

# First Grade Curriculum Handbook



**Midland Public Schools**  
*Inspiring Excellence*





## **Mission Statement**

The Midland Public Schools, in partnership with our community, prepares students as knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens.

## **Vision Statement**

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses and higher education, collaborating with diverse organizations to promote student success.

## **Welcome to Midland Public Schools**

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public Schools' (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards. Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall and the spring to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public Schools' elementary assessment policy can be found at:

<https://www.midlandps.org/pyp-policies>

## The International Baccalaureate (IB) - Primary Years Programme (PYP)

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum. This research-based program allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant, and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Approaches to Teaching** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Approaches to Learning** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and -appropriate action.

Taken from <http://www.ibo.org/en/programmes/primary-years-programme/curriculum/written-curriculum/>

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The program uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who We Are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where We Are in Place and Time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How We Express Ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the World Works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How We Organize Ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

- **Sharing the Planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found  
at: <http://www.ibo.org/en/programmes/primary-years-programme/>

## IB Learner Profile

*The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.* – IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing life-long learning and inquiry skills, and that they are aware of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the -consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

# Progress Report

## Approaches to Learning

Approaches to Learning are a set of strategies and skills that promote inquiry and learning across all subject areas. Development of these skills supports life-long learning and assists students in learning and succeeding inside and outside of the school setting.

### Indicators for Approaches to Learning

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Inconsistently and/or with reminders progressing toward expectations
Limited Development (LIM)	Does not yet exhibit the expected behaviors

### Thinking Skills:

- **Acquires knowledge:** Recalls knowledge over time
- **Understands, applies and analyzes over time:** Understands what is read or taught, uses knowledge in new situations, compares and contrasts; makes connections
- **Synthesizes learning:** Creates, designs, and/or invents
- **Evaluates and reflects:** Expresses and defends an opinion and reflects on one's own learning

### Social Skills:

- **Accepts responsibility:** Takes responsibility within the school community
- **Respects others:** Respects the thoughts, feelings and beliefs of others
- **Cooperates:** Works together by being courteous, shares and takes turns
- **Resolves conflict:** Accepts responsibility, compromises, is fair

### Communication Skills:

- **Listening:** Listens to directions, listens to others, listens to information
- **Speaking:** Speaks clearly; states an opinion
- **Presentation skills:** Shares learning and information in a group setting
- **Non-verbal communication:** Interprets and uses effectively modes of non-verbal communication

### Self-Management Skills:

- **Organization:** Plans and carries out activities effectively
- **Time management:** Uses time effectively and appropriately
- **Codes of behavior:** Follows all school essential agreements

### Research Skills:

- **Formulates questions:** Asks questions; is curious about finding out more about something that can be researched
- **Observes, collects, and records information:** Uses all senses to learn new things; notices relevant details; gathers information; describes and records using pictures and words
- **Interprets data:** Draws conclusions from information

### Academic Indicators for the Progress Report:

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Inconsistently and/or with reminders progressing toward expectations
Limited Development (LIM)	Learner is showing little or no progress
In Progress (IP)	Currently being taught
Not Assessed (NA)	Not assessed during this marking period

## Literacy

Reading, writing, word study, listening, speaking, viewing, presenting, and literature are included in literacy instruction in all grades. Although each subject may be taught separately at times, they are integrated for learning and mutually reinforced across the curriculum.

## Reading

Reading is a process of constructing meaning from written language. Learning to read is an active process involving interaction between the child and print, enabling the reader to build meaning. Through instruction, students learn a variety of strategies to derive meaning from print, to value reading as a learning tool and to view reading as pleasurable.

### Expectations

#### Foundational Skills

1. Demonstrates an understanding of the organization and basic features of print
  - understands how print is organized
  - left to right
  - top to bottom
  - spacing
  - punctuation
  - spoken words represent text
2. Use a variety of strategies to unlock meaning (sound/symbol, context clues, sight words)
  - Meaning clues
  - Context clues
  - Phonics (sound/symbol)
  - Recognize sight words
  - Apply knowledge of word families and chunks to unfamiliar words
  - Determine the meaning of unknown words using prefixes, suffixes, root word, etc.
  - Use several strategies concurrently
3. Reads Fluently (smoothness, rate, accuracy and expression)
  - At an appropriate rate
  - With phrasing reflecting attention to language and meaning
  - With expression and accuracy
  - Attend to punctuation so phrases and sentences are heard smoothly

#### Reading: Literature

1. Constructs meaning from a variety of narrative texts
  - Make sense of the story by asking and answering questions

- Retell a story to determine central message, lesson, or moral
  - Describe how characters in a story respond to major events and challenges
  - Describe the overall structure of a story including sequence of events
  - Use information from illustrations or text to describe characters, setting and plot
2. Understands craft and structure of narrative text
    - Describe how words and phrases supply rhythm and meaning in stories, poems, etc.
    - Acknowledge differences in points of view of characters
    - Demonstrate understanding of figurative language, word relationships and nuances in word meanings
  3. Compare and contrast experiences of characters in stories

### **Reading: Informational Text**

1. Construct meaning from a variety of informational text
  - Identify key ideas and details
  - Describe how reasons support specific points the author makes in a text
  - Use text and images to clarify meaning, to make inferences and draw conclusions
  - Use non-fiction text features to enhance learning
  - Analyze how two or more texts address similar topics or themes
2. Understand craft and structure of informational text
  - Determine meaning of words and phrases (vocabulary)
  - Identify the author's main purpose
  - Know and use text features to locate key facts
3. Compare, contrast and make connections between two text on same topic

### **Read at grade level**

By the end of the year, read and comprehend the expected grade level text

### **Writing**

Writing is a means of thinking and communicating. It also serves as a mode of learning in all curricular areas. It can be a means of self-discovery while exploring what children understand and believe.

Students will work toward:

- Independently choosing a topic
- Using written language to communicate a message
- Organizing ideas in a logical sequence
- Including details to enhance meaning
- Adding individual voice to written work
- Evaluating and revising written work
- Using conventional spelling of known words
- Editing written work
- Writing with an audience in mind

### **Narrative Writing**

Students will write broad types of narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences. Individual pieces will be scored using the 6+ 1 Writing Rubrics.

1. Narrative Writing

### **Informative/Explanatory Writing (Shared Research)**

Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.

2. Informative/explanatory writing

### **Opinion Writing**

Students will write arguments to support claims in analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.

3. Opinion Writing

### **Production and Presentation**

Students will work toward independently revising and editing in order to produce best quality writing by making choices to present their work to an audience.

4. In collaboration, publishes and presents writing

### **Fine Motor Skills**

1. Demonstrates fine motor skills (cutting, drawing, printing)

## **Mathematics**

The emphasis of mathematics instruction in first grade is focused on four critical areas; developing an understanding of addition and subtraction strategies, developing an understanding of whole number relationships and place value, developing an understanding of linear measurement, and reasoning about attributes of geometric shapes.

### **Grade 1 Overview**

#### **Operations and Algebraic Thinking**

- Represent and solve word problems involving addition and subtraction
- Understand and apply properties and operations and the relationships between addition and subtraction (fact families)
- Add and subtract within 20 fluently

#### **Number and Operations in Base Ten**

- Extend the counting sequence. (counts by 1's, 2's, 5's and 10's to 20 starting from any number)
- Understand place value and can create, explain, and write numbers to 120 (Can identify the place a number holds (ex: 45 is 4 tens and 5 ones)
- If given a two digit number, can mentally identify ten more or ten less than that given number

- Use place value understanding and properties of operations to add and subtract.
- Can order numbers and identify/use  $<$ ,  $>$ ,  $=$  symbols correctly

## Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time to the hour and half hour using analog and digital clocks
- Organizes, represents, and interpret data with up to three categories (Can identify how many more of less in a in one category than another
- identifies coins and bills and states their values

## Geometry

- Reason with shapes, their attributes and compose new shapes (two dimensional and three dimensional)
- Demonstrates an understanding of fractions and how to divide them into equal parts

**Mathematical Practices-** The standards for mathematical practices describe a variety of expertise that should be developed in students in order to develop a mathematical mindset and to become a problem solver.

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

## Science

Students will be given opportunities to discover, reinforce, and apply scientific concepts. Concepts are determined by the Michigan Academic Standards. The engineering design process will be applied and extended through the use of Project Lead the Way modular units and grade level units.

1. **Demonstrates an understanding of Engineering, Technology, and Applications of Science**
2. **Demonstrates an understanding of Life Science**
3. **Demonstrates an understanding of Earth and Space Science**
4. **Demonstrates an understanding of Physical Science**

## Project Lead the Way

Project Lead the Way is the STEM Curriculum for Midland Public Schools. Each grade level engages in four interdisciplinary units in the areas of life science, physical science, earth and space science, technology and engineering. The units are designed with compelling activities, projects, and problems that build upon each other and relates to the world around them.

- **Light and Sound** – Students investigate the properties of light and sound, including vibration from sound waves and the effect of different materials on the path of a beam of light. After students develop an understanding of light and sound, they are challenged to solve a design problem Mylo, Suzi, and Angelina face. In the story, the characters are lost and must use only the materials in their backpack to communicate over a distance by using light and /or sound. Students use the design process to sketch, build, test and reflect on a design that solves this design problem.

- **Light: Observing the Sun, Moon, and Stars** – After observing the sun, moon, and stars, students identify and describe patterns in their recorded data. Angelina, Mylo, and Suzi introduce the design problem, which challenges students to create a playground structure designed to protect students from ultraviolet radiation. Students utilize their knowledge of light to design, build, and test structures created to solve this problem. Students then evaluate their designs, share their findings, and explore ideas to improve their structures based on the testing data.

- **Animal Adaptations** – Students explore animal adaptations for protection, camouflage, food obtainment, and locomotion. Students learn what it means for an organism to be adapted to its environment and how different adaptations can be categorized. Students are introduced to the design challenge when Suzi announces she is visiting the Sahara and needs to get prepared for her trip. Students are challenged to design the ideal shoe for travelers to wear in extreme environments, applying what they have learned and looking to plant and animal adaptations to guide their designs.

- **Animated Storytelling** – Students explore the sequential nature of computer programs through hands-on activities, both with and without a computer. They examine key aspects of storytelling and devise how to transition a narrative from page to screen. Students discover the design problem through a story about Angelina, Mylo, and Suzi, who wish they could find a way to create a story with characters who move and interact with each other. Combining fundamental principles of computer science with story-building skills, students develop animations that showcase characters, settings, actions, and events from short stories of their own creation.

## **Social Studies**

In first grade students will focus on acquiring social studies knowledge and skills in five areas: history, geography, civics and government, economics and public discourse.

- 1. Understands the relationship between people and the environment**
- 2. Understands the connections between causes and consequences**
- 3. Understands how societies construct organizations and systems**
- 4. Understands how geography and human experiences give a place its identity**
- 5. Understands the role of public discourse, decision making, and citizen involvement**
- 6. Understands the impact of economic activities**

## ART

Young children benefit from a strong program of instruction in art that focuses on their natural abilities to perceive, create and appreciate the visual arts. Learning about art can be a catalyst for the development of language and vocabulary skills, knowledge about shapes, colors and patterns and classification of concepts.

The curriculum is based on what children need to do, what they can do, their interests and is integrated into the various disciplines. Students receive instruction for an art specialist as well as the classroom teacher.

### 1. Shows cooperative behavior

Ext Encourages others to follow directions, use supplies appropriately and respect the work of others.

**Ach Follows directions, uses supplies appropriately, respects the work of others.**

Dev Follows directions, uses supplies appropriately, respects the work of others, with reminder.

NY Has difficulty following directions, respecting the work of others or using supplies appropriately.

### 2. Acquiring skills and concepts

Ext Demonstrates self motivation to expand concepts and techniques taught.

**Ach Consistently demonstrates an understanding of concepts and techniques taught.**

Dev Generally demonstrates an understanding of concepts and techniques taught.

NY Rarely demonstrates an understanding of concepts and techniques taught

## GENERAL MUSIC

Children have opportunities for aesthetic expression and appreciation through music. The first grade curriculum provides lessons that develop enjoyment in listening, that use body movement to experience music and that allow students to experience musical instruments and singing.

The music curriculum and instruction are designed to develop children's musical abilities, provide awareness and gain knowledge, foster a sense of competence and complement other curricular areas. The music specialist and the classroom teacher work in mutually supportive roles to allow and encourage musical expression.

Students will work toward:

- showing cooperative behavior
- handling instruments with care and concern
- working well with others
- following directions
- participating actively in music activities
- building skills and concepts
- distinguishing between high-low; loud-soft; fast-slow
- matching pitches
- keeping a steady beat
-

### 1. Shows cooperative behavior

- Ext Demonstrates to other students the proper techniques for the use of instruments; consistently serves as a positive role model for other students; encourages other students to follow directions and value vocal music; participates with an enthusiasm and maturity beyond their age.
- Ach Shows care and concern for proper handling of instruments; works well with others; consistently follows directions; participates with enthusiasm.**
- Dev Demonstrates an understanding of the use of instruments but does not always use good judgment; learning to work with other students; generally follows directions; participates.
- NY Misuses instruments; mistreats other students; does not follow directions; does not participate.

### 2. Acquiring pitch skills

- Ext Is able to exceed the grade level standard for pitch matching and can make proper adjustments to intonation errors.
- Ach Is able to achieve the grade level standard for pitch matching.**
- Dev Shows an understanding of the challenges in pitch matching and is working toward achieving the grade level standard.
- NY Is not yet able to match pitch and struggles in making progress toward this goal.

### 3. Acquiring rhythm skills

- Ext Is able to exceed the grade level standard for keeping a steady beat and can make proper adjustments to tempo/pulse errors. May also indicate comfort with compound rhythmic figures and subdivisions beyond grade level standard.
- Ach Is able to achieve the grade level standard for keep a steady beat and rhythmic subdivision.**
- Dev Shows an understanding of the challenges in keeping a steady beat and is working toward achieving the grade level standard.
- NY Is not yet able to keep a steady beat and struggles in making progress toward this goal.

# Physical Education

Physical action is essential for first grade students to refine their developing skills, like balancing on a beam or jumping rope. Self-esteem and cognitive growth are also enhanced by physical activity. The certified physical education teacher provides lessons, activities and experiences that help students develop their gross motor skills and knowledge of healthy behaviors. The students are assessed by the physical education teacher on knowledge and skills in the following areas:

- Following the rules of a game
- Displaying good sportsmanship
- Working well with teammates
- Participating in physical activities
- Demonstrating body control
- Showing dexterity
- Acquiring gross motor skills
- Skipping smoothly
- Galloping smoothly
- Balancing on a balance beam
- Jumping rope 20-30 times
- Moving with assurance
- Hopping in a pattern
- Engaging in healthy habits
- Discussing illness prevention
- Being safe as a pedestrian
- Becoming cognizant of the difference(s) between medicines and illegal drugs

## 1. Acquiring gross motor skills.

EXT Combines skipping, galloping and hopping in a rhythmic pattern; throws and catches with proper technique

**ACH Skips smoothly, gallops smoothly, hops on either foot in a pattern**

DEV Occasionally misses a step when skipping, occasionally misses a step when galloping, can only hop on one foot

NY Does not have skipping pattern, does not have galloping pattern, cannot hop consistently

## 2. Demonstrate body control

EXT Anticipates space needs of self and others; avoids inappropriate body contact with others and objects

**ACH Understands concepts of space (own, other, room); avoids body contact with others; shows dexterity**

DEV Beginning to judge space appropriately; sometimes collides with others; improving dexterity

NY Bumps into others, falls or slides frequently, trips self or others, lacks dexterity

## 3. Demonstrates cooperate behavior

EXT Actively demonstrates kindness and courtesy to others

**ACH Follows directions, follow rules of games, works well with classmates**

DEV Generally follows directions, understands use of equipment but does not always use good judgement, learning to play with classmates, occasionally makes negative remarks

NY Misuses equipment, use inappropriate language, disrespectful of others

#### 4. Participates

EXT Participates with enthusiasm.

**ACH Consistently involved in appropriate activity.**

DEV Timid about joining activities, avoids some activities.

NY Refuses to join in physical activities.

## SPANISH

Children today learn a world language through an approach different from when their parents were in school. All world language instruction is presented in Spanish. Language acquisition and learning about a different culture is much improved when students are taught in the language through a fun, meaningful and functional approach. A young learner is more apt to make the most of learning a world language when pronunciation and flexibility in thinking skills (such as concept learning, problem solving, and critical and divergent thinking) can be developed over time.

The first grade Spanish program reinforces basic skill areas by offering children a range of experiences connecting with mathematics, global awareness, language arts, music, physical activities, technology, art and science. Activities take into account different learning styles and abilities and include cultural games, songs, rhymes, story telling, physical expression and drawing.

Developing listening comprehension in first grade is a very important part of the communication process. Listening comprehension and speaking build the language base necessary to move into pre-reading and writing. Students work toward some sound and sight word recognition.

Students will work toward:

- naming, classifying, sorting, comparing, and describing people, animals, items, etc. in the curricular units
- describing their family, comparing it to a Hispanic family (age, characteristics, pets)
- graphing likes/dislikes
- identifying time: today's date, tomorrow and yesterday using a Hispanic culture calendar
- asking permission for personal needs
- responding to Spanish cues and directions

#### 1. Demonstrates listening comprehension (following directions, repeating and responding)

Ext Applies prior learning in new situations; follows verbal directions, repeats or responds independently; responds accurately to verbal, total physical response or concrete clues.

**Ach Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues consistently.**

Dev Follows some general verbal directions with limited repeating or responding; responds to limited simple verbal, total physical response or concrete clues.

NY Is not able to follow verbal directions, repeat or respond; is unable to respond to simple verbal, total physical response or concrete clues.

2. Comprehends and uses vocabulary on familiar topics

Ext	Comprehends general information and vocabulary with ease when using objects, visuals, gestures and illustrations in speaking; uses words and phrases independently; begins to apply learned structures to new situations.
Ach	<b>Comprehends general information and produces vocabulary consistently when using objects, visuals, gestures and illustrations; imitates modeled words and phrases and uses them independently.</b>
Dev	Comprehends general information and some vocabulary when using objects, visuals, gestures and illustrations in speaking; imitates modeled words and phrases.
NY	Is not able to comprehend general information and vocabulary when using objects, visuals, gestures or illustrations in speaking; is unable to imitate modeled words and phrases.

3. Is a cooperative learner

Ext	Serves as a positive role model for others, invites involvement of peers in the learning process, consistently demonstrates initiative, shows consistent enthusiasm in classroom activities.
Ach	<b>Makes eye contact with speaker and is an engaged listener, often demonstrates initiative, attempts new activities once introduced, volunteers often, contributes appropriately in learning activities.</b>
Dev	Inconsistently makes eye contact with speaker, is hesitant but occasionally tries new activities with assistance and/or encouragement, contributes to learning activities with prompting.
NY	Rarely makes eye contact with speaker, seldom contributes to learning activities even with prompting, demonstrates uncooperative behaviors with teachers and classmates.