocks * identify moon phases and stars |
| **3rd** | By the end of the year, the students will be able to...   * use safety equipment/science tools * explore forms of energy * understand gravity and magnetism * know weathering and erosion of landforms * identify states of matter * Observe weather patterns * recognize life cycles and adaptations * understand inherited genetic traits * describe ecosystems * identify planets and model the Sun, moon, and Earth |
| **4th** | By the end of the year, the students will be able to…   * use safety equipment/science tools * know forms of energy * know weathering and erosion of landforms * identify states of matter * recognize life cycles and adaptations * understand inherited genetic traits * identify conductors and insulators * Understand how the Sun, Earth and Moon interact * Moon phases * Electric circuits |

**Social Studies**

|  |  |
| --- | --- |
| **PK** | By the end of the year, the students will be able to…   * identify similarities and differences in people/families * identifies common events and routines * understand that people need food, clothing and shelter * discuss roles of community workers * identifies flag of the United States and recite pledges * engage in voting for group discussion making * understand similarities and differences among cultures |
| **K** | By the end of the year, the students will be able to…   * identify jobs people do in their community * know why we have rules * know about families’ customs and traditions * know about people in history * identify leaders at home, school, and where we live * know technology is used at school and home |
| **1st** | By the end of the year, the students will be able to…   * sequence events on a timeline & use a timeline * be familiar with different types of graphic organizers * be familiar with common vocabulary listed on curriculum calendar-define & use vocabulary correctly * when given a list of questions on a topic/person be able to research with a group (and teacher support) to gather the information * construct a map of their school and interpret the map. * know that legend/key are interchangeable. |
| **2nd** | By the end of the year, the students will be able to…   * use different types of graphic organizers for interpreting data * use common vocabulary and define and use key vocabulary correctly * find information and research independently from a list of questions provided by the teacher about people or events * use the word legend and map key interchangeably * construct a map of their neighborhood and be able to interpret at least two different types of maps, construct an imaginary map using map elements like the cardinal directions, TODAL, MAPS OF THE WORLD |
| **3rd** | By the end of the year, the students will be able to…   * use and interpret data in different types of graphic organizers. * use common vocabulary words listed on curriculum calendar correctly * research a topic with given list of questions to look for, as well as brainstorm a list of other questions to look for. * create a physical map on a grid system using map elements. |
| **4th** | By the end of the year, the students will be able to…   * use and create map keys * conduct research of individuals or events based on students’ own essential questions to gather information * define and use key vocabulary correctly * use map skills to create and interpret a political map of regions of Texas * Texas regions and geographical landforms * Native Americans of Texas * Texas Missions * Texas’s role in the United States history * Comparing past and present |

PE

|  |  |
| --- | --- |
| **K** | By the end of the year, the students will be able to…   * Travel in different ways in a large group without bumping into others or falling * Describe and select physical activities that provide enjoyment and challenge * Use equipment safe and properly * Describe the benefits from involvement in daily physical activity such as feel better, sleep better. |
| **1st** | By the end of the year, the students will be able to…   * Jump a long rope * Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration. * Demonstrate an awareness of personal and general space while moving a different directions and levels such as high medium, and low. |
| **2nd** | By the end of the year, the students will be able to…   * Jump a self turned rope repeatedly * Describe and select physical activities that provide enjoyment and challenge |
| **3rd** | By the end of the year, the students will be able to…   * Identify foods that enhance a healthy heart * Describe the need for rest and sleep * Describe the negative effects of smoking on the lungs and the ability to exercise |
| **4th** | By the end of the year, the students will be able to…   * Describe and select physical activities that provide enjoyment and challenge * Demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others etc. * Respond to winning and losing with dignity and understanding * Explain the link of physical activity /inactivity and health such as reduce stress and burn calories |

Music

|  |  |
| --- | --- |
| **K** | By the end of the year, the students will be able to…   * Identify instruments and their families |
| **1st** | By the end of the year, the students will be able to…   * Sing or play classroom instruments independently |
| **2nd** | By the end of the year, the students will be able to…   * Create rhythm phrases |
| **3rd** | By the end of the year, the students will be able to…   * Read music using a system of letters, numbers, and symbls |
| **4th** | By the end of the year, the students will be able to…   * practice concert etiquette as an actively involved listener during live performances.[6.C] |

Library

|  |  |
| --- | --- |
| **K** | By the end of the year, the students will be able to…   * [K-4 Library Curriculum/Goals](https://docs.google.com/a/brazosportisd.net/spreadsheets/d/1K5klmkY-VQEWsWZE0iLxm9gWn26gMfamJaXja8ISYwU/edit?usp=sharing) |
| **1st** | By the end of the year, the students will be able to…   * [K-4 Library Curriculum/Goals](https://docs.google.com/a/brazosportisd.net/spreadsheets/d/1K5klmkY-VQEWsWZE0iLxm9gWn26gMfamJaXja8ISYwU/edit?usp=sharing) |
| **2nd** | By the end of the year, the students will be able to…   * [K-4 Library Curriculum/Goals](https://docs.google.com/a/brazosportisd.net/spreadsheets/d/1K5klmkY-VQEWsWZE0iLxm9gWn26gMfamJaXja8ISYwU/edit?usp=sharing) |
| **3rd** | By the end of the year, the students will be able to…   * [K-4 Library Curriculum/Goals](https://docs.google.com/a/brazosportisd.net/spreadsheets/d/1K5klmkY-VQEWsWZE0iLxm9gWn26gMfamJaXja8ISYwU/edit?usp=sharing) |
| **4th** | By the end of the year, the students will be able to…   * [K-4 Library Curriculum/Goals](https://docs.google.com/a/brazosportisd.net/spreadsheets/d/1K5klmkY-VQEWsWZE0iLxm9gWn26gMfamJaXja8ISYwU/edit?usp=sharing) |

Guidance

|  |  |
| --- | --- |
| **PK** | By the end of the year, the students will be able to…   * [Guidance Counseling Curriculum](https://sites.google.com/a/brazosportisd.net/counselors/section-5---curriculum-development) |
| **K** | By the end of the year, the students will be able to…   * [Guidance Counseling Curriculum](https://sites.google.com/a/brazosportisd.net/counselors/section-5---curriculum-development) |
| **1st** | By the end of the year, the students will be able to…   * [Guidance Counseling Curriculum](https://sites.google.com/a/brazosportisd.net/counselors/section-5---curriculum-development) |
| **2nd** | By the end of the year, the students will be able to…   * [Guidance Counseling Curriculum](https://sites.google.com/a/brazosportisd.net/counselors/section-5---curriculum-development) |
| **3rd** | By the end of the year, the students will be able to…   * [Guidance Counseling Curriculum](https://sites.google.com/a/brazosportisd.net/counselors/section-5---curriculum-development) |
| **4th** | By the end of the year, the students will be able to…   * [Guidance Counseling Curriculum](https://sites.google.com/a/brazosportisd.net/counselors/section-5---curriculum-development) |