

**Grade 2 Report Card Companion Rubrics**

**Trimester 1**

**Language Arts Literacy: Reading**

1. Reads at grade level.				
	1	2	3	4
Trimester 1	Reads at a level 12 or below	Reads at a level 14-18	Reads at a level 20	Reads at a level 24 or above
2. Fluency/Decoding				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● problem-solving unfamiliar words.</li> <li>● reading with expression reflecting mood, pace, and tension at times.</li> <li>● reading in longer phrases at times, heeding punctuation.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● problem-solves unfamiliar words.</li> <li>● reads with expression reflecting mood, pace, and tension at times.</li> <li>● reads in longer phrases at times, heeding punctuation.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● problem-solving unfamiliar words.</li> <li>● reading with expression, reflecting mood, pace, and tension at times.</li> <li>● reading in longer phrases at times, heeding punctuation.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● problem-solving unfamiliar words.</li> <li>● reading with expression, reflecting mood, pace, and tension at times.</li> <li>● reading in longer phrases at times, heeding punctuation.</li> </ul>
3. Literal Comprehension				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● previewing a book to make predictions.</li> <li>● predicting what will happen next, drawing on earlier parts of the text.</li> <li>● monitoring for sense, rereading to check for comprehension</li> <li>● determining the meaning of new words and concepts using pictures, context clues, background knowledge, and similar words.</li> <li>● retelling/Summarizing the main character(s) and the big events, in order.</li> <li>● keeping track of who is talking.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● previews a book to make predictions.</li> <li>● predicts what will happen next, drawing on earlier parts of the text.</li> <li>● monitors for sense, rereading to check for comprehension</li> <li>● determines the meaning of new words and concepts using pictures, context clues, background knowledge, and similar words.</li> <li>● retells/Summarizes the main character(s) and the big events, in order.</li> <li>● keep track of who is talking.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● previewing a book to make predictions.</li> <li>● predicting what will happen next, drawing on earlier parts of the text.</li> <li>● monitoring for sense, rereading to check for comprehension</li> <li>● determining the meaning of new words and concepts using pictures, context clues, background knowledge, and similar words.</li> <li>● retelling/summarizing the main character(s) and the big events, in order.</li> <li>● keeping track of who is talking.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● predicting character changes and plot.</li> <li>● predicting what the main character will do based on character traits.</li> <li>● using story elements to solve comprehension problems.</li> <li>● using context clues to understand figurative language.</li> <li>● retelling something about the main character and the big events, in a way that shows the connection between story elements.</li> <li>● distinguishing between first- and third-person narration and determining point of view.</li> </ul>
4. Interpretive Reading				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● identifying what a character says, does, and thinks, and how these connect to a character's feelings.</li> <li>● identifying whether or not the main character meets with a problem and, if so, how the character solves it.</li> <li>● talking about how a character changes and why.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● identifies what a character says, does, and thinks, and how these connect to a character's feelings.</li> <li>● identifies whether or not the main character meets with a problem and, if so, how the character solves it.</li> <li>● talks about how a character changes and why.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● identifying what a character says, does, and thinks, and how these connect to a character's feelings.</li> <li>● identifying whether or not the main character meets with a problem and, if so, how the character solves it.</li> <li>● talking about how a character changes and why.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● identifying character traits, specifically the difference between character traits and emotions.</li> <li>● using character traits to identify character motivation.</li> <li>● connecting changes in a character's traits or behaviors to story elements (plot, setting, conflict).</li> </ul>

	<ul style="list-style-type: none"> <li>supporting thinking with text evidence, pointing out the part of the text that gave the idea.</li> <li>determining themes, name the lesson the character learned.</li> </ul>	<ul style="list-style-type: none"> <li>supports thinking with text evidence, pointing out the part of the text that gave the idea.</li> <li>determines themes, name the lesson the character learned.</li> </ul>	<ul style="list-style-type: none"> <li>supporting thinking with text evidence, pointing out the part of the text that gave the idea.</li> <li>naming the lesson the character learned at the end of a story in a word or a phrase.</li> </ul>	<ul style="list-style-type: none"> <li>supporting their thinking with specific and relevant details from the text.</li> <li>identifying the big life lesson the character learned.</li> </ul>
4. Analytic Reading				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>noticing when the author uses special language to show not tell feelings.</li> <li>creating clear mental images.</li> <li>identifying what the author wants to show when using special language.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>notices when the author uses special language to show not tell feelings.</li> <li>creates clear mental images.</li> <li>identifies what the author wants to show when using special language.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>noticing when the author uses special language to show not tell feelings.</li> <li>creating clear mental images.</li> <li>identifying what the author wants to show when using special language.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>noticing when the author uses special language and asks why the author does that.</li> <li>identifying the way special language supports story elements.</li> </ul>
5. Demonstrates Stamina				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 15 minutes.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>demonstrates stamina during reading and writing workshop for 15 minutes.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 15 minutes.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for greater than 15 minutes.</li> </ul>

**Language Arts Literacy: Writing**

<b>Narrative Writing</b>				
<b>1. Generates and expresses ideas</b>				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>writing about one moment or event.</li> <li>using action, talk, or setting to start a story.</li> <li>using action, talk or feeling to end a story.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>writes about one moment or event.</li> <li>uses action, talk, or setting to start a story.</li> <li>uses action, talk or feeling to end a story.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>writing about one moment or event.</li> <li>using action, talk, or setting to start a story.</li> <li>using action, talk or feeling to end a story.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
<b>2. Uses transitions and organizes ideas clearly</b>				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>telling a story in order by using words such as <i>when</i>, <i>then</i>, and <i>after</i>.</li> <li>writing a lot of lines on a page and writing across a lot of pages.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>tells a story in order by using words such as <i>when</i>, <i>then</i>, and <i>after</i>.</li> <li>writes a lot of lines on a page and writes across a lot of pages.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>telling a story in order by using words such as <i>when</i>, <i>then</i>, and <i>after</i>.</li> <li>writing a lot of lines on a page and writing across a lot of pages.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
<b>3. Elaborates by using details and descriptions.</b>				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>bringing characters to life with details, talk, and actions.</li> <li>using strong words to help readers picture the story.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>brings characters to life with details, talk, and actions.</li> <li>uses strong words to help readers picture the story.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>bringing characters to life with details, talk, and actions.</li> <li>using strong words to help readers picture the story.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
<b>4. Uses conventions and spelling patterns appropriately</b>				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>using knowledge of spelling patterns to spell words.</li> <li>spelling all of the word wall words correctly and using the word wall to figure out how to spell other words.</li> <li>using quotation marks to show what characters said.</li> <li>using an apostrophe when writing contractions such as <i>can't</i> and <i>don't</i>.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>uses knowledge of spelling patterns to spell words.</li> <li>spells all of the word wall words correctly and using the word wall to figure out how to spell other words.</li> <li>uses quotation marks to show what characters said.</li> <li>uses an apostrophe when writing contractions such as <i>can't</i> and <i>don't</i>.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>using knowledge of spelling patterns to spell words.</li> <li>spelling all of the word wall words correctly and using the word wall to figure out how to spell other words.</li> <li>using quotation marks to show what characters said.</li> <li>using an apostrophe when writing contractions such as <i>can't</i> and <i>don't</i>.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>

**Language Arts Literacy: Speaking and Listening**

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>following rules for discussion including gaining the floor in respectful ways.</li> <li>building on conversations by linking their comments to others'.</li> <li>asking questions to clarify information and extend explanations.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>follows rules for discussion including gaining the floor in respectful ways.</li> <li>builds on conversations by linking their comments to others'.</li> <li>asks questions to clarify information and extend explanations.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>following rules for discussion including gaining the floor in respectful ways.</li> <li>building on conversations by linking their comments to others'.</li> <li>asking questions to clarify information and extend explanations.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>telling a story or recounting an experience using relevant, descriptive details.</li> <li>producing complete sentences and speaking clearly.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>tells a story or recounts an experience using relevant, descriptive details.</li> <li>produces complete sentences and speaks clearly.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>telling a story or recounting an experience using relevant, descriptive details.</li> <li>producing complete sentences and speaking clearly.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>listening to information being presented and determining the main idea.</li> <li>asking and answering questions for clarification, additional information, or deepen understanding.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>listens to information being presented and determines the main idea.</li> <li>asks and answers questions for clarification, additional information, or deepen understanding.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>listening to information being presented and determining the main idea.</li> <li>asking and answering questions for clarification, additional information, or deepen understanding.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>

**Mathematics**

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● Writing an addition number story that matches a picture.</li> <li>● Writing a number model to represent a number story.</li> <li>● Solving addition number stories.</li> <li>● Knowing doubles and combinations-of-10 facts.</li> <li>● Knowing +/- 0 and +/- 1 facts.</li> <li>● Determining whether a group of up to 20 objects has an even or odd number of members.</li> <li>● Adding and subtracting within 20 to solve one-step word problems involving addition.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● writes an addition number story that matches a picture.</li> <li>● writes a number model to represent a number story.</li> <li>● solves addition number stories.</li> <li>● knows doubles and combinations-of-10 facts.</li> <li>● knows +/- 0 and +/- 1 facts.</li> <li>● determines whether a group of up to 20 objects has an even or odd number of members.</li> <li>● adds and subtracts within 20 to solve one-step word problems involving addition.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● Writing an addition number story that matches a picture.</li> <li>● Writing a number model to represent a number story.</li> <li>● Solving addition number stories.</li> <li>● Knowing doubles and combinations-of-10 facts.</li> <li>● Knowing +/- 0 and +/- 1 facts.</li> <li>● Determining whether a group of up to 20 objects has an even or odd number of members.</li> <li>● Adding and subtracting within 20 to solve one-step word problems involving addition.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● Adding and subtracting within 100 to solve one-step word problems involving addition and subtraction situations.</li> <li>● Applying strategies to solve all addition and subtraction facts within 100.</li> </ul>
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● Understanding that the 2-digits of a 2-digit number represent the amounts of tens and ones.</li> <li>● Demonstrating an understanding of exchanging 10 and 1s using manipulatives.</li> <li>● Understanding that the numbers 10, 20, ...90 refer to some tens and no ones.</li> <li>● Counting by 1s within 500.</li> <li>● Skip counting by 5s and 10s past 200.</li> <li>● Counting by 100 to 900..</li> <li>● Reading and writing numbers to 20 using number names.</li> <li>● Adding and subtracting within 100 using a number grid, a number line, or counters.</li> <li>● Writing fact families and solving addition and subtraction facts within 100.</li> <li>● Mentally adding 10 and subtracting 10 from a given number 100-900.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● understands that the 2-digits of a 2-digit number represent the amounts of tens and ones.</li> <li>● Demonstrates an understanding of exchanging 10 and 1s using manipulatives.</li> <li>● understands that the numbers 10, 20, ...90 refer to some tens and no ones.</li> <li>● Counts by 1s within 500.</li> <li>● Skip counts by 5s and 10s past 200.</li> <li>● Counts by 100 to 900..</li> <li>● Reads and writes numbers to 20 using number names.</li> <li>● Adds and subtracts within 100 using a number grid, a number line, or counters.</li> <li>● Writes fact families and solves addition and subtraction facts within 100.</li> <li>● Mentally adds 10 and subtracts 10 from a given number 100-900.</li> <li>● Mentally adding and subtracting 100 to a given number that is a multiple of 100 to 900.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● Understanding that the 2-digits of a 2-digit number represent the amounts of tens and ones.</li> <li>● Demonstrating an understanding of exchanging 10 and 1s using manipulatives.</li> <li>● Understanding that the numbers 10, 20, ...90 refer to some tens and no ones.</li> <li>● Counting by 1s within 500.</li> <li>● Skip counting by 5s and 10s past 200.</li> <li>● Counting by 100 to 900..</li> <li>● Reading and writing numbers to 20 using number names.</li> <li>● Adding and subtracting within 100 using a number grid, a number line, or counters.</li> <li>● Writing fact families and solving addition and subtraction facts within 100.</li> <li>● Mentally adding 10 and subtracting 10 from a given number 100-900.</li> <li>● Mentally adding and subtracting 100 to a given number that is a multiple of 100 to 900.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● Understanding that three digits of a 3-digit number represent amounts of hundreds, tens, and ones.</li> <li>● Representing 3-digit numbers that are multiples of 100 using base-10 blocks.</li> <li>● Reading and writing numbers to 1000 using base-10 numbers, number names, and expanded form.</li> <li>● Skip counting by 5s, 10s, and 100s within 1000.</li> <li>● Comparing two 3-digit numbers based on the meanings of the hundreds, tens, and ones digits using &lt;, &gt;, and = to record the comparisons.</li> <li>● Adding and subtracting within 100- using a variety of methods such as strategies based on place value, properties of operations, and the relationship between addition and subtraction.</li> <li>● Explaining addition and subtraction fact strategies (i.e. Making-10, Near Doubles, Turn-Around Rule for Addition, Think Addition, Counting Up, and Counting Back)</li> </ul>

	<ul style="list-style-type: none"> <li>Mentally adding and subtracting 100 to a given number that is a multiple of 100 to 900.</li> <li>Understanding addition as putting together and subtraction as taking apart.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding addition as putting together and subtraction as taking apart.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding addition as putting together and subtraction as taking apart.</li> </ul>	
3. Measurement, Data, and Geometry				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Representing numbers from 1 through 20 as lengths from 0 on a number line.</li> <li>Representing whole-number sums and differences within 20 on a number line.</li> <li>Solving word problems involving dimes and pennies.</li> <li>Recognizing 3- and 4-sided shapes.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Represents numbers from 1 through 20 as lengths from 0 on a number line.</li> <li>Represents whole-number sums and differences within 20 on a number line.</li> <li>Solves word problems involving dimes and pennies.</li> <li>Recognizes 3- and 4-sided shapes.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Representing numbers from 1 through 20 as lengths from 0 on a number line.</li> <li>Representing whole-number sums and differences within 20 on a number line.</li> <li>Solving word problems involving dimes and pennies.</li> <li>Recognizing 3- and 4-sided shapes.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Measuring to determine how much longer one object is than another.</li> <li>Representing whole numbers as lengths from 0 on a number line.</li> <li>Solving word problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1.</li> <li>Using the cents symbol appropriately.</li> <li>Using same-size square tiles to partition a rectangle into rows and columns to count to find the total number of them.</li> <li>Partitioning shapes into two equal parts and describing the shares using the words halves and half of.</li> </ul>
4. Mathematical Practices				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>makes sense of problems and perseveres in solving them.</li> <li>reasons abstractly and quantitatively.</li> <li>constructs viable arguments and critiques the reasoning of others.</li> <li>models with mathematics.</li> <li>uses appropriate tools strategically.</li> <li>attends to precision.</li> <li>looks for and makes use of structure</li> <li>looks for and expresses regularity in repeated reasoning</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying multiple entry points to solutions and planning a solution pathway</li> <li>regularly considering units, attending to the meaning of quantities, and flexibly using different operations.</li> <li>generalizing and making formal arguments and critiquing the reasoning of others.</li> <li>comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools.</li> <li>detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources.</li> <li>attending to precision by examining claims and calculating efficiently.</li> <li>looking for and making use of structure in multiple ways and by shifting perspectives.</li> <li>looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.</li> </ul>

**Science**

<b>Solids &amp; Liquids</b>				
1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating understanding of key concepts.</p> <ul style="list-style-type: none"> <li>• Objects are made of one or more materials and can be described and identified by their properties.</li> <li>• Properties of solid and liquid materials determine how they can be used in a structure to solve problems.</li> <li>• Liquids can be described and categorized by their properties, including how they flow and behave in containers.</li> <li>• Solid materials can occur as small particles that have similar properties of liquids.</li> <li>• Solids and liquids can change when added to water, heated, and/or placed in the cold; some changes are reversible, some are not.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	<p>Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning.</p> <ul style="list-style-type: none"> <li>• Asks questions to find more information about the natural world</li> <li>• Defines a problem that can be solved through development and/or improvement of an object</li> <li>• Develops a simple model to represent an object</li> <li>• Plans and conducts an investigation to collect data (evidence) to answer a question</li> <li>• Makes observations and/or measurements that can be used to make comparisons</li> <li>• Describes patterns and/or relationships in the natural world based on observations</li> <li>• Analyzes data from testing an object to determine if it works as intended</li> <li>• Constructs evidence-based explanations of the natural world based on observations</li> <li>• Generates and/or compares multiple solutions to a problem</li> <li>• Indicates agreement or disagreement to arguments based on evidence</li> </ul>	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

**Social Studies**

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> <li>• identifying the reasons communities have rules.</li> <li>• describing the consequences for not following rules.</li> <li>• identifying the characteristics of rural, urban and suburban communities.</li> <li>• distinguishing between needs and wants in a community.</li> <li>• defining a community as a place where people live, work, play and solve problems.</li> <li>• identifying a variety of communities they belong to.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	<p>Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by:</p> <ul style="list-style-type: none"> <li>• explaining how various places in a community meet the needs and wants of the people.</li> <li>• comparing and contrasting the similarities and differences among the types of communities.</li> <li>• providing examples of places within a community where people live, work, play and solve problems.</li> </ul>	Student expands on and exceeds expectations by consistently and independently asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

**Art**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
All Trimesters	<b>Elements and Principles of Art</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>creates two- and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>
	<b>Art History / Art Appreciation</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>uses basic art vocabulary.</li> <li>identifies basic characteristics of artists' styles.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>
	<b>Creative Process</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>gains control of media being used.</li> <li>demonstrates safe and appropriate use of art materials and tools.</li> <li>creates works of art based on observation of culturally diverse works of art and the world around them.</li> <li>develops ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>

**Music**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>singing music from around the world, of a variety of styles, alone and with others.</li> <li>singing the first three notes of a partial scale.</li> <li>feeling and identifying beat patterns in music.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>sings music from around the world, of a variety of styles, alone and with others.</li> <li>sings the first three notes of a partial scale.</li> <li>feels and identifies beat patterns in music.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>singing music from around the world, of a variety of styles, alone and with others.</li> <li>singing the first three notes of a partial scale.</li> <li>feeling and identifying beat patterns in music.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>singing music from around the world, of a variety of styles, alone and with others.</li> <li>singing the first three notes of a partial scale.</li> <li>feeling and identifying beat patterns in music.</li> </ul>

**Spanish**

1. Demonstrates understanding of skills and concepts				
<b>Thematic Context:</b> The thematic unit for the first trimester is entitled, “Bienvenidos a la Clase” (“Welcome to Class”) Students will demonstrate the proficiency skills indicated within the context of classroom routines and procedures, greetings and leave-takings in Spanish, expressions of basic feelings, colors, and the Spanish alphabet.				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently demonstrating the targeted proficiency skills, extends the content knowledge and uses the language independently in unrehearsed real-life scenarios.</p>

**Physical Education**

1. Demonstrates understanding of skills and concepts				
<b>Locomotor &amp; Nonlocomotor Skills</b>				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty demonstrating:</p> <ul style="list-style-type: none"> <li>gross motor skills (e.g. hopping, galloping, jumping, running, and marching).</li> <li>fine motor skills.</li> <li>changes in time, force, and flow while moving in personal and general space.</li> </ul>	<p>With prompting and support, student demonstrates:</p> <ul style="list-style-type: none"> <li>gross motor skills (e.g. hopping, galloping, jumping, running, and marching).</li> <li>fine motor skills.</li> <li>changes in time, force, and flow while moving in personal and general space.</li> </ul>	<p>Student consistently meets expectations by demonstrating:</p> <ul style="list-style-type: none"> <li>gross motor skills (e.g. hopping, galloping, jumping, running, and marching).</li> <li>fine motor skills.</li> <li>changes in time, force, and flow while moving in personal and general space.</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently demonstrating skills with mastery and confidence.</p>

**Trimester 2**

**Language Arts Literacy: Reading**

1. Reads at grade level.				
	1	2	3	4
Trimester 2	Reads at a level 18 or below	Reads at a level 20	Reads at a level 24	Reads at a level 28 or above
2. Fluency/Decoding				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>problem-solving unfamiliar words.</li> <li>reading with expression reflecting mood, pace, and tension at times.</li> <li>reading in longer phrases at times, heeding punctuation.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>problem-solves unfamiliar words.</li> <li>reads with expression reflecting mood, pace, and tension at times.</li> <li>reads in longer phrases at times, heeding punctuation.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>problem-solving unfamiliar words.</li> <li>reading with expression, reflecting mood, pace, and tension at times.</li> <li>reading in longer phrases at times, heeding punctuation.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>problem-solving unfamiliar words.</li> <li>reading with expression, reflecting mood, pace, and tension at times.</li> <li>reading in longer phrases at times, heeding punctuation.</li> </ul>
3. Literal Comprehension				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>summarizing a part of the story that was just read.</li> <li>retelling something about the main character and the big events, in order.</li> <li>using text features to make predictions.</li> <li>connecting illustrations and images to what they are reading and using illustrations and images to enhance comprehension and to clear up confusion.</li> <li>using topic specific language when talking about their reading.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>summarizes a part of the story that was just read.</li> <li>retells something about the main character and the big events, in order.</li> <li>uses text features to make predictions.</li> <li>connects illustrations and images to what they read and uses illustrations and images to enhance comprehension and to clear up confusion.</li> <li>uses topic specific language when talking about their reading.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>summarizing a part of the story that was just read.</li> <li>retelling something about the main character and the big events, in order.</li> <li>using text features to make predictions.</li> <li>connecting illustrations and images to what they are reading and using illustrations and images to enhance comprehension and to clear up confusion.</li> <li>using topic specific language when talking about their reading.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>summarizing longer parts of the text and connecting them to what they are currently reading.</li> <li>retelling something about the main character and the big events, in a way that shows the connection between story elements.</li> <li>previewing the texts to decide how to read and how to take notes.</li> <li>creating mental or actual images to make sense of the text, connecting details together to enhance comprehension.</li> <li>using topic specific language when talking about their reading, distinguishing between more and less important vocabulary.</li> </ul>
4. Interpretive Reading				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>identifying whether the main character meets with a problem and how it is solved.</li> <li>identifying the main idea or topic of a text.</li> <li>identifying how information in a text connects to other information and how one event leads to another.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>identifies whether the main character meets with a problem and how it is solved.</li> <li>identifies the main idea or topic of a text.</li> <li>identifies how information in a text connects to other information and how one event leads to another.</li> <li>uses multiple texts or parts of texts to build understanding of a topic.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>identifying whether the main character meets with a problem and how it is solved.</li> <li>identifying the main idea or topic of a text.</li> <li>identifying how information in a text connects to other information and how one event leads to another.</li> <li>using multiple texts or parts of texts to build understanding of a topic.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>using character traits to identify problems and solutions.</li> <li>using text features to identify main ideas and supporting details.</li> <li>summarizing, leaving out unimportant things.</li> <li>identifying the relationships between information in the text using words like “because of”, “as a result”, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>using multiple texts or parts of texts to build understanding of a topic.</li> <li>comparing and contrasting multiple texts or parts of texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>compares and contrasts multiple texts or parts of texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>comparing and contrasting multiple texts or parts of texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>using multiple texts to confirm understanding and put information together in a sophisticated way.</li> <li>comparing and contrasting text structures across multiple texts.</li> </ul>
4. Analytic Reading				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>identifying text structures and the relationships between parts of the text.</li> <li>identifying text features such as bold text, headings, etc.</li> <li>asking questions about the text.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>identifies text structures and the relationships between parts of the text.</li> <li>identifies text features such as bold text, headings, etc.</li> <li>asks questions about the text.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>identifying text structures and the relationships between parts of the text.</li> <li>identifying text features such as bold text, headings, etc.</li> <li>asking questions about the text.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying the ways parts of texts connect to the whole using text features and text structures and using these connections to enhance comprehension.</li> <li>identifying text features and questioning the author's intent.</li> <li>connecting their reading to a real-world problem or situation.</li> </ul>
5. Demonstrates Stamina				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 20 minutes.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>demonstrates stamina during reading and writing workshop for 20 minutes.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 20 minutes.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for greater than 20 minutes.</li> </ul>

**Language Arts Literacy: Writing**

<b>Information &amp; Narrative Writing</b>				
<b>1. Generates and expresses ideas</b>				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>writing about one topic per poem.</li> <li>teaching readers some important points about a subject.</li> <li>writing a beginning which names the subject and tries to interest readers.</li> <li>writing some sentences or a section at the end to wrap up the piece.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>writes about one topic per poem.</li> <li>teaches readers some important points about a subject.</li> <li>writes a beginning which names the subject and tries to interest readers.</li> <li>writes some sentences or a section at the end to wrap up the piece.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>writing about one topic per poem.</li> <li>teaching readers some important points about a subject.</li> <li>writing a beginning which names the subject and tries to interest readers.</li> <li>writing some sentences or a section at the end to wrap up the piece.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
<b>2. Uses transitions and organizes ideas clearly</b>				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using transition words to connect parts of the piece or to show there is more to say.</li> <li>organizing writing into different parts.</li> <li>choosing a poem structure to enhance its meaning.</li> <li>using transitions in lines and/or stanzas to enhance the meaning of the poem.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses transition words to connect parts of the piece or to show there is more to say.</li> <li>organizes writing into different parts.</li> <li>chooses a poem structure to enhance its meaning.</li> <li>uses transitions in lines and/or stanzas to enhance the meaning of the poem.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using transition words to connect parts of the piece or to show there is more to say.</li> <li>organizing writing into different parts.</li> <li>choosing a poem structure to enhance its meaning.</li> <li>using transitions in lines and/or stanzas to enhance the meaning of the poem.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
<b>3. Elaborates by using details and descriptions</b>				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>bringing the poem to life with details, descriptive language, and imagery.</li> <li>choosing strong words that would help readers picture the poem.</li> <li>using different kinds of information such as facts, definitions, details, steps, and tips.</li> <li>including words that show expertise on the subject.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>brings the poem to life with details, descriptive language, and imagery.</li> <li>chooses strong words that would help readers picture the poem.</li> <li>uses different kinds of information such as facts, definitions, details, steps, and tips.</li> <li>includes words that show expertise on the subject.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>bringing the poem to life with details, descriptive language, and imagery.</li> <li>choosing strong words that would help readers picture the poem.</li> <li>using different kinds of information such as facts, definitions, details, steps, and tips.</li> <li>including words that show expertise on the subject.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
<b>4. Uses conventions and spelling patterns appropriately</b>				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using knowledge of spelling patterns to spell words.</li> <li>spelling all of the word wall words correctly and using the word wall to figure out how to spell other words.</li> <li>using an apostrophe when writing contractions such as <i>can't</i> and <i>don't</i>.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses knowledge of spelling patterns to spell words.</li> <li>spells all of the word wall words correctly and using the word wall to figure out how to spell other words.</li> <li>uses an apostrophe when writing contractions such as <i>can't</i> and <i>don't</i>.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using knowledge of spelling patterns to spell words.</li> <li>spelling all of the word wall words correctly and using the word wall to figure out how to spell other words.</li> <li>using an apostrophe when writing contractions such as <i>can't</i> and <i>don't</i>.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>

**Language Arts Literacy: Speaking and Listening**

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>following rules for discussion including gaining the floor in respectful ways.</li> <li>building on conversations by linking their comments to others'.</li> <li>asking questions to clarify information and extend explanations.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>follows rules for discussion including gaining the floor in respectful ways.</li> <li>builds on conversations by linking their comments to others'.</li> <li>asks questions to clarify information and extend explanations.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>following rules for discussion including gaining the floor in respectful ways.</li> <li>building on conversations by linking their comments to others'.</li> <li>asking questions to clarify information and extend explanations.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>telling a story or recounting an experience using relevant, descriptive details.</li> <li>producing complete sentences and speaking clearly.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>tells a story or recounts an experience using relevant, descriptive details.</li> <li>produces complete sentences and speaks clearly.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>telling a story or recounting an experience using relevant, descriptive details.</li> <li>producing complete sentences and speaking clearly.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>listening to information being presented and determining the main idea.</li> <li>asking and answering questions for clarification, additional information, or deepen understanding.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>listens to information being presented and determines the main idea.</li> <li>asks and answers questions for clarification, additional information, or deepen understanding.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>listening to information being presented and determining the main idea.</li> <li>asking and answering questions for clarification, additional information, or deepen understanding.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>

**Mathematics**

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• Adding and subtracting within 100 to solve one-step word problems involving addition and subtraction situations.</li> <li>• Applying strategies to solve all addition and subtraction facts within 100.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• Adds and subtracts within 100 to solve one-step word problems involving addition and subtraction situations.</li> <li>• Applies strategies to solve all addition and subtraction facts within 100.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• Adding and subtracting within 100 to solve one-step word problems involving addition and subtraction situations.</li> <li>• Applying strategies to solve all addition and subtraction facts within 100.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• Using addition and subtraction within 100 to solve one- and two-step word problems involving addition and subtraction.</li> <li>• Fluently adding and subtracting within 20 using mental strategies.</li> <li>• Knowing from memory all sums of two one-digit numbers.</li> <li>• Using addition to find the total number of objects arranged in rectangular arrays (up to 5 by 5)</li> </ul>
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• Understanding that three digits of a 3-digit number represent amounts of hundreds, tens, and ones.</li> <li>• Representing 3-digit numbers that are multiples of 100 using base-10 blocks.</li> <li>• Reading and writing numbers to 1000 using base-10 numbers, number names, and expanded form.</li> <li>• Skip counting by 5s, 10s, and 100s within 1000.</li> <li>• Comparing two 3-digit numbers based on the meanings of the hundreds, tens, and ones digits using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> to record the comparisons.</li> <li>• Adding and subtracting within 100- using a variety of methods such as strategies based on place value, properties of operations, and the relationship between addition and subtraction.</li> <li>• Explaining addition and subtraction fact strategies (i.e. Making-10, Near Doubles, Turn-Around Rule for Addition, Think Addition, Counting Up, and Counting Back)</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• Understands that three digits of a 3-digit number represent amounts of hundreds, tens, and ones.</li> <li>• Represents 3-digit numbers that are multiples of 100 using base-10 blocks.</li> <li>• Reads and writes numbers to 1000 using base-10 numbers, number names, and expanded form.</li> <li>• Skip counts by 5s, 10s, and 100s within 1000.</li> <li>• Compares two 3-digit numbers based on the meanings of the hundreds, tens, and ones digits using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> to record the comparisons.</li> <li>• Adds and subtracts within 100- using a variety of methods such as strategies based on place value, properties of operations, and the relationship between addition and subtraction.</li> <li>• Explains addition and subtraction fact strategies (i.e. Making-10, Near Doubles, Turn-Around Rule for Addition, Think Addition, Counting Up, and Counting Back)</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• Understanding that three digits of a 3-digit number represent amounts of hundreds, tens, and ones.</li> <li>• Representing 3-digit numbers that are multiples of 100 using base-10 blocks.</li> <li>• Reading and writing numbers to 1000 using base-10 numbers, number names, and expanded form.</li> <li>• Skip counting by 5s, 10s, and 100s within 1000.</li> <li>• Comparing two 3-digit numbers based on the meanings of the hundreds, tens, and ones digits using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> to record the comparisons.</li> <li>• Adding and subtracting within 100- using a variety of methods such as strategies based on place value, properties of operations, and the relationship between addition and subtraction.</li> <li>• Explaining addition and subtraction fact strategies (i.e. Making-10, Near Doubles, Turn-Around Rule for Addition, Think Addition, Counting Up, and Counting Back)</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• Adding up to four two-digit numbers using strategies based on place value and properties of operations.</li> <li>• Adding and subtracting within 1000- using a variety of methods such as strategies based on place value, properties of operations, and the relationship between addition and subtraction.</li> </ul>

3. Measurement, Data, and Geometry				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Measuring to determine how much longer one object is than another.</li> <li>Representing whole numbers as lengths from 0 on a number line.</li> <li>Measuring to the nearest inch, centimeter, and foot.</li> <li>Telling and writing time using analog and digital clocks to the nearest half hour.</li> <li>Drawing events that typically occur in the A.M. and P.M. hours.</li> <li>Solving world problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1.</li> <li>Using the cents symbol appropriately.</li> <li>Using same-size square tiles to partition a rectangle into rows and columns to count to find the total number of them.</li> <li>Partitioning shapes into two equal parts and describing the shares using the words <i>halves</i> and <i>half of</i>.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Measures to determine how much longer one object is than another.</li> <li>Represents whole numbers as lengths from 0 on a number line.</li> <li>Measures to the nearest inch, centimeter, and foot.</li> <li>Tells and writes time using analog and digital clocks to the nearest half hour.</li> <li>Draws events that typically occur in the A.M. and P.M. hours.</li> <li>Solves world problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1.</li> <li>Uses the cents symbol appropriately.</li> <li>Uses same-size square tiles to partition a rectangle into rows and columns to count to find the total number of them.</li> <li>Partitions shapes into two equal parts and describing the shares using the words <i>halves</i> and <i>half of</i>.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Measuring to determine how much longer one object is than another.</li> <li>Representing whole numbers as lengths from 0 on a number line.</li> <li>Measuring to the nearest inch, centimeter, and foot.</li> <li>Telling and writing time using analog and digital clocks to the nearest half hour.</li> <li>Drawing events that typically occur in the A.M. and P.M. hours.</li> <li>Solving world problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1.</li> <li>Using the cents symbol appropriately.</li> <li>Using same-size square tiles to partition a rectangle into rows and columns to count to find the total number of them.</li> <li>Partitioning shapes into two equal parts and describing the shares using the words <i>halves</i> and <i>half of</i>.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Measuring objects using rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>Estimating lengths using inches, feet, centimeters, and meters.</li> <li>Expressing differences in lengths in terms of the standard length unit.</li> <li>Telling and writing time from analog and digital clocks to the nearest five minutes, using A.M. and P.M.</li> <li>Solving word problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollars and cents notation appropriately.</li> <li>Recognizing and drawing shapes having specified attributes (i.e. a given number of angles, or equal faces)</li> <li>Identifying triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>Partitioning circles and rectangles into two, three, or four equal shares, describing the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc.</li> </ul>
4. Mathematical Practices				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>makes sense of problems and perseveres in solving them.</li> <li>reasons abstractly and quantitatively.</li> <li>constructs viable arguments and critiques the reasoning of others.</li> <li>models with mathematics.</li> <li>uses appropriate tools strategically.</li> <li>attends to precision.</li> <li>looks for and makes use of structure</li> <li>looks for and expresses regularity in repeated reasoning</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying multiple entry points to solutions and planning a solution pathway</li> <li>regularly considering units, attending to the meaning of quantities, and flexibly using different operations.</li> <li>generalizing and making formal arguments and critiquing the reasoning of others.</li> <li>comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools.</li> <li>detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources.</li> <li>attending to precision by examining claims and calculating efficiently.</li> <li>looking for and making use of structure in multiple ways and by shifting perspectives.</li> <li>looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.</li> </ul>

**Science**

<b>Pebbles, Sand &amp; Silt</b>				
1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating understanding of key concepts.</p> <ul style="list-style-type: none"> <li>Rocks are natural resources made of solid earth materials classified by particle size (clay → boulders); properties of earth materials make them suitable for specific uses.</li> <li>Weathering, caused by wind and water breaks larger rock into smaller ones that can be transported by wind and water (erosion)</li> <li>Earth's landforms can be changed by events that happen quickly (e.g. volcanic eruptions, floods) or events that occur very slowly (e.g. weathering, movement of rock)</li> <li>Soils are composed of different-sized rock particles and organic material (humus) that vary from place to place</li> <li>Water is another earth material that can be found as a solid, liquid, or gas; natural sources of water include streams, rivers, ponds, oceans, etc.</li> <li>Knowledge about land and water interactions can be used to reduce erosion.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	<p>Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning.</p> <ul style="list-style-type: none"> <li>Asks questions to find more information about the natural world</li> <li>Defines a problem that can be solved through development and/or improvement of an object</li> <li>Develops a simple model to represent an object</li> <li>Plans and conducts an investigation to collect data (evidence) to answer a question</li> <li>Makes observations and/or measurements that can be used to make comparisons</li> <li>Describes patterns and/or relationships in the natural world based on observations</li> <li>Analyzes data from testing an object to determine if it works as intended</li> <li>Constructs evidence-based explanations of the natural world based on observations</li> <li>Generates and/or compares multiple solutions to a problem</li> <li>Indicates agreement or disagreement to arguments based on evidence</li> </ul>	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

**Social Studies**

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> <li>identifying cultural universals categories.</li> <li>describing characteristics of American culture.</li> <li>describing another culture using the cultural universals categories.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	<p>Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by:</p> <ul style="list-style-type: none"> <li>utilizing the cultural universals categories to compare and contrast American culture to other cultures.</li> <li>explaining how geography contributes to the development of many unique cultures.</li> <li>explaining how geography, climate and available natural resources impacts a culture.</li> </ul>	Student expands on and exceeds expectations by consistently and independently asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

**Art**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
All Trimesters	<b>Elements and Principles of Art</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>creates two- and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>
	<b>Art History / Art Appreciation</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>uses basic art vocabulary.</li> <li>identifies basic characteristics of artists' styles.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>
	<b>Creative Process</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>gains control of media being used.</li> <li>demonstrates safe and appropriate use of art materials and tools.</li> <li>creates works of art based on observation of culturally diverse works of art and the world around them.</li> <li>develops ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>

**Music**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>identifying and performing a variety of rhythms learned in class.</li> <li>identifying families of musical instruments and discussing sound quality of each.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>identifies and performs a variety of rhythms learned in class.</li> <li>identifies families of musical instruments and discusses sound quality of each.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>identifying and performing a variety of rhythms learned in class.</li> <li>identifying families of musical instruments and discussing sound quality of each.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>identifying and performing a variety of rhythms learned in class.</li> <li>identifying families of musical instruments and discussing sound quality of each.</li> </ul>

**Spanish**

1. Demonstrates understanding of skills and concepts				
Thematic Context: The thematic unit for the second trimester is entitled, “Mi Cosas Favoritas” (“My Favorite Things”). Students will demonstrate the proficiency skills indicated within the context of numbers 0-30, age, days of the week, fruits, body parts and insects.				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently demonstrating the targeted proficiency skills, extends the content knowledge and uses the language independently in unrehearsed real-life scenarios.</p>

**Physical Education**

Manipulative Skills				
1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using objects and props to develop spatial and coordination skills.</li> <li>explaining and performing movement skills with developmentally appropriate control.</li> <li>demonstrating changes in time, force, and flow while moving in personal and general space.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses objects and props to develop spatial and coordination skills.</li> <li>explains and performs movement skills with developmentally appropriate control.</li> <li>demonstrates changes in time, force, and flow while moving in personal and general space.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using objects and props to develop spatial and coordination skills.</li> <li>explaining and performing movement skills with developmentally appropriate control.</li> <li>demonstrating changes in time, force, and flow while moving in personal and general space.</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently demonstrating skills with mastery and confidence.</p>

**Language Arts Literacy: Reading**

1. Reads at grade level.				
	1	2	3	4
Trimester 3	Reads at a level 20 or below	Reads at a level 24	Reads at a level 28	Reads at a level 30 or above
2. Fluency/Decoding				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● problem-solving unfamiliar words.</li> <li>● reading with expression reflecting mood, pace, and tension at times.</li> <li>● reading in longer phrases at times, heeding punctuation.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● problem-solves unfamiliar words.</li> <li>● reads with expression reflecting mood, pace, and tension at times.</li> <li>● reads in longer phrases at times, heeding punctuation.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● problem-solving unfamiliar words.</li> <li>● reading with expression, reflecting mood, pace, and tension at times.</li> <li>● reading in longer phrases at times, heeding punctuation.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● problem-solving unfamiliar words.</li> <li>● reading with expression, reflecting mood, pace, and tension at times.</li> <li>● reading in longer phrases at times, heeding punctuation.</li> </ul>
3. Literal Comprehension				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● predicting what will happen next, drawing on earlier parts of the text.</li> <li>● using story elements to make sense of the text and check for understanding.</li> <li>● keeping track of who is talking</li> <li>● retelling/summarizing the main character(s) and the big events, in order.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● predicts what will happen next, drawing on earlier parts of the text.</li> <li>● uses story elements to make sense of the text and check for understanding.</li> <li>● keeps track of who is talking</li> <li>● retells/summarizes the main character(s) and the big events, in order.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● predicting what will happen next, drawing on earlier parts of the text.</li> <li>● using story elements to make sense of the text and check for understanding.</li> <li>● keeping track of who is talking</li> <li>● retelling/summarizing the main character(s) and the big events, in order.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● predicting what the main character will do based on character traits.</li> <li>● identifying setting, both time and place.</li> <li>● distinguishing between first and third person narrators and identifying point of view.</li> <li>● retelling something about the main character and the big events, in a way that shows the connection between story elements.</li> </ul>
4. Interpretive Reading				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● identifying whether the main character meets with a problem and how it is solved.</li> <li>● noticing big things that a character says, does, and thinks.</li> <li>● identifying a character's feelings.</li> <li>● identifying why and when a character's feelings change.</li> <li>● identifying the lesson the character learned.</li> <li>● identifying how books that go together are the same and different.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● identifies whether the main character meets with a problem and how it is solved.</li> <li>● notices big things that a character says, does, and thinks.</li> <li>● identifies a character's feelings.</li> <li>● identifies why and when a character's feelings change.</li> <li>● identifies the lesson the character learned.</li> <li>● identifies how books that go together are the same and different.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● identifying whether the main character meets with a problem and how it is solved.</li> <li>● noticing big things that a character says, does, and thinks.</li> <li>● identifying a character's feelings.</li> <li>● identifying why and when a character's feelings change.</li> <li>● identifying the lesson the character learned.</li> <li>● identifying how books that go together are the same and different.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● using character traits to identify problems and solutions.</li> <li>● identifying character traits, specifically the difference between character traits and emotions.</li> <li>● using character traits to identify character motivation.</li> <li>● connecting changes in a character's traits or behaviors to story elements (plot, setting, conflict).</li> <li>● identifying and discussing the ways major events and story elements across two books or stories are similar and different.</li> </ul>

4. Analytic Reading				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>identifying precise words authors use to create mental images.</li> <li>identifying the way a character feels in a specific scene.</li> <li>sharing opinions about a story.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>identifies precise words authors use to create mental images.</li> <li>identify the way a character feels in a specific scene.</li> <li>shares opinions about a story.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>identifying precise words authors use to create mental images.</li> <li>identifying the way a character feels in a specific scene.</li> <li>sharing opinions about a story.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying author's craft (figurative language, repetition), and questioning its purpose.</li> <li>using textual evidence to support theories about a character's feelings.</li> <li>comparing a character's experiences or feelings about an experience with their own.</li> </ul>
5. Demonstrates Stamina				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 25 minutes.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>demonstrates stamina during reading and writing workshop for 25 minutes.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 25 minutes.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for greater than 25 minutes.</li> </ul>

**Language Arts Literacy: Writing**

1. Generates and expresses ideas				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• writing an opinion or likes and dislikes and providing reasons to support opinion.</li> <li>• writing beginnings that state opinion and set readers up to expect that the writing will convince them of the opinion.</li> <li>• writing an ending that reminds readers of the stated opinion.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• writes an opinion or likes and dislikes and provides reasons to support opinion.</li> <li>• writes beginnings that state opinion and set readers up to expect that the writing will convince them of the opinion.</li> <li>• writes an ending that reminds readers of the stated opinion.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• writing an opinion or likes and dislikes and providing reasons to support opinion.</li> <li>• writing beginnings that state opinion and set readers up to expect that the writing will convince them of the opinion.</li> <li>• writing an ending that reminds readers of the stated opinion.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating advanced writing skills.</li> <li>• moving through the writing process independently.</li> </ul>
2. Uses transitions and organizes ideas clearly				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• using transition words to connect parts of the piece or show there is more to say.</li> <li>• organizing the writing into different parts. Each part tells different information about the topic.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• uses transition words to connect parts of the piece or show there is more to say.</li> <li>• organizes the writing into different parts. Each part tells different information about the topic.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• using transition words to connect parts of the piece or show there is more to say.</li> <li>• organizing the writing into different parts. Each part tells different information about the topic.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating advanced writing skills.</li> <li>• moving through the writing process independently.</li> </ul>
3. Elaborates by using details and descriptions				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• providing at least two reasons to support an opinion and writing at least a few sentences about each one.</li> <li>• choosing words that make readers agree with the opinion.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• provides at least two reasons to support an opinion and writes at least a few sentences about each one.</li> <li>• chooses words that make readers agree with the opinion.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• providing at least two reasons to support an opinion and writing at least a few sentences about each one.</li> <li>• choosing words that make readers agree with the opinion.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating advanced writing skills.</li> <li>• moving through the writing process independently.</li> </ul>
4. Uses conventions and spelling patterns appropriately				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• using knowledge of spelling patterns to spell words.</li> <li>• spelling all of the word wall words correctly and using the word wall to figure out how to spell other words.</li> <li>• using an apostrophe such as <i>can't</i> or <i>don't</i>.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• uses knowledge of spelling patterns to spell words.</li> <li>• spells all of the word wall words correctly and using the word wall to figure out how to spell other words.</li> <li>• uses an apostrophe such as <i>can't</i> or <i>don't</i>.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• using knowledge of spelling patterns to spell words.</li> <li>• spelling all of the word wall words correctly and using the word wall to figure out how to spell other words.</li> <li>• using an apostrophe such as <i>can't</i> or <i>don't</i>.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating advanced writing skills.</li> <li>• moving through the writing process independently.</li> </ul>

**Language Arts Literacy: Speaking and Listening**

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>following rules for discussion including gaining the floor in respectful ways.</li> <li>building on conversations by linking their comments to others'.</li> <li>asking questions to clarify information and extend explanations.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>follows rules for discussion including gaining the floor in respectful ways.</li> <li>builds on conversations by linking their comments to others'.</li> <li>asks questions to clarify information and extend explanations.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>following rules for discussion including gaining the floor in respectful ways.</li> <li>building on conversations by linking their comments to others'.</li> <li>asking questions to clarify information and extend explanations.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>telling a story or recounting an experience using relevant, descriptive details.</li> <li>producing complete sentences and speaking clearly.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>tells a story or recounts an experience using relevant, descriptive details.</li> <li>produces complete sentences and speaks clearly.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>telling a story or recounting an experience using relevant, descriptive details.</li> <li>producing complete sentences and speaking clearly.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>listening to information being presented and determining the main idea.</li> <li>asking and answering questions for clarification, additional information, or deepen understanding.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>listens to information being presented and determines the main idea.</li> <li>asks and answers questions for clarification, additional information, or deepen understanding.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>listening to information being presented and determining the main idea.</li> <li>asking and answering questions for clarification, additional information, or deepen understanding.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>

**Mathematics**

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Using addition and subtraction within 100 to solve one- and two-step word problems involving addition and subtraction.</li> <li>Fluently adding and subtracting within 20 using mental strategies.</li> <li>Knowing from memory all sums of two one-digit numbers.</li> <li>Using addition to find the total number of objects arranged in rectangular arrays (up to 5 by 5)</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Uses addition and subtraction within 100 to solve one- and two-step word problems involving addition and subtraction.</li> <li>Fluently adds and subtracts within 20 using mental strategies.</li> <li>Knows from memory all sums of two one-digit numbers.</li> <li>Uses addition to find the total number of objects arranged in rectangular arrays (up to 5 by 5)</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Using addition and subtraction within 100 to solve one- and two-step word problems involving addition and subtraction.</li> <li>Fluently adding and subtracting within 20 using mental strategies.</li> <li>Knowing from memory all sums of two one-digit numbers.</li> <li>Using addition to find the total number of objects arranged in rectangular arrays (up to 5 by 5)</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>representing multiplication as equal groups with concrete objects and/or drawings.</li> <li>representing division by equally sharing groups of concrete objects and/or drawings.</li> <li>solving number stories involving equal groups.</li> <li>determining the unknown product or factor in multiplication and division equations involving 1s, 2s, 5s, and 10s facts.</li> <li>using mental computation and estimation strategies to determine whether answers to addition and subtraction problems are reasonable.</li> <li>solving 2-step number stories involving addition and subtraction using pictures, words, or numbers.</li> <li>representing problems using equations with a ? standing for the unknown quantity</li> </ul>
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Adding up to four two-digit numbers using strategies based on place value and properties of operations.</li> <li>Adding and subtracting within 1000- using a variety of methods such as strategies based on place value, properties of operations, and the relationship between addition and subtraction.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Adds up to four two-digit numbers using strategies based on place value and properties of operations.</li> <li>Adds and subtracts within 1000- using a variety of methods such as strategies based on place value, properties of operations, and the relationship between addition and subtraction.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Adding up to four two-digit numbers using strategies based on place value and properties of operations.</li> <li>Adding and subtracting within 1000- using a variety of methods such as strategies based on place value, properties of operations, and the relationship between addition and subtraction.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>using number lines and place value understanding to round whole numbers to the nearest 10 or 100.</li> <li>adding and subtracting within 1000 using partial-sums addition, and counting-up and expand-and-trade subtraction, or other strategies.</li> </ul>
3. Measurement, Data, and Geometry				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Measuring objects using rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>Estimating lengths using inches, feet, centimeters, and meters.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Measures objects using rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>Estimates lengths using inches, feet, centimeters, and meters.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Measuring objects using rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>Estimating lengths using inches, feet, centimeters, and meters.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>telling and writing time to the nearest 5 minutes.</li> <li>using an open number line or other tools to add time intervals in minutes.</li> </ul>

	<ul style="list-style-type: none"> <li>Expressing differences in lengths in terms of the standard length unit.</li> <li>Representing whole-number sums and differences within 100 on a number line.</li> <li>Telling and writing time from analog and digital clocks to the nearest five minutes, using A.M. and P.M.</li> <li>Solving word problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollars and cents notation appropriately.</li> <li>Generating measurement data.</li> <li>Drawing a picture graph and bar graph to represent data from a tally chart.</li> <li>Recognizing and drawing shapes having specified attributes (i.e. a given number of angles, or equal faces)</li> <li>Identifying triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>Partitioning circles and rectangles into two, three, or four equal shares, describing the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses differences in lengths in terms of the standard length unit.</li> <li>Represents whole-number sums and differences within 100 on a number line.</li> <li>Tells and writes time from analog and digital clocks to the nearest five minutes, using A.M. and P.M.</li> <li>Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollars and cents notation appropriately.</li> <li>Generates measurement data.</li> <li>Draws a picture graph and bar graph to represent data from a tally chart.</li> <li>Recognizes and drawing shapes having specified attributes (i.e. a given number of angles, or equal faces)</li> <li>Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>Partitions circles and rectangles into two, three, or four equal shares, describing the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing differences in lengths in terms of the standard length unit.</li> <li>Representing whole-number sums and differences within 100 on a number line.</li> <li>Telling and writing time from analog and digital clocks to the nearest five minutes, using A.M. and P.M.</li> <li>Solving word problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollars and cents notation appropriately.</li> <li>Generating measurement data.</li> <li>Drawing a picture graph and bar graph to represent data from a tally chart.</li> <li>Recognizing and drawing shapes having specified attributes (i.e. a given number of angles, or equal faces)</li> <li>Identifying triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>Partitioning circles and rectangles into two, three, or four equal shares, describing the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc.</li> </ul>	<ul style="list-style-type: none"> <li>using information in a given scaled bar graph to solve one-step "how many more/less" problems.</li> <li>measuring length to the nearest inch using rulers marked with whole and <math>\frac{1}{2}</math> inch.</li> </ul>
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4. Mathematical Practices

	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>makes sense of problems and perseveres in solving them.</li> <li>reasons abstractly and quantitatively.</li> <li>constructs viable arguments and critiques the reasoning of others.</li> <li>models with mathematics.</li> <li>uses appropriate tools strategically.</li> <li>attends to precision.</li> <li>looks for and makes use of structure</li> <li>looks for and expresses regularity in repeated reasoning</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying multiple entry points to solutions and planning a solution pathway</li> <li>regularly considering units, attending to the meaning of quantities, and flexibly using different operations.</li> <li>generalizing and making formal arguments and critiquing the reasoning of others.</li> <li>comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools.</li> <li>detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources.</li> <li>attending to precision by examining claims and calculating efficiently.</li> <li>looking for and making use of structure in multiple ways and by shifting perspectives.</li> <li>looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.</li> </ul>

**Science**

<b>Insects &amp; Plants</b>				
1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating understanding of key concepts.</p> <ul style="list-style-type: none"> <li>Insects are animals that need air, food, water, and space to grow; different insects meet these needs in different habitats and with different structures that help them grow and survive.</li> <li>Different insects have different life cycles but similar characteristic structures that change as they grow and molt; all adult insects have a head, thorax, and abdomen.</li> <li>Plants are living organisms that need water, air, nutrients, light, and space to grow.</li> <li>As plants grow, they develop roots, stems, leaves, buds, flowers, and seeds which develop into new plants that look like the parent plant.</li> <li>Plants and insects interact in feeding relationships, pollination, and seed dispersal.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	<p>Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning.</p> <ul style="list-style-type: none"> <li>Asks questions to find more information about the natural world</li> <li>Defines a problem that can be solved through development and/or improvement of an object</li> <li>Develops a simple model to represent an object</li> <li>Plans and conducts an investigation to collect data (evidence) to answer a question</li> <li>Makes observations and/or measurements that can be used to make comparisons</li> <li>Describes patterns and/or relationships in the natural world based on observations</li> <li>Analyzes data from testing an object to determine if it works as intended</li> <li>Constructs evidence-based explanations of the natural world based on observations</li> <li>Generates and/or compares multiple solutions to a problem</li> <li>Indicates agreement or disagreement to arguments based on evidence</li> </ul>	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

**Social Studies**

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> <li>identifying an environmental problem and possible solutions.</li> <li>describing the ways an individual or groups can make changes in their community.</li> <li>explaining how individuals or groups can overcome obstacles in making a change in their community.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	<p>Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by:</p> <ul style="list-style-type: none"> <li>writing an action plan to address an environmental problem.</li> </ul>	Student expands on and exceeds expectations by consistently and independently asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

**Art**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
	<b>Elements and Principles of Art</b>			
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>creates two- and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>
	<b>Art History / Art Appreciation</b>			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses basic art vocabulary.</li> <li>identifies basic characteristics of artists' styles.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>
<b>Creative Process</b>				
<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>gains control of media being used.</li> <li>demonstrates safe and appropriate use of art materials and tools.</li> <li>creates works of art based on observation of culturally diverse works of art and the world around them.</li> <li>develops ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	

**Music**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>analyzing and describing music in terms of structure, volume (dynamics) and tempo.</li> <li>echoing the teacher with accuracy on first five pitches of a partial scale.</li> <li>creating and performing repeating rhythm patterns orally as well as on classroom instruments from written music.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>analyzes and describes music in terms of structure, volume (dynamics) and tempo.</li> <li>echoes the teacher with accuracy on first five pitches of a partial scale.</li> <li>creates and performs repeating rhythm patterns orally as well as on classroom instruments from written music.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>analyzing and describing music in terms of structure, volume (dynamics) and tempo.</li> <li>echoing the teacher with accuracy on first five pitches of a partial scale.</li> <li>creating and performing repeating rhythm patterns orally as well as on classroom instruments from written music.</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently:</p> <ul style="list-style-type: none"> <li>analyzing and describing music in terms of structure, volume (dynamics) and tempo.</li> <li>echoing the teacher with accuracy on first five pitches of a partial scale.</li> <li>creating and performing repeating rhythm patterns orally as well as on classroom instruments from written music.</li> </ul>

**Spanish**

1. Demonstrates understanding of skills and concepts				
Thematic Context: The thematic unit for the third trimester is entitled, "La Selva" ("The Rainforest"). Students will demonstrate the proficiency skills indicated within the context of tropical fruits, animals of the rainforest, describing size, and parts of the body.				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently demonstrating the targeted proficiency skills, extends the content knowledge and uses the language independently in unrehearsed real-life scenarios.</p>

**Physical Education**

Movement Education & Rhythm				
1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>explaining and performing movement skills with developmentally appropriate control</li> <li>demonstrating changes in time, force, and flow while moving in personal and general space.</li> <li>responding in movement to changes in tempo, beat, rhythm, or musical style.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>explains and performs movement skills with developmentally appropriate control.</li> <li>demonstrates changes in time, force, and flow while moving in personal and general space.</li> <li>responds in movement to changes in tempo, beat, rhythm, or musical style.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>performing movement skills with developmentally appropriate control</li> <li>demonstrating changes in time, force, and flow while moving in personal and general space.</li> <li>responding in movement to changes in tempo, beat, rhythm, or musical style.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating skills with mastery and confidence.</p>