

**Grade 2 Report Card Companion Rubrics  
2019-2020**

**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. Uses self-monitoring strategies to decode				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>problem-solving unfamiliar words.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>problem-solves unfamiliar words.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>problem-solving unfamiliar words.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>independently initiating successful problem-solving of unfamiliar words.</li> </ul>
3. Reads with comprehension: Literal				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>asking and answering questions to identify story elements (characters, setting, problem/solution).</li> <li>using graphic organizers to organize information.</li> <li>writing a summary using information from a graphic organizer.</li> <li>identifying character traits and describing characters using information from the text features.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>asks and answers questions to identify story elements (characters, setting, problem/solution).</li> <li>uses graphic organizers to organize information.</li> <li>writes a summary using information from a graphic organizer.</li> <li>identifies character traits and describes characters using information from the text features.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>asking and answering questions to identify story elements (characters, setting, problem/solution).</li> <li>using graphic organizers to organize information.</li> <li>writing a summary using information from a graphic organizer.</li> <li>identifying character traits and describing characters using information from the text features.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>asking and answering questions independently to identify and evaluating story elements (characters, setting, problem/solution, plot events, and point of view).</li> <li>distinguishing between important and less important information and selecting the most important information.</li> <li>answering and constructing literal questions that include personal connections.</li> <li>supporting opinion with details from the text, as well as details from their own life.</li> </ul>
4. Reads with comprehension: Inferential				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>making predictions using background knowledge and text features.</li> <li>monitoring and revising predictions using new information.</li> <li>distinguishing between important ideas and details.</li> <li>using background knowledge and text clues to make connections between their own lives, other books, and the world.</li> <li>determining the meaning of new words and concepts using pictures, context clues, background knowledge, and similar words.</li> <li>reflecting on the personal emotions elicited by the text.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>makes predictions using background knowledge and text features.</li> <li>monitors and revises predictions using new information.</li> <li>distinguishes between important ideas and details.</li> <li>uses background knowledge and text clues to make connections between their own lives, other books, and the world.</li> <li>determines the meaning of new words and concepts using pictures, context clues, background knowledge, and similar words.</li> <li>reflects on the personal emotions elicited by the text.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>making predictions using background knowledge and text features.</li> <li>monitoring and revising predictions using new information.</li> <li>distinguishing between important ideas and details.</li> <li>using background knowledge and text clues to make connections between their own lives, other books, and the world.</li> <li>determining the meaning of new words and concepts using pictures, context clues, background knowledge, and similar words.</li> <li>reflecting on the personal emotions elicited by the text.</li> </ul>	Student expands on and exceeds expectations by independently: <ul style="list-style-type: none"> <li>making predictions using background knowledge and text features.</li> <li>monitoring and revising predictions using new information.</li> <li>distinguishing between important ideas and details.</li> <li>using background knowledge and text clues to make connections between their own lives, other books, and the world.</li> <li>determining the meaning of new words and concepts using pictures, context clues, background knowledge, and similar words.</li> <li>reflecting on the personal emotions elicited by the text.</li> </ul>
5. Reads with fluency				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>reading with expression, reflecting mood, pace, and tension at times.</li> <li>reading in longer phrases at times; heeding punctuation.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>reads with expression, reflecting mood, pace, and tension at times.</li> <li>reads in longer phrases at times; heeds punctuation.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>reading with expression, reflecting mood, pace, and tension at times.</li> <li>reading in longer phrases at times; heeding punctuation.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>reading with expression, reflecting mood, pace, and tension most of the time.</li> <li>reading in longer, meaningful phrases most of the time; heeding all punctuation.</li> </ul>
6. Demonstrates stamina				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 15 minutes.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>demonstrates stamina during reading and writing workshop for 15 minutes.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 15 minutes.</li> </ul>	Student expands on and exceeds expectations by: <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, then, and 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, then, and 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, then, and 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. Understands and applies mathematical concepts				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>identifying odd/even numbers.</li> <li>comparing and ordering two-digit numbers.</li> <li>using concrete models to represent place value in two-digit numbers.</li> <li>understanding and using the inverse relationship between addition and subtraction.</li> <li>telling time to the half hour using AM and PM.</li> <li>representing data using tallies/pictographs/bar graphs.</li> <li>counting combinations of coins up to one dollar.</li> <li>representing money amounts using different combinations of coins.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>identifies odd/even numbers.</li> <li>compares and orders two-digit numbers.</li> <li>uses concrete models to represent place value in two-digit numbers.</li> <li>understands and uses the inverse relationship between addition and subtraction.</li> <li>tells time to the half hour using AM and PM.</li> <li>represents data using tallies/pictographs/bar graphs.</li> <li>counts combinations of coins up to one dollar.</li> <li>represents money amounts using different combinations of coins.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>identifying odd/even numbers.</li> <li>comparing and ordering two-digit numbers.</li> <li>using concrete models to represent place value in two-digit numbers.</li> <li>understanding and using the inverse relationship between addition and subtraction.</li> <li>telling time to the half hour using AM and PM.</li> <li>representing data using tallies/pictographs/bar graphs.</li> <li>counting combinations of coins up to one dollar.</li> <li>representing money amounts using different combinations of coins.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>applying all concepts to a variety of real-world scenarios.</li> <li>making connections between concepts.</li> <li>extending concepts independently.</li> </ul>
2. Recalls math facts with speed and accuracy				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>demonstrating knowledge of addition and subtraction facts within 12.</li> <li>skip counting by 2, 5 and 10.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>demonstrates knowledge of addition and subtraction facts within 12.</li> <li>skip counts by 2, 5 and 10.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating knowledge of addition and subtraction facts within 12.</li> <li>skip counting by 2, 5 and 10.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>building on and explaining connections between facts to extend fact range.</li> </ul>
3. Computes accurately				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using mental math strategies to find sums and differences.</li> <li>identifying the appropriate operation to use to solve problems.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses mental math strategies to find sums and differences.</li> <li>identifies the appropriate operation to use to solve problems.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using mental math strategies to find sums and differences.</li> <li>identifying the appropriate operation to use to solve problems.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>using a variety of mental math strategies to find sums and differences, using opposite operations to check.</li> <li>connecting and applying strategies between problems.</li> </ul>
4. Understands and solves word problems accurately				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>representing and solving one-step word problems using addition.</li> <li>writing number sentences.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>represents and solves one-step word problems using addition.</li> <li>writes number sentences.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>representing and solving one-step word problems using addition.</li> <li>writing number sentences.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>readily applying advanced problem-solving strategies to new situations.</li> <li>making connections between word problems and can create complex problems.</li> </ul>
5. Clearly expresses mathematical thinking in written and oral form				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>consistently communicating mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.</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, "Introducciones" ("Introductions") 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. Uses self-monitoring strategies to decode				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>problem-solving unfamiliar words.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>problem-solves unfamiliar words.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>problem-solving unfamiliar words.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>independently initiating successful problem-solving of unfamiliar words.</li> </ul>
3. Reads with comprehension: Literal				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>identifying story elements (characters, setting, problem/solution).</li> <li>recognizing literary devices, including personification, alliteration, pun, types of humor, and point of view.</li> <li>answering and constructing literal questions.</li> <li>supporting opinion with details from the text.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>identifies story elements (characters, setting, problem/solution).</li> <li>recognizes literary devices, including personification, alliteration, pun, types of humor, and point of view.</li> <li>is able to answer and construct literal questions.</li> <li>is able to support opinion with details from the text.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>identifying story elements (characters, setting, problem/solution).</li> <li>recognizing literary devices, including personification, alliteration, pun, types of humor, and point of view.</li> <li>answering and constructing literal questions.</li> <li>supporting opinion with details from the text.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>identifying story elements and how these elements affect the plot and the character's actions.</li> <li>recognizing, comparing, and understanding author's reasons for using particular literary devices, including personification, alliteration, pun, types of humor, and point of view independently.</li> <li>identifying internal and external character traits and describing characters using information from the text features.</li> </ul>
4. Reads with comprehension: Inferential				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>making inferences about characters' actions, emotions, and relationships with other characters using multiple text clues and prior knowledge.</li> <li>identifying important messages in a story.</li> <li>recognizing examples of inferencing and responding to inferential questions in a text.</li> <li>determining how author's chosen theme connects to own life.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>makes inferences about characters' actions, emotions, and relationships with other characters using multiple text clues and prior knowledge.</li> <li>identifies important messages in a story.</li> <li>recognizes examples of inferencing and respond to inferential questions in a text.</li> <li>determines how author's chosen theme connects to own life.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>making inferences about characters' actions, emotions, and relationships with other characters using multiple text clues and prior knowledge.</li> <li>identifying important messages in a story.</li> <li>recognizing examples of inferencing and responding to inferential questions in a text.</li> <li>determining how author's chosen theme connects to own life.</li> </ul>	Student expands on and exceeds expectations by independently: <ul style="list-style-type: none"> <li>making inferences about characters' actions, emotions, and relationships with other characters using multiple text clues and prior knowledge.</li> <li>identifying important messages in a story.</li> <li>recognizing examples of inferencing and responding to inferential questions in a text.</li> <li>determining how author's chosen theme connects to own life</li> </ul>
5. Reads with fluency				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>reading with expression, reflecting mood, pace, and tension at times.</li> <li>reading in longer phrases at times; heeding punctuation.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>reads with expression, reflecting mood, pace, and tension at times.</li> <li>reads in longer phrases at times; heeds punctuation.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>reading with expression, reflecting mood, pace, and tension at times.</li> <li>reading in longer phrases at times; heeding punctuation.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>reading with expression, reflecting mood, pace, and tension most of the time.</li> <li>reading in longer, meaningful phrases most of the time; heeding all punctuation.</li> </ul>
6. Demonstrates stamina				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 20 minutes.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>demonstrates stamina during reading and writing workshop for 20 minutes.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 20 minutes.</li> </ul>	Student expands on and exceeds expectations by: <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>Opinion &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 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> <li>• writing about one topic per poem.</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> <li>• writes about one topic per poem.</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> <li>• writing about one topic per 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>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>• 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> <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> </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> <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> </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> <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> </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. Understands and applies mathematical 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 grouping and/or trading to add and subtract within 100.</li> <li>identifying and/or representing equal groups.</li> <li>classifying polygons.</li> <li>describing and/or creating two-dimensional shapes.</li> <li>telling time to the quarter hour using AM and PM.</li> <li>interpreting tallies/pictographs/bar graphs.</li> <li>representing data using a line plot.</li> <li>identifying one-half, one-third, and one-fourth.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses grouping and/or trading to add and subtract within 100.</li> <li>identifies and/or represents equal groups.</li> <li>classifies polygons.</li> <li>describes and/or creates two-dimensional shapes.</li> <li>tells time to the quarter hour using AM and PM.</li> <li>interprets tallies/pictographs/bar graphs.</li> <li>represents data using a line plot.</li> <li>identifies one-half, one-third, and one-fourth.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using grouping and/or trading to add and subtract within 100.</li> <li>identifying and/or representing equal groups.</li> <li>classifying polygons.</li> <li>describing and/or creating two-dimensional shapes.</li> <li>telling time to the quarter hour using AM and PM.</li> <li>interpreting tallies/pictographs/bar graphs.</li> <li>representing data using a line plot.</li> <li>identifying one-half, one-third, and one-fourth.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>applying all concepts to a variety of real-world scenarios.</li> <li>making connections between concepts.</li> <li>extending concepts independently.</li> </ul>
2. Recalls math facts with speed and accuracy				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>demonstrating knowledge of addition and subtraction facts within 15.</li> <li>knowing doubles facts.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>demonstrates knowledge of addition and subtraction facts within 15.</li> <li>knows doubles facts.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating knowledge addition and subtraction facts within 15.</li> <li>knowing doubles facts.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>building on and explaining connections between facts to extend fact range.</li> </ul>
3. Computes accurately				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>finding the sum of up to four two-digit numbers.</li> <li>identifying the appropriate operation to use to solve problems.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>finds the sum of up to four two-digit numbers.</li> <li>identifies the appropriate operation to use to solve problems.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>finding the sum of up to four two-digit numbers.</li> <li>identifying the appropriate operation to use to solve problems.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>using a combination of strategies and algorithms to find the sum of multiple two-digit addends and checking their own accuracy.</li> <li>comparing/contrasting efficiency of computation methods.</li> </ul>
4. Understands and solves word problems accurately				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>representing and solving one-step word problems using addition/subtraction including money.</li> <li>writing number sentences.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>represents and solves one-step word problems using addition/subtraction including money.</li> <li>writes number sentences.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>representing and solving one-step word problems using addition/subtraction including money.</li> <li>writing number sentences</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>readily applying advanced problem-solving strategies to new situations.</li> <li>making connections between word problems and creating complex problems.</li> </ul>
5. Clearly expresses mathematical thinking in written and oral form				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>consistently communicating mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.</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.	Student consistently meets expectations by demonstrating understanding of key concepts. <ul style="list-style-type: none"> <li>• Rocks are natural resources made of solid earth materials classified by particle size (clay --&gt; 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.	Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning. <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.	Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by: <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.	Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by: <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>			
	<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 2	<p>With consistent prompting and support, student has difficulty:</p> <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>	<p>With prompting and support, student:</p> <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>	<p>Student consistently meets expectations by:</p> <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>	<p>Student expands on and exceeds expectations by consistently and independently:</p> <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>

**Trimester 3**

**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. Uses self-monitoring strategies to decode				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>problem-solving unfamiliar words.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>problem-solves unfamiliar words.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>problem-solving unfamiliar words.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>independently initiating successful problem-solving of unfamiliar words.</li> </ul>
3. Reads with comprehension: Literal				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>using text features to enhance comprehension.</li> <li>making predictions based on text features.</li> <li>reading and interpreting non-fiction text features.</li> <li>differentiating between text features and text structures.</li> <li>distinguishing between important and less important information.</li> <li>distinguishing between fact and opinion.</li> <li>using graphic organizers to organize information.</li> <li>writing a summary using information from a graphic organizer.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>uses text features to enhance comprehension.</li> <li>makes predictions based on text features.</li> <li>is able to read and interpret non-fiction text features.</li> <li>is able to differentiate between text features and text structures.</li> <li>distinguishes between important and less important information.</li> <li>can distinguish between fact and opinion.</li> <li>uses graphic organizers to organize information.</li> <li>writes a summary using information from a graphic organizer.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>using text features to enhance comprehension.</li> <li>making predictions based on text features.</li> <li>reading and interpreting non-fiction text features.</li> <li>differentiating between text features and text structures.</li> <li>distinguishing between important and less important information.</li> <li>distinguishing between fact and opinion.</li> <li>using graphic organizers to organize information.</li> <li>writing a summary using information from a graphic organizer.</li> </ul>	Student expands on and exceeds expectations by independently: <ul style="list-style-type: none"> <li>understanding author's reasons for using particular text features to enhance comprehension.</li> <li>selecting and using graphic organizer of choice to organize information.</li> <li>writing a summary elaborating on the information from a graphic organizer.</li> <li>making predictions that go beyond the text features.</li> <li>reading, interpreting, and understanding author's reasons for using particular non-fiction text features.</li> <li>differentiating and comparing text features and text structures.</li> <li>distinguishing between fact and opinion, and generating their own opinion about the information.</li> </ul>
4. Reads with comprehension: Inferential				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>making predictions using background knowledge and text features.</li> <li>monitoring and revising predictions using new information.</li> <li>distinguishing between important ideas and details.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>makes predictions using background knowledge and text features.</li> <li>monitors and revises predictions using new information.</li> <li>distinguishes between important ideas and details.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>making predictions using background knowledge and text features.</li> <li>monitoring and revising predictions using new information.</li> <li>distinguishing between important ideas and details.</li> </ul>	Student expands on and exceeds expectations by independently: <ul style="list-style-type: none"> <li>making predictions using background knowledge and text features.</li> <li>monitoring and revising predictions using new information.</li> <li>distinguishing between important ideas and details.</li> </ul>
5. Reads with fluency				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>reading with expression, reflecting mood, pace, and tension at times.</li> <li>reading in longer phrases at times; heeding punctuation.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>reads with expression, reflecting mood, pace, and tension at times.</li> <li>reads in longer phrases at times; heeds punctuation.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>reading with expression, reflecting mood, pace, and tension at times.</li> <li>reading in longer phrases at times; heeding punctuation.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>reading with expression, emphasizing key phrases and words.</li> <li>reading in longer, meaningful phrases; heeding all punctuation.</li> </ul>
6. Demonstrates stamina				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 25 minutes.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>demonstrates stamina during reading and writing workshop for 25 minutes.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for 25 minutes.</li> </ul>	Student expands on and exceeds expectations by: <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>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>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>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>
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>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>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>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>
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. Understands and applies mathematical concepts				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>naming equivalent fractions.</li> <li>estimating and measuring lengths using units of inches, feet, centimeters, and meters.</li> <li>finding area using unit squares.</li> <li>telling time to the nearest five minutes using AM and PM.</li> <li>representing money amounts using different combinations of coins and bills up to five dollars.</li> <li>reading and writing numbers using expanded form.</li> <li>using concrete models to represent place value in three-digit numbers.</li> <li>using grouping and/or trading to add and subtract within 1000.</li> <li>relating multiplication to repeated addition.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>names equivalent fractions.</li> <li>estimates and measures lengths using units of inches, feet, centimeters, and meters.</li> <li>finds area using unit squares.</li> <li>tells time to the nearest five minutes using AM and PM.</li> <li>represents money amounts using different combinations of coins and bills up to five dollars.</li> <li>reads and writes a number using expanded form.</li> <li>uses concrete models to represent place value in three-digit numbers.</li> <li>uses grouping and/or trading to add and subtract within 1000.</li> <li>relates multiplication to repeated addition.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>naming equivalent fractions.</li> <li>estimating and measuring lengths using units of inches, feet, centimeters, and meters.</li> <li>finding area using unit squares.</li> <li>telling time to the nearest five minutes using AM and PM.</li> <li>representing money amounts using different combinations of coins and bills up to five dollars.</li> <li>reading and writing numbers using expanded form.</li> <li>using concrete models to represent place value in three-digit numbers.</li> <li>using grouping and/or trading to add and subtract within 1000.</li> <li>relating multiplication to repeated addition.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>applying all concepts to a variety of real-world scenarios.</li> <li>making connections between concepts.</li> <li>extending concepts independently.</li> </ul>
2. Recalls math facts with speed and accuracy				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>demonstrating knowledge of addition and subtraction facts within 20.</li> <li>skip counting by 100 and 1,000.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>demonstrates knowledge of addition and subtraction facts within 20.</li> <li>skip counts by 100 and 1,000.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating knowledge of addition and subtraction facts within 20.</li> <li>skip counting by 100 and 1,000.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>building on and explaining connections between facts to extend fact range.</li> </ul>
3. Computes accurately				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>finding the sum and difference of three-digit numbers.</li> <li>identifying the appropriate operation to use to solve problems.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>finds the sum and difference of three-digit numbers.</li> <li>identifies the appropriate operation to use to solve problems.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>finding the sum and difference of three-digit numbers.</li> <li>identifying the appropriate operation to use to solve problems.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>using a combination of strategies and algorithms to find the sum and difference of three-digit numbers and checking their own accuracy.</li> <li>comparing/contrasting efficiency of computational methods.</li> </ul>
4. Understands and solves word problems accurately				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>representing and solving two-step word problems using addition/subtraction, including money.</li> <li>writing number sentences.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>represents and solves two-step word problems using addition/subtraction, including money.</li> <li>writes number sentences.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>representing and solving two-step word problems using addition/subtraction, including money.</li> <li>writing number sentences.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>readily applying advanced problem-solving strategies to new situations.</li> <li>making connections between word problems and creating complex problems.</li> </ul>
5. Clearly expresses mathematical thinking in written and oral form				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>consistently communicating mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.</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>