

## Joplin Schools 1st Grade Readiness Indicators

**Goal 1: Joplin Schools will prepare every learner to be physically, socially, and intellectually ready to take on the challenges in the next level of learning.**

### Physical Readiness:

- Bounce and catch a ball various speeds and levels.
- Hop on one foot while maintaining balance and in a variety of directions.
- Gallop in multiple directions using a variety of speeds and heights.
- Complete an underhand throw while using correct form, and can catch a ball.
- Jump rope with proper form.
- Jump horizontally and vertically and land with both feet.
- Skip in multiple directions using a variety of speeds and heights.
- Strike a ball with a variety of implements (paddle, racket)
- Identifies active play opportunities outside physical education class.
- Recognizes that when you move fast, your heart beats faster and you breathe faster.
- Recognizes that food provides energy for physical activity and physical activity is important to good health.
- Identifies physical activities that are enjoyable and discusses the enjoyment of playing with friends.
- Exhibits responsible personal and social behavior that respects self and others.

### Social Readiness:

#### Follows Instructions

Communication	Collaboration	Critical Thinking	Creativity
<ul style="list-style-type: none"> <li><input type="checkbox"/> Listens actively and attentively by following classroom listening rules (verbal quiet signals)</li> <li><input type="checkbox"/> Confirms comprehension in the message by saying, "Okay" and retelling</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows teachers <b>one-step</b> directions for participation right away .</li> <li><input type="checkbox"/> Follows directions in group settings (safe behaviors, following rules, taking turns)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Checks back for feedback by asking appropriate questions</li> <li><input type="checkbox"/> Beginning to monitor behavior against defined criteria and adjust as needed. (PDSA)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks out solutions to unknown from self and others before going to teacher</li> </ul>

#### Greets Others

Communication	Collaboration	Critical Thinking	Creativity

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<ul style="list-style-type: none"> <li><input type="checkbox"/> Look at person when appropriate</li> <li><input type="checkbox"/> Use a pleasant voice to Say "Hi" or "Hello"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with others (Would you like to join us? or Answers personal questions)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continuously monitor behavior against defined criteria and adjust as needed. (PDSA)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows personal information and can use it inside of a conversation.</li> </ul>
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<b>Intellectual Readiness: English Language Arts</b>	<b>Foundational Skills</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li><input type="checkbox"/> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li><input type="checkbox"/> Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li><input type="checkbox"/> Speak audibly and express thoughts, feelings, and ideas clearly.</li> <li><input type="checkbox"/> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</li> <li><input type="checkbox"/> With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li><input type="checkbox"/> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> <li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to tell the story of a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> <li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding of the organization and basic features of print. (print concepts)</li> <li><input type="checkbox"/> Demonstrate understanding of spoken words, syllables, and sounds. (phonological awareness)</li> <li><input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li><input type="checkbox"/> Read emergent-reader texts with purpose and understanding.</li> <li><input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups, following agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) and continuing a conversation through multiple exchanges.</li> <li><input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</li> <li><input type="checkbox"/> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li><input type="checkbox"/> With guidance and support from adults, students respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> </ul>

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<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</li> <li><input type="checkbox"/> Actively engage in group reading activities with purpose and understanding.</li> </ul>	
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Intellectual Readiness: Mathematics	Mathematical Practices
<ul style="list-style-type: none"> <li><input type="checkbox"/> Count orally to 100 by ones and tens and forward (within 20) beginning from any given number.</li> <li><input type="checkbox"/> Represent a number of objects with a written numeral 0-20.</li> <li><input type="checkbox"/> Count to answer “how many” using strategies for accuracy when counting objects arranged in typical patterns (array and circle) up to 20. (scattered up to 10). Example, mark out objects as you count them, start at the top and count around the circle knowing where to stop.</li> <li><input type="checkbox"/> Use multiple strategies for counting objects in a set; counting out a given number of objects and modeling simple joining and separating situations with sets of objects (count on fingers, organize in arrays).</li> <li><input type="checkbox"/> Compare number of objects in two groups using strategies for matching or counting.</li> <li><input type="checkbox"/> Compare two numbers 0-10 presented in written form.</li> <li><input type="checkbox"/> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li><input type="checkbox"/> Solve addition and subtraction word problems within 10 by using objects or drawings to represent the problem.</li> <li><input type="checkbox"/> Sort and Classify objects into given categories; count the number of objects in each category.</li> <li><input type="checkbox"/> Fluently add and subtract within 5.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Make sense of problems and persevere in solving them.</b> Students explain to themselves the meaning of a problem and look for ways to solve it. Know some ways to start solving a problem, apply strategies flexibly when stuck, and check answers for sense.</li> <li><input type="checkbox"/> <b>Reason abstractly and quantitatively.</b> Begin to recognize that a number represents a specific quantity and connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities.</li> <li><input type="checkbox"/> <b>Construct viable arguments and critique the reasoning of others.</b> Participate in mathematical discussions “How did you get that? Why is that true?” Explain their thinking to others and respond to others’ thinking.</li> <li><input type="checkbox"/> <b>Model with mathematics.</b> Given a mathematical problem scenario, represent the problem with numerals or structured picture, chart or list.</li> <li><input type="checkbox"/> <b>Use appropriate tools strategically.</b> Begin to consider the available tools (including estimation, fingers, unifix cubes, pictures, arrays, etc.) when solving a mathematical problem and decide when certain tools might be helpful.</li> <li><input type="checkbox"/> <b>Attend to precision.</b> Try to use clear and precise language in their discussions with others and in their own reasoning. Especially when comparing (greater than, less than, more than, taller, shorter), location in space (in front of, behind, 3<sup>rd</sup> in line, etc.), and geometry (names and attributes of 2D and 3D shapes).</li> <li><input type="checkbox"/> <b>Look for and make use of structure.</b> Recognize the pattern that exists in the teen numbers; every teen number is written with a 1 (representing one ten) and ends with the digit that is first stated. They also recognize that <math>3 + 2 = 5</math> and <math>2 + 3 = 5</math>.</li> <li><input type="checkbox"/> <b>Look for and express regularity in repeated reasoning.</b> Students notice repetitive actions in counting and computation, etc. For example, they may notice that the next number in a counting sequence is one more.</li> </ul>

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- Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

*Mathematical practices will be taught as learning behaviors throughout all units and applied as developmentally appropriate for the grade level.*