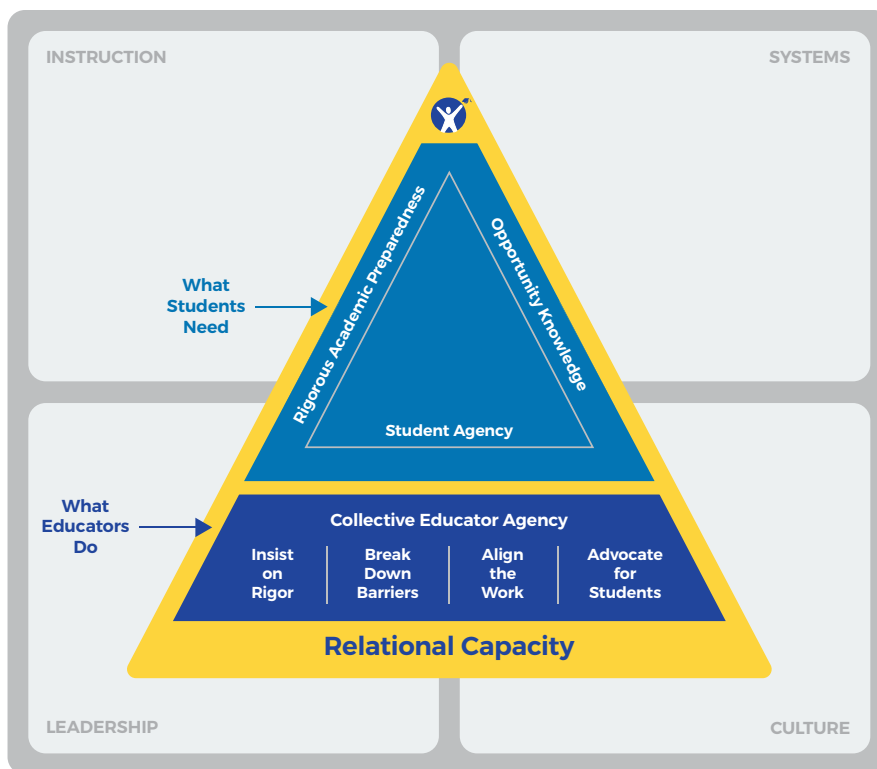


# AVID Essential Skills: Elementary Descriptors

## Purpose

This resource describes the skills, knowledge, and behaviors students need to be prepared for college and career readiness by further defining and deconstructing Student Agency, Rigorous Academic Preparedness, and Opportunity Knowledge from the AVID College and Career Readiness Framework.

## AVID College & Career Readiness Framework



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## Audience and Usage

The AVID Elementary Essential Skills can be utilized by elementary educators of preK–grades 5/6 in all content areas to align curriculum, instruction, and assessment practices. The AVID Elementary Essential Skills support calibration of AVID’s learning programs, products, and services.

These AVID Elementary Essential Skills are designed to be used in conjunction with locally defined content, college, and career readiness standards. These skills are for AVID Elementary students to support implementation of the AVID College and Career Readiness Framework.

## Gradual Release of Responsibility

As with all AVID instructional resources, educators should view this resource through a lens of gradual release of responsibility. When implemented in a blended learning setting, this resource should be viewed through an instructional lens of AVID's digital learning model, The 4 A's®: Adopt, Adapt, Accelerate, Advocate®.

- In each grade band, the descriptors align with the gradual release of responsibility:
  - **PreK–K:** with educator encouragement and modeling
  - **Grades 1–2:** with educator encouragement and support
  - **Grades 3–5/6:** with educator encouragement and monitoring

## Descriptors

- Each descriptor reflects what students will know and be able to do by the end of that grade band.

## Scaffolding and Progression

- Beginning with the preK–K grade band, the descriptors are scaffolded through grades 1–2 and grades 3–5/6.
- This progression allows skills to be built in previous grade bands and scaffolded from preK–grades 5/6.



**Student Agency:** Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.

### Building Relationships (BR)

- 1 Establish and maintain relational capacity with others.

| Suggested Grade Bands | Descriptors<br>Students will:   |
|-----------------------|---|
| PreK–K                | <ul style="list-style-type: none"> <li>• Demonstrate awareness of classroom norms by taking turns speaking through active listening strategies.</li> <li>• Engage in collaborative conversations with both peers and adults in whole-group and small-group settings and during play-based learning.</li> <li>• Communicate verbally and nonverbally to resolve social conflict.</li> </ul>  |
| Grades 1–2            | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of classroom norms by actively listening to others and taking turns speaking in complete thoughts and sentences.</li> <li>• Engage in collaborative discussion with both peers and adults in whole-group and small-group settings and during play-based learning.</li> <li>• Communicate verbally and nonverbally to minimize and resolve social conflict.</li> </ul> |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>• Apply classroom norms that allow them to engage effectively in a range of collaborative discussions with diverse partners, honoring and building on others’ ideas while expressing personal ideas and opinions clearly.</li> <li>• Communicate verbally and nonverbally to avoid, minimize, and resolve social conflict.</li> </ul>  |

- 2 Activate a physical and digital network of support for current and future success.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>• Collaborate with others physically and digitally to build a network within the classroom community to support academic, personal, social, and emotional needs.</li> <li>• Collaborate with a consistent partner, or Study Buddy, to develop and nurture partnerships.</li> </ul>  |
| Grades 1–2            | <ul style="list-style-type: none"> <li>• Collaborate with others physically and digitally to build a network within the schoolwide community to support academic, personal, social, and emotional needs in a variety of situations.</li> <li>• Collaborate with a consistent partner, or Study Buddy, to develop and nurture partnerships in both digital and physical learning environments.</li> </ul> |

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Collaborate with multiple peers and educators physically and digitally to build a network in a variety of communities to support academic, personal, social, and emotional needs.</li> <li>Develop ongoing partnerships with peers and others to support success in both physical and digital learning environments.</li> </ul> |

## Persisting Through Obstacles (PTO)

- 1 Monitor progress toward long-term goals and aspirations.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Engage in developing short-term behavioral class goals.</li> <li>Monitor short-term class goals.</li> <li>Recognize that goals help to achieve future success.</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Create personal short-term and long-term goals.</li> <li>Monitor short-term and long-term goals.</li> <li>Identify the steps needed to achieve goals and future success.</li> </ul>   |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Create personal short-term and long-term goals.</li> <li>Assess progress toward short-term and long-term goals to foster accountability.</li> <li>Articulate that goal setting helps to achieve future success and identify the steps needed to achieve goals.</li> </ul> |

- 2 Seek help and feedback when necessary.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Identify and acknowledge situations where they need help and seek out the appropriate source (adults and/or peers).</li> <li>Receive feedback from adults and/or peers within the classroom community network.</li> </ul> |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Seek support from the appropriate network for academic, personal, social, and emotional needs.</li> <li>Accept and start to apply feedback from adults and/or peers within the schoolwide community network.</li> </ul>   |

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Utilize network members' knowledge to gain ideas for exploration from outside resources (hard copy or digital books, journals, and newspapers) in order to support academic, personal, social, and emotional needs.</li> <li>Seek out and apply feedback from within the network as they self-monitor to diagnose areas of need.</li> </ul> |

3 Develop a strong student voice to self-advocate.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Demonstrate awareness of a variety of situations in which they need to speak up for themselves.</li> </ul>  |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Demonstrate an understanding of a variety of situations in which they need to advocate for themselves by speaking up, both in and out of the classroom community.</li> </ul>  |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Apply strategies to a variety of situations in which they need to advocate for themselves and speak up for others, both in and out of the classroom community.</li> <li>Determine motivators that positively impact performance and foster a growth mindset.</li> </ul> |

## Activating Knowledge and Skills (AKS)

1 Create a strong sense of self-identity by connecting with one's emotions, thoughts, and values.

| Suggested Grade Bands | Descriptors<br>Students will:   |
|-----------------------|---|
| PreK–K                | <ul style="list-style-type: none"> <li>Demonstrate an awareness of basic personal emotions and begin to learn strategies to manage them.</li> <li>Communicate that individual differences make us unique using words and expressions.</li> </ul>  |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Identify and recognize in themselves a range of emotions and use strategies to manage them.</li> <li>Communicate in complete sentences and expressions that individual differences make us unique and each person's values enrich the learning community.</li> </ul> |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Demonstrate an appreciation that individuals bring diverse and unique thoughts and values to enrich the learning community.</li> <li>Apply strategies and skills that promote self-awareness in the classroom setting and community.</li> </ul>                      |

**2** Develop and activate leadership traits and behaviors.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Contribute to the classroom community’s success by participating in classroom community roles and responsibilities.</li> <li>Reflect on individual and collective contributions toward the success of the classroom community.</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Contribute to the classroom community’s success by taking ownership of personal and classroom community roles and responsibilities.</li> <li>Reflect on personal strengths and collective contribution toward the success of the classroom community through teacher-led discussions.</li> </ul>  |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Contribute to the classroom community and/or schoolwide success by participating in a variety of leadership opportunities.</li> <li>Reflect on personal strengths and collective contribution toward the success of the classroom community or broader school community through the use of reflective tools.</li> <li>Take leadership roles in the classroom and broader school community.</li> </ul> |

**3** Think critically, behave safely, and participate responsibly in the digital world.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Stop, think, and seek adult guidance before making decisions in a digital world.</li> <li>Recognize the impact of screen time and respond responsibly.</li> <li>Demonstrate safe practices when collaborating in a digital world and communicate level of comfort when using technology.</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Stop, reflect, and seek adult guidance before sharing personal information and making decisions in a digital world.</li> <li>Demonstrate safe, responsible, and respectful practices when collaborating in a digital world and communicate level of comfort when using technology.</li> </ul>   |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Demonstrate the ability to make healthy choices when collaborating with others in a digital world and use empathy when engaging with others.</li> <li>Think critically and reflect before entering personal information or making decisions in a digital world.</li> <li>Recognize the feelings of self and others when making decisions about when, where, and how to use technology responsibly.</li> </ul> |

**Rigorous Academic Preparedness:** Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

## Writing (W)

- 1 Communicate thoughts and ideas through the writing process.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Communicate thoughts and ideas using drawings, dictation, inventive writing, and authentic play-based learning.</li> </ul>  |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Communicate using academic language through drawings and the writing process to demonstrate ideas.</li> <li>Communicate thoughts and ideas using the modes of writing (descriptive or narrative) through drawings, dictation, inventive writing, and authentic play-based learning.</li> </ul>                                  |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Communicate using academic language and content-specific vocabulary through drawings and the writing process to clarify thinking and demonstrate ideas and wonderings.</li> <li>Write as a communication tool to express thinking through the modes of writing (descriptive, narrative, expository, and persuasive).</li> </ul> |

- 2 Write as a tool to demonstrate learning and deepen understanding of content.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Write (note-taking, quickwrites, quickdraw, DLIQ, etc.) to show what they know and help remember information.</li> <li>Develop answers or reactions to texts (images, songs, pictures, books, infographics, online content, etc.), content, and experiences through drawing, verbally sharing ideas, or authentic play-based learning.</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Write (note-taking, quickwrites, quickdraw, DLIQ, etc.) to show what they know, remember information that can be used to respond to tasks and assignments, and begin to demonstrate how to use the recorded information.</li> <li>Engage in individual and collective thinking, posing questions to develop answers and reactions to texts (images, songs, pictures, books, infographics, online content, etc.) or personal experiences.</li> </ul> |

| Suggested Grade Bands | Descriptors<br>Students will:   |
|-----------------------|---|
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>• Write (note-taking, quickwrites, DLIQ, etc.) to connect thinking, to summarize and reflect on learning, and as a resource to apply or demonstrate learning.</li> <li>• Develop answers, reactions, and arguments to substantiate a perspective based on individual and collective thinking around texts (images, songs, pictures, books, infographics, online content, etc.) or personal experiences.</li> <li>• Write using varied language and vocabulary, as well as evidence from single or multiple sources, to demonstrate obvious, concise, and relevant reasoning based on assigned texts or tasks.</li> </ul> |

## Inquiry (I)

- 1 Use questioning to demonstrate critical thinking and clarify learning.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>• Engage in inquiry-based activities regularly about content, experiences, and tasks in a whole-group setting.</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>• Engage in inquiry-based activities regularly using content, experiences, and tasks that deepen thinking.</li> <li>• Develop appropriate questions about content, experiences, and tasks.</li> <li>• Respond to questions appropriately to support the learning and higher levels of thinking.</li> </ul>  |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>• Apply inquiry consistently and purposefully about content, experiences, and tasks that deepen thinking.</li> <li>• Develop questions at higher levels of thinking about content, experiences, and tasks.</li> <li>• Respond to questions using individual or multiple sources to support the learning and higher levels of thinking.</li> </ul> |

- 2 Conduct proficient, academic investigation through the research process.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>• Explore academic investigations through experiences and authentic play-based learning.</li> <li>• Demonstrate awareness of the research process through informative research projects conducted within whole and small groups.</li> </ul> |

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| Grades 1–2            | <ul style="list-style-type: none"> <li>Engage in the initial stages of the research process to explore academic investigations through activities and collaborative learning experiences.</li> <li>Demonstrate understanding of the research process through informative research projects conducted within whole and small groups.</li> <li>Identify and collect relevant sources to help the investigative process.</li> </ul> |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Engage in the full research process to explore academic investigations through activities and collaborative learning experiences.</li> <li>Engage in the three types of research projects: informative, persuasive, and analytical.</li> <li>Identify, collect, and determine the relevance of each source regarding the investigation.</li> </ul>  |

## Collaboration (C)

- 1 Communicate clearly through effective speaking and active listening.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Engage in discussions through whole and small groups and at play, using multiple exchanges with different perspectives by practicing active listening strategies.</li> </ul>  |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Engage in discussions through whole and small groups and at play, using multiple exchanges with different perspectives by practicing active listening strategies, building on others' comments, and asking questions.</li> </ul>                                      |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Engage in various discussions expressing ideas clearly and building on those of others with different perspectives, while using active listening strategies, posing and answering questions, formulating and expressing opinions, and drawing conclusions.</li> </ul> |

- 2 Work productively and effectively within groups in blended learning environments.

| Suggested Grade Bands | Descriptors<br>Students will:   |
|-----------------------|---|
| PreK–K                | <ul style="list-style-type: none"> <li>Work collaboratively within whole and small groups and at play, following identified rules of engagement in blended learning environments.</li> <li>Work in various blended learning environments, engaging in different age-appropriate roles.</li> </ul> |

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| Grades 1–2            | <ul style="list-style-type: none"> <li>• Work collaboratively with role assignments within whole and small groups, as well as during structured play, following identified rules of engagement in blended learning environments.</li> <li>• Work in various blended learning environments, engaging in different age-appropriate roles as assigned, to help students begin identifying various leadership strengths and styles through collaboration.</li> </ul> |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>• Work collaboratively with gradual release of leadership responsibility within whole and small groups, following identified rules of engagement in blended learning environments.</li> <li>• Work in various blended learning environments, engaging in different age-appropriate roles that allow students to self-select how they leverage leadership strengths through collaboration.</li> </ul>                      |

## Organization (O)

- 1 Manage materials using physical and digital organizational systems and routines.

| Suggested Grade Bands | Descriptors<br>Students will:   |
|-----------------------|---|
| PreK–K                | <ul style="list-style-type: none"> <li>• Follow the routines of organizing personal belongings (such as backpacks, folders, desks/tables, or cubbies), as well as shared class materials, and engaging in procedures to maintain organization in physical, digital, and blended learning environments.</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>• Follow the routines of organizing personal belongings (such as backpacks, folders, desks/tables, or supply boxes), as well as shared class materials, and engaging in procedures to maintain organization in physical, digital, and blended learning environments with increased independence.</li> <li>• Set goals with organizational systems and routines to determine next steps to increase independence in organization.</li> </ul>  |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>• Apply personalized organization routines (such as spiral notebooks or three-ring binders with a dividing system) and take ownership and responsibility for organizing personal belongings, as well as shared class materials, and engaging in procedures to maintain organization in physical, digital, and blended learning environments.</li> <li>• Set goals and experiment with various organizational systems and become independent in choosing a system to maintain materials.</li> </ul> |

2 Manage time to plan and prioritize appropriately.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Follow the classroom routines, as students learn to understand the passage of time to manage engagement in learning.</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Follow the classroom routines, as students deepen understanding of the passage of time to manage engagement in learning.</li> <li>Use agendas/planners to learn to allocate time and take responsibility for the completion of assignments or upcoming tasks/events.</li> </ul> |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Manage engagement in learning by following the classroom routines.</li> <li>Allocate time using agendas/planners to show responsibility for the completion of assignments or upcoming tasks/events with greater complexity in order to foster accountability.</li> </ul>        |

3 Organize information and thinking.

| Suggested Grade Bands | Descriptors<br>Students will:   |
|-----------------------|---|
| PreK–K                | <ul style="list-style-type: none"> <li>Use graphic organizers to manage information within whole and small groups.</li> <li>Demonstrate awareness of the thought process required to use information to complete activities.</li> </ul>                                   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Demonstrate an understanding about the differences between graphic organizers and how they are used to manage information.</li> <li>Demonstrate the thought process required to use information to complete activities.</li> </ul> |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Identify and use the appropriate graphic organizer to manage information.</li> <li>Apply the thought process, with increased depth and complexity, required to use information to complete activities.</li> </ul>                  |

## Reading (R)

- 1 Deepen understanding of a variety of texts by engaging in the critical reading process.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"><li>• Activate background knowledge on personal experiences and other provided information around a particular topic or focus.</li><li>• Engage in the exploration of various texts (such as images, books, infographics, and videos) to develop new ideas and wonderings based on a particular topic.</li><li>• Extend new or expanded understanding of a particular topic for the purpose of applying learning to academic and personal experiences.</li></ul>   |
| Grades 1–2            | <ul style="list-style-type: none"><li>• Activate background knowledge based on personal experiences and other provided information around a particular topic or focus to answer questions about important topic details.</li><li>• Engage in the exploration of increasingly complex texts (such as images, books, infographics, and videos) to develop new ideas and wonderings based on a particular topic.</li><li>• Extend new or expanded understanding of a particular topic for the purpose of applying learning to academic and personal experiences to arrive at new or more complex conclusions.</li></ul>   |
| Grades 3–5/6          | <ul style="list-style-type: none"><li>• Activate background knowledge based on personal experiences and other provided information around a particular topic or focus to answer questions, as well as to describe and recall important topic details based on multiple related content resources.</li><li>• Engage in the exploration of increasingly complex texts (such as images, books, infographics, and videos), with gradual release of responsibility, to develop new ideas and wonderings based on a particular topic.</li><li>• Extend new or expanded understanding of a particular topic for the purpose of applying learning to academic and personal experiences to arrive at new or more complex conclusions, as well as to determine how the focus topic is related to other texts, class content, or historic and current events.</li></ul> |

**Opportunity Knowledge:** Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate to the next level.

### Advancing College Preparedness (ACP)

- 1 Explore education and college path based on personal strengths, skills, and interests.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Engage in educator-led, whole-group conversations about interests and life experiences.</li> <li>Identify key personal characteristics for academic and social behaviors needed in the classroom community.</li> </ul>  |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Engage in educator-led, whole-group discussions about college, based on interests, community, and the world around them.</li> <li>Demonstrate an understanding of key personal characteristics for academic and social behaviors needed in the schoolwide community.</li> </ul> |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Conduct research, based on personal strengths and interests, to gain awareness about different college pathways.</li> <li>Demonstrate key personal characteristics for academic and social behaviors needed in middle school/junior high, high school, and college.</li> </ul>  |

- 2 Explore college admission requirements, including financing, testing, and application.

| Suggested Grade Bands | Descriptors<br>Students will:   |
|-----------------------|---|
| PreK–K                | <ul style="list-style-type: none"> <li>Demonstrate awareness of the pathway through elementary school.</li> <li>Demonstrate awareness of the process used to determine academic and social behavior progress.</li> </ul>  |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Demonstrate awareness of the pathway through elementary, middle school/junior high, high school, and college.</li> <li>Demonstrate an understanding of the process used to determine academic and social behavior progress.</li> </ul>   |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Articulate the pathway through elementary, middle school/junior high, high school, and college.</li> <li>Demonstrate awareness of college requirements, including costs, application, and testing.</li> <li>Apply strategies to support making academic and social behavior progress.</li> </ul> |

3 Plan education and college path based on personal goals.

| Suggested Grade Bands | Descriptors<br>Students will:   |
|-----------------------|---|
| PreK–K                | <ul style="list-style-type: none"> <li>Engage in developing short-term academic class goals to develop an awareness of how a strong academic path prepares them for the next level of learning.</li> <li>Monitor short-term class goals.</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Create and monitor personal short-term and long-term academic goals to develop an understanding of how a strong academic path prepares them for the next level of learning.</li> <li>Recognize that goal setting helps to achieve future success and identify the steps needed to achieve goals.</li> </ul>  |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Articulate how learning supports progress toward achieving personal goals and being prepared for postsecondary success.</li> <li>Explore courses offered by the middle school/junior high to determine the best options to support progress toward high school and college.</li> <li>Assess progress toward short-term and long-term goals, articulate that goal setting helps to achieve future success, and identify the steps needed to achieve goals.</li> </ul> |

## Building Career Preparedness (BCP)

1 Build awareness of personal fit related to career readiness and selection.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>Engage in educator-led, whole-group discussions to identify a variety of high-interest careers and demonstrate awareness of the jobs within a career field.</li> <li>Identify key personal characteristics for academic and social behaviors needed in the classroom community.</li> </ul>  |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Engage in whole- and small-group discussions about the variety of jobs within high-interest careers and determine the skills and traits needed to be successful in that field.</li> <li>Demonstrate an understanding of key personal characteristics for academic and social behaviors needed in the schoolwide community.</li> <li>Expand thinking about potential careers based on personal interests and favorite subjects.</li> </ul> |

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>• Articulate career pathways, including the variety of jobs within a career, and determine the skills and traits needed to be successful in that field.</li> <li>• Demonstrate key personal characteristics for academic and social behaviors needed in middle school/junior high, high school, and careers.</li> <li>• Identify best-fit career fields based on personal academic and social fit to develop short- and long-term career pathways.</li> </ul> |

**2** Plan education and career path based on personal goals.

| Suggested Grade Bands | Descriptors<br>Students will:  |
|-----------------------|--|
| PreK–K                | <ul style="list-style-type: none"> <li>• Engage in educator-led, whole-group conversations about how daily learning will be used throughout jobs and careers.</li> <li>• Engage in creating and monitoring short-term academic class goals to develop an awareness of how a strong academic path prepares them for careers.</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>• Create personal short-term and long-term academic goals to develop an understanding of how a strong academic path prepares them for careers.</li> <li>• Engage in activities within career fields of interest (such as virtual field trips, videos, and career days) to gain understanding and start thinking about the connection between academic performance and careers.</li> </ul>   |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>• Explore the feeder patterns and types of electives available at district schools and compare similarities and differences among the programs.</li> <li>• Articulate how course selection decisions can lead to career choices.</li> <li>• Engage in activities within career fields of interest (such as virtual field trips, videos, career days, and job-related role-playing) to make intentional connections between academic performance and careers.</li> </ul> |

## Developing Future Readiness (DFR)

- 1 Develop personal financial literacy to make appropriate financial choices.

| Suggested Grade Bands | Descriptors<br>Students will:   |
|-----------------------|---|
| PreK–K                | <ul style="list-style-type: none"> <li>Identify the similarities and differences among common currency (penny, nickel, dime, quarter, and dollar).</li> <li>Gain an awareness that money is needed for basic living (food, shelter, clothing, etc.).</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Demonstrate awareness that common currency has a value and can be counted.</li> <li>Gain an awareness of how money is earned.</li> <li>Engage in strategies that allow them to make financial choices about how to use money earned (cost of lunch, school supplies, or some type of incentive structure like a school store, awards, dollars, bucks, etc.).</li> </ul>                      |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Articulate the value of money and how it is budgeted and saved for short- and long-term purchases.</li> <li>Demonstrate understanding that short-term decisions about saving and spending impact future decisions.</li> <li>Articulate an understanding that postsecondary education costs money.</li> <li>Articulate an understanding that career paths have different salaries.</li> </ul> |

- 2 Develop a professional profile and monitor digital footprint.

| Suggested Grade Bands | Descriptors<br>Students will:   |
|-----------------------|---|
| PreK–K                | <ul style="list-style-type: none"> <li>Engage in teacher-led, whole-group discussions about what a digital footprint is and how it applies to life.</li> <li>Develop awareness that the Internet contains both fact and fiction.</li> </ul>   |
| Grades 1–2            | <ul style="list-style-type: none"> <li>Engage in whole-group and small-group discussions about what a digital footprint is and understanding the permanence of actions in the digital world.</li> <li>Explore and determine if information comes from a reliable source.</li> <li>Gain an awareness of what a professional profile is and what its components are, using community helpers (name, career field, title, education level, employer, etc.).</li> </ul> |
| Grades 3–5/6          | <ul style="list-style-type: none"> <li>Articulate what a digital footprint is, how to protect personal information, and how to manage actions in the digital world.</li> <li>Articulate how to determine if information comes from a reliable source.</li> <li>Apply the components to create an age-appropriate professional profile.</li> </ul>   |