



Bennett Day School Developmental Milestone Map Lower School (1st-4th Grade)

LANGUAGE DEVELOPMENTAL DOMAIN

Grade Level	1st Grade	2nd Grade	3rd Grade	4th Grade
Sampling of Reading Developmental Milestones	Reads grade-level text with accuracy, appropriate rate, and expression.	Reads grade-level text with accuracy, appropriate rate, and expression.	Reads grade-level text with accuracy, appropriate rate, and expression.	Reads grade-level text with accuracy, appropriate rate, and expression.
	Reads grade-level text with purpose and understanding.	Reads grade-level text with purpose and understanding.	Reads grade-level text with purpose and understanding.	Reads grade-level text with purpose and understanding.
	Uses context and word strategies to self-correct when reading.	Identifies and uses various text features to locate key facts or information in a text.	Reports on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Describe a character, setting, or event in a story in depth drawing on specific details from the text.
	Decodes one-syllable words.	Describes how characters respond to major events and challenges.	Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	Determines the theme from details in a story.
	Asks and answers questions to demonstrate understanding of key details in text.	Relies more on the text rather than illustrations to find meaning within a story.	Compare and contrast different texts.	Uses specific details in the text to explain, draw inferences from, and summarize the text.
	Describes and uses illustrations and details to identify characters, settings, and major events in a story.	Identifies the difference between fiction and nonfiction text.	Cites textual evidence to support conclusions drawn from a text.	Determines or clarifies the meaning of unknown words and phrases, choosing from a range of strategies.
	Orally produces single syllable words by blending sounds, including consonant blends.	Describes characters through descriptive personality traits and makes connections to others.	Describes the relationship between individuals, events and ideas in text.	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Sampling of Writing Developmental Milestones	Engages in the writing process - think of an idea, plan, write, revise.	Demonstrates command of writing conventions such as capitalization, punctuation, and grammar usage.	Demonstrates command of writing conventions such as capitalization, punctuation, and grammar usage.	Demonstrates command of writing conventions such as capitalization, punctuation, and grammar usage.
	Uses words, labels, and details to elaborate.	Spells appropriate to grade-level expectations.	Spells appropriate to grade-level expectations.	Spells appropriate to grade-level expectations.
	Writes informative/explanatory text to teach readers about a topic.	Expands on writing through research (e.g., internet sources, books, and people).	Focuses on proper paragraph structure including the following elements: hooks/lead sentences, additional descriptive sentences, sequencing, and transition words	Develops and strengthens writing as needed by planning, revising, and editing, using technology to produce and publish writing.
	Writes a complete sentence using capital letter, end punctuation, and appropriate spacing.	Includes details to describe actions, thoughts, and feelings.	Writes narratives using effective techniques, such as descriptive details and clear sequencing of events.	Writes realistic fiction to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Prints all uppercase and lowercase letters with correct formation from top to bottom.	Writes a narrative, informational, and persuasive piece with a clear beginning, middle and end, using transition words to show order of events.	Writes an expository text designed to teach the reader	Writes nonfiction opinion pieces on topics or texts, supporting a point of view by generating a statement with three reasons (thesis).
	Writes an opinion piece with supportive reasoning.	Uses transition words to connect ideas.	Utilizes feedback from teachers and peers to improve writing.	Develop their nonfiction opinion writing piece by elaborating with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

COGNITIVE DEVELOPMENTAL DOMAIN

Sampling of Math Developmental Milestones	Reads, writes, and orders numbers.	Reads, writes and counts numbers up to 1,000.	Reads, understands, and solves one and two-step word problems by recognizing mathematical terminology to determine the operations needed to solve a problem	Fluently adds and subtracts multi-digit numbers.
	Decomposes (breaks apart) whole numbers into parts up to 10.	Understands three-digit place value.	Uses place value to fluently add and subtract within 1,000	Solves multi-step word problems using addition and subtraction strategies.
	Solves problems involving addition and subtraction within 10.	Counts by 100s, 10s, and ones.	Uses place value understanding to estimate.	Rounds multi-digit whole numbers using place value understanding.
	Measures, estimates, and compares lengths in nonstandard units.	Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Uses place value understanding to round whole numbers to the nearest 10 or 100	Measures angles and solves problems to solve for missing angles.
	Understands two-digit place value.	Adds within 1,000 using concrete models, strategies based on place value, properties of operations.	Represents and solves problems involving multiplication and division.	Fluently multiplies and divides with totals under 100.
	Compares two two-digit numbers based on place value understanding.	Compares two three-digit numbers based on place value understanding.	Uses bar models to solve real world problems involving the four operations	Multiplies to solve problems using various strategies.
	Skip counts numbers by 2's, 5's, and 10's.	Represents amounts of money using dollars and cents.	Understands properties of multiplication	Creates and explains equivalent fractions.
	Understands and applies properties of operations and the relationship between addition and subtraction.	Subtracts within 1,000 using concrete models, strategies based on place value, or the relationship between addition and subtraction.	Develop an understanding of fractions as numbers by being able to read, write, and identify unit fractions, fractions of a whole and of a set.	Compares two fractions with different numerators and different denominators.
	Mentally adds or subtracts 10 to any given number between 10-90.	Interprets and solves word problems involving multiplication and division.	Solves problems involving perimeter by selecting appropriate units, strategies and tools.	Solves word problems involving distances, intervals of time, volumes, masses of objects, and money, involving simple fractions or decimals and understanding of measurement scales.
	Tells and writes time to the hour and half-hour using analog and digital clocks.	Creates and interprets picture graphs, bar graphs, and line plots with up to four categories	Describes, analyzes, compares and classifies two-dimensional shapes by their sides and angles.	Adds and subtracts like fractions.
	Fluently adds and subtracts using strategies based on place value, properties of operation and relationship between addition and subtraction.	Solves multiplication and division problems using equal groups, visual representations, or repeated addition and subtraction.	Understands concepts of area and relate area to multiplication and addition.	Converts improper fractions and mixed numbers.
	Sampling of Science and Engineering Developmental Milestones	Asks questions and defines problems.	Asks questions and defines problems.	Asks questions and defines problems.
Develops and uses models.		Develops and uses models.	Develops and uses models.	Develops and uses models.
Plans and carries out investigations.		Plans and carries out investigations.	Plans and carries out investigations.	Plans and carries out investigations.
Analyzes and interprets data.		Analyzes and interprets data.	Analyzes and interprets data.	Analyzes and interprets data.
Uses math and computational thinking.		Uses math and computational thinking.	Uses math and computational thinking.	Uses math and computational thinking.
Constructs explanations and designs solutions.		Constructs explanations and designs solutions.	Constructs explanations and designs solutions.	Constructs explanations and designs solutions.
Engages in argument from evidence.		Engages in argument from evidence.	Engages in argument from evidence.	Engages in argument from evidence.
Sampling of Social Studies Developmental Milestones	Obtains, evaluates, and communicates information.	Obtains, evaluates, and communicates information.	Obtains, evaluates, and communicates information.	Obtains, evaluates, and communicates information.
	Develops questions and plans inquiries to grade-level expectations.	Develops questions and plans inquiries.	Develops questions and plans inquiries.	Develops questions and plans inquiries.
	Applies disciplinary tools and concepts in the areas of civics, economics, geography, and history.	Applies disciplinary tools and concepts in the areas of civics, economics, geography, and history.	Applies disciplinary tools and concepts in the areas of civics, economics, geography, and history.	Applies disciplinary tools and concepts in the areas of civics, economics, geography, and history.
	Evaluates sources and uses evidence.	Evaluates sources and uses evidence.	Evaluates sources and uses evidence.	Evaluates sources and uses evidence.
Communicates conclusions and takes informed action.	Communicates conclusions and takes informed action.	Communicates conclusions and takes informed action.	Communicates conclusions and takes informed action.	

SOCIAL EMOTIONAL DEVELOPMENTAL DOMAIN

**Overview of
Social Emotional
Developmental
Milestones**

Towards the end of First Grade, Social Emotional learning is designed to encourage **healthy risk-taking** in order to expand one's personal leadership potential, creative problem-solving, and innovation in the learning environment. Students **develop a sense of competency**, while also seeking to avoid the pitfalls of perfectionism that can arise within this age-group. Students are taught to persist through developmentally appropriate tasks, even when a difficulty arises. First graders begin to exhibit more **self-confidence and autonomy** in the ability to take on challenges in various settings throughout the school day.

Skills in **empathy, perseverance, cooperation, friendship, responsibility and self-control** are reviewed and continued to be built upon. Through direct modeling and verbal cues, students are taught to navigate through their classroom and find solutions to conflicts by using their critical thinking and problem solving skills. First graders begin to develop a **larger sense of responsibility** for their ongoing academics and projects, as they take these on with more independence. Small and large group work continues to be an integral part of the classroom experience. This **increases cooperation skills** necessary to design, persist through, and accomplish projects and tasks together. Ongoing conversations around identity and equity help students internalize and build interest in these concepts in their lives at home, school, and their communities.

By the end of second grade, students have developed a **strong awareness and management of their emotions** during independent and social scenarios. Students make use of **self-regulation strategies** when faced with challenges or big emotions by taking deep breaths, using the cool down corner, talking it out, etc. With continued practice and support throughout the year, students can apply a **growth mindset** approach. Second graders are able to reflect on different strategies for solving problems and generate new processes when working towards a goal. This is seen through individual tasks like working on multi-step math problems and team challenges during morning meeting times.

Second-grade students are also strengthening their **executive functioning skills** with a focus on organization, planning, and time management. Students approach tasks by formulating steps to reach a desired outcome and work with a stronger purpose. Daily routines provide students with the opportunity to take responsibility for themselves and they have greater awareness of how their behavior affects the classroom community. Students continue to maintain positive relationships with their peers and teachers.

By the end of second grade, students are able to **recognize the emotions of others** and respond appropriately and with empathy. This is seen through reading social cues such as facial expressions, body language, or tone of voice. Collaboration is key and students are able to **work towards a common goal** while demonstrating flexibility, resiliency, compromise, and intention. To be successful in conversations, students follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). This is exhibited through morning meeting team challenges, small group instruction, explorations, and project development. These collective interactions are designed to challenge students in **being responsive and supportive of one another**.

In third grade, students understand the importance of **practicing appropriate classroom behaviors** and how this impacts their learning experience. Students are deepening their own **sense of self** and understand how their personality, behavior, and actions affect a group dynamic. Students showcase **flexibility and open-mindedness** when faced with something new, different, or unexpected. When students are faced with a setback, in the form of a mistake or disappointment, they bounce back quickly, because they understand that these items should be viewed as an opportunity to learn.

Third graders have an **understanding of their emotions** and are increasingly able to verbalize their feelings in order to problem solve and find a compromise. Students **resolve commonly experienced conflicts** with both peer and teacher support and are able to navigate the remainder of the day without allowing the conflict to shade their entire day. Third graders seamlessly follow classroom expectations with minimal reminders. They are able to follow **multi-step directions**; this includes following oral directions as well as written directions in order to move through daily transitions and to complete tasks or activities. They use strategies, such as asking a friend or double checking the directions on the white board, to remind themselves of the expectation and the directions in order to stay on task.

Third-grade students have an **increased awareness of** taking care of their personal and classroom belongings. They understand the importance of cleaning up after themselves and keeping their workspace tidy. Students are able to use a weekly calendar to keep track of assignments. Third graders are able to **manage their time appropriately** in order to turn in completed work by a due date.

Fourth-grade students navigate through varied situations and environments throughout the school day that grant them the opportunity to exercise their social-emotional skills. Students understand the importance of **practicing appropriate classroom behaviors** and how this impacts their learning experience. Students are deepening their own **sense of self** and understand how their personality affects a group dynamic. By end-of-year, they are **mindful of how their behaviors and habits affect their interpersonal relationships** as well as the group dynamic. Students have gained a more **flexible understanding of right and wrong** and make positive choices out of an intrinsic understanding of the implications of their actions. Finally, fourth-graders are able to navigate the dynamics of structured and unstructured group settings in a respectful and collegial manner.

Fourth graders can recognize their emotions and are increasingly able to verbalize their feelings with clarity, choosing words with intention and appropriateness. They are able to **independently advocate for their emotional needs** by seeking adult support and/or using the available classroom and school resources. They also **understand the importance of empathy** and how it builds understanding of oneself and others. They are able to manage their emotions in order to solve conflicts and navigate the remainder of the day without allowing the conflict to shade their entire day. **Students resolve commonly experienced conflicts** with both peer and teacher support. Students are able to self-reflect and identify self-correction behaviors.

Students can see the relationship between their choices and the quality of their learning experience. They understand that there is a time and a place for certain behaviors and that school is a place where **inclusiveness and mutual respect** are qualities that are prioritized, nurtured and valued. Students showcase flexibility and open-mindedness as changes arise in areas of scheduling and logistics. When students are faced with a setback, in the form of a mistake or disappointment, they bounce back quickly because they understand that these items should be viewed through the lens of part of the learning process, viewed through a **growth mindset**.