

**Grade 3 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 24 or below | Reads at a level 28 | Reads at a level 30 | Reads at a level 34 or above |
| 2. Reads with comprehension: Literal | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 1 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> summarizing a text with relevant textual ideas and details. demonstrating comprehension of the text. asking and answering literal questions to uncover main ideas and details about the text. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> summarizes a text with relevant textual ideas and details. demonstrates comprehension of the text. asks and answers literal questions to uncover main ideas and details about the text. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> summarizing a text with relevant textual ideas and details. demonstrating comprehension of the text. asking and answering literal questions to uncover main ideas and details about the text. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> independently summarizing a text with relevant textual ideas and details. demonstrating extended comprehension of the text. asking and answering literal questions to compare and contrast story elements/text structures. |
| 3. Reads with comprehension: Inferential | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 1 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> making predictions that are relevant to the text using prior knowledge, text structure, and text features. making connections between the text and prior experiences. using clues in the text and accurate and relevant prior knowledge to make inferences. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> makes predictions that are relevant to the text using prior knowledge, text structure, and text features. makes connections between the text and prior experiences. uses clues in the text and accurate and relevant prior knowledge to make inferences. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> making predictions that are relevant to the text using prior knowledge, text structure, and text features. making connections between the text and prior experiences. using clues in the text and accurate and relevant prior knowledge to make inferences. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> making insightful and mature predictions using prior knowledge, text structure, and text features. making insightful connections between the text and prior experiences. using clues in the text and accurate and relevant prior knowledge to make inferences. |
| 4. Reads with fluency | | | | |
| | 1 | 2 | 3 | 4 |
| All Trimesters | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> reading in three- and four- word phrase groups. reading with some smooth, expressive interpretation. using some pausing guided by author's meaning and punctuation. reading with appropriate stress and rate with some slowdowns. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> reads in three- and four- word phrase groups. reads with some smooth, expressive interpretation. uses some pausing guided by author's meaning and punctuation. reads with appropriate stress and rate with some slowdowns. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> reading in three- and four- word phrase groups. reading with some smooth, expressive interpretation. using some pausing guided by author's meaning and punctuation. reading with appropriate stress and rate with some slowdowns. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> reading in larger, meaningful phrases or word groups. Using smooth, expressive interpretation and pausing guided by author's meaning and punctuation. using the appropriate stress and rate with only a few slowdowns. |
| 5. Demonstrates stamina | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 1 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 20 minutes. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates stamina during reading and writing workshop for 20 minutes. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 20 minutes. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for greater than 20 minutes. |

Language Arts Literacy: Writing

| Narrative Writing | | | | |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Generates and expresses ideas | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 1 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> telling the story bit by bit. writing beginnings that help the reader know who the characters are and what the setting is in the story. choosing the action, talk, or feeling that would make a good ending and worked to write it well. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> tells the story bit by bit. writes beginnings that help the reader know who the characters are and what the setting is in the story. chooses the action, talk, or feeling that would make a good ending and worked to write it well. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> telling the story bit by bit. writing beginnings that help the reader know who the characters are and what the setting is in the story. choosing the action, talk, or feeling that would make a good ending and worked to write it well. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |
| 2. Uses transitions and organizes ideas clearly | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 1 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> telling the story in order by using phrases such as <i>a little later</i> and <i>after that</i>. using paragraphs and skips lines to separate what happened first from what happened later in the story. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> tells the story in order by using phrases such as <i>a little later</i> and <i>after that</i>. uses paragraphs and skips lines to separate what happened first from what happened later in the story. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> telling the story in order by using phrases such as <i>a little later</i> and <i>after that</i>. using paragraphs and skips lines to separate what happened first from what happened later in the story. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |
| 3. Elaborates by using details and descriptions | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 1 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> developing stories by showing what happens to and within the characters. telling stories in ways that allow readers to picture what was happening and bring the story to life. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> develops stories by showing what happens to and within the characters. tells stories in ways that allow readers to picture what was happening and bring the story to life. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> developing stories by showing what happens to and within the characters. telling stories in ways that allow readers to picture what was happening and bring the story to life. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |
| 4. Uses conventions and spelling patterns appropriately | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 1 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using known spelling patterns to help spell and edit before writing a final draft. consulting with others to check for spelling and punctuation before writing the final draft. punctuating dialogue correctly with commas and quotation marks. including appropriate punctuation at the end of every sentence. writing in ways that help the reader read with appropriate expression, pace, and voice. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses known spelling patterns to help spell and edit before writing a final draft. consults with others to check for spelling and punctuation before writing the final draft. punctuates dialogue correctly with commas and quotation marks. includes appropriate punctuation at the end of every sentence. writes in ways that help the reader read with appropriate expression, pace, and voice. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using known spelling patterns to help spell and edit before writing a final draft. consulting with others to check for spelling and punctuation before writing the final draft. punctuating dialogue correctly with commas and quotation marks. including appropriate punctuation at the end of every sentence. writing in ways that help the reader read with appropriate expression, pace, and voice. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |

Language Arts Literacy: Speaking and Listening

| 1. Engages in collaborative discussions | | | | |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 1 | 2 | 3 | 4 |
| All Trimesters | With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> following rules for discussion. drawing on prior knowledge to participate in discussion. asking questions to check understanding and stay on topic. explaining own ideas to further the discussion. | With prompting and support, student: <ul style="list-style-type: none"> follows rules for discussion. draws on prior knowledge to participate in discussion. asks questions to check understanding and stay on topic. explains own ideas to further the discussion. | Student consistently meets expectations by: <ul style="list-style-type: none"> following rules for discussion. drawing on prior knowledge to participate in discussion. asking questions to check understanding and stay on topic. explaining own ideas to further the discussion. | Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating advanced speaking and listening skills. |
| 2. Expresses ideas clearly | | | | |
| | 1 | 2 | 3 | 4 |
| All Trimesters | With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. producing complete sentences, speaking clearly and at an understandable pace. | With prompting and support, student: <ul style="list-style-type: none"> tells a story, recounts an experience, or reports on a topic, using relevant, descriptive facts and details. produces complete sentences, speaks clearly and at an understandable pace. | Student consistently meets expectations by: <ul style="list-style-type: none"> telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. producing complete sentences, speaking clearly and at an understandable pace | Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating advanced speaking and listening skills. |
| 3. Demonstrates listening skills for comprehension | | | | |
| | 1 | 2 | 3 | 4 |
| All Trimesters | With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> listening to information being presented and determining main ideas and supporting details. asking and answering questions about the information presented, offering appropriate elaboration and detail. | With prompting and support, student: <ul style="list-style-type: none"> listens to information being presented and determines main ideas and supporting details. asks and answers questions about the information presented, offering appropriate elaboration and detail. | Student consistently meets expectations by: <ul style="list-style-type: none"> listening to information being presented and determining main ideas and supporting details. asking and answering questions about the information presented, offering appropriate elaboration and detail. | Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating advanced speaking and listening skills. |

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"> telling time to the nearest five minutes. comparing different combinations of money amounts. representing data using a bar graph. using basic facts to solve extended addition/subtraction fact problems. making ballpark estimates as a check for reasonableness of answers. measuring units of length to the nearest half-inch and half-centimeter. finding the perimeter and area of polygons. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> tells time to the nearest five minutes. compares different combinations of money amounts. represents data using a bar graph. uses basic facts to solve extended addition/subtraction fact problems. makes ballpark estimates as a check for reasonableness of answers. measures units of length to the nearest half-inch and half-centimeter. finds the perimeter and area of polygons. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> telling time to the nearest five minutes. comparing different combinations of money amounts. representing data using a bar graph. using basic facts to solve extended addition/subtraction fact problems. making ballpark estimates as a check for reasonableness of answers. measuring units of length to the nearest half-inch and half-centimeter. finding the perimeter and area of polygons. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> applying all concepts to a variety of real-world scenarios. making connections between concepts. extending concepts independently. |
| 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"> demonstrating knowledge of addition and subtraction facts within 20 from memory. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates knowledge of addition and subtraction facts within 20 from memory. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating knowledge of addition and subtraction facts within 20 from memory. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> building on and explaining connections between facts to extend fact range. |
| 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"> finding the sum and difference of three-digit numbers. identifying the appropriate operation to use to solve problems. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> finds the sum and difference of three-digit numbers. identifies the appropriate operation to use to solve problems. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> finding the sum and difference of three-digit numbers. identifying the appropriate operation to use to solve problems. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> using a combination of strategies and algorithms to find the sum and difference of three-digit numbers and checks his/her own accuracy. comparing/contrasting efficiency of computational methods. |
| 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"> representing and solving one-step word problems using addition and subtraction. writing number sentences. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> represents and solves one-step word problems using addition and subtraction. writes number sentences. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> representing and solving one-step word problems using addition and subtraction. writing number sentences. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> readily applying advanced problem-solving strategies to new situations. making connections between word problems and can create complex problems. |
| 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"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> consistently communicating mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary. |

Science

| Structures of Life | | | | |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Demonstrates knowledge and understanding of concepts orally and/or in writing | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester I | 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"> Organisms have a variety of observable structures and behaviors to help them survive. Individual organisms of the same species have variations in their traits that may be advantageous in a particular environment. When the environment changes, some organisms survive and reproduce, others move to new locations, and some die. Organisms have varied but predictable life cycles; they reproduce their own kind by passing inherited characteristics to their offspring. Food chains show feeding relationships between organisms. Fossils provide evidence of extinct organisms and past environments. | 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"> Asks questions that can be investigated Defines a problem that can be solved with included criteria and constraints Develops and/or uses models to describe and make predictions about the natural world Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation Represents data in tables/graphical displays to reveal patterns and relationships Uses logical reasoning while analyzing and interpreting data to make sense of the natural world Uses evidence to construct and support explanations or design solutions to a problem Constructs an argument with evidence, data, and/or a model Makes claims about the merits of a solution based on criteria and constraints Obtains and combines information from multiple sources to explain the natural world or design solutions to a problem | 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 I | 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"> distinguishing among the characteristics that define urban, rural and suburban communities. explaining the ways that humans can change the natural environment. identifying the rights and responsibilities of citizens. describing the process by which a democratic community solves problems. | 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 I | 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"> explaining the positive and negative impact of human-environment interaction. analyzing the ways that both the natural and human geography impacts the way people live in a particular place. developing possible ways to solve a community problem. | 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 | Elements and Principles of Art | | | |
| | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> creating two- and three -dimensional works of art while exploring color, line, shape, form and texture. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> creates two- and three-dimensional works of art while exploring color, line, shape, form and texture. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> creating two- and three -dimensional works of art while exploring color, line, shape, form and texture. | <p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> creating two- and three -dimensional works of art while exploring color, line, shape, form and texture. |
| | Art History / Art Appreciation | | | |
| | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses basic art vocabulary. identifies basic characteristics of artists' styles. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. | <p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. |
| | Creative Process | | | |
| | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. gains control of media being used. demonstrates safe and appropriate use of art materials and tools. creates works of art based on observation of culturally diverse works of art and the world around them. develops ideas in artwork through problem solving, independent thinking and imagination. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination. | <p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination. |

Music

| 1. Demonstrates understanding of skills and concepts | | | | |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 1 | 2 | 3 | 4 |
| Trimester 1 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> echoing the teacher's specified pitch patterns with accurate intonation. performing specified rhythm patterns and/or repeated musical phrases using basic rhythmic combinations on specified instruments. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> echoes the teacher's specified pitch patterns with accurate intonation. performs specified rhythm patterns and/or repeated musical phrases using basic rhythmic combinations on specified instruments. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> echoing the teacher's specified pitch patterns with accurate intonation. performing specified rhythm patterns and/or repeated musical phrases using basic rhythmic combinations on specified instruments. | <p>Student expands on and exceeds expectations by consistently and independently:</p> <ul style="list-style-type: none"> echoing the teacher's specified pitch patterns with accurate intonation. performing specified rhythm patterns and/or repeated musical phrases using basic rhythmic combinations on specified instruments. |

Spanish

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| 1. Demonstrates understanding of skills and concepts | | | | |
| Thematic Context: The thematic unit for the first trimester is entitled, “Las familias” (“Families”) Students will demonstrate the proficiency skills indicated within the context of family member vocabulary, size of families, and pets. | | | | |
| | 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"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices | <p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices | <p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices | <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 | | | | |
| Locomotor & Nonlocomotor Skills | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 1 | <p>With consistent prompting and support, student has difficulty :</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. correcting movement errors in response to feedback and explaining how the change improves performance. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> explains and performs essential elements of movement skills. uses body management skills and demonstrates control when moving in relation to others, objects, and boundaries in personal and general space. corrects movement errors in response to feedback and explains how the change improves performance. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. correcting movement errors in response to feedback and explaining how the change improves performance. | <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 28 or below | Reads at a level 30 | Reads at a level 34 | Reads at a level 38 or above |
| 2. Reads with comprehension: Literal | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 2 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> identifying the main idea in a text. identifying story elements, including characters, setting, and plot events, including problem and solution. recognizing literary devices, including alliteration, onomatopoeia, and imagery. identifying and using nonfiction features. identifying and using nonfiction text structures. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> identifies the main idea in a text. identifies story elements, including characters, setting, and plot events, including problem and solution. recognizes literary devices, including alliteration, onomatopoeia, and imagery. identifies and uses nonfiction features. identifies and uses nonfiction text structures. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> identifying the main idea in a text. identifying story elements, including characters, setting, and plot events, including problem and solution. recognizing literary devices, including alliteration, onomatopoeia, and imagery. identifying and using nonfiction features. identifying and using nonfiction text structures. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> independently citing details in the text to support the main idea. identifying story elements, including characters, setting, plot events, including problem and solution, and point of view. recognizing the purpose of literary devices, including alliteration, onomatopoeia, and imagery. independently identifying and using nonfiction features. identifying and using nonfiction text structures to understand the author's purpose. |
| 3. Reads with comprehension: Inferential | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 2 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> identifying character traits and noticing how characters affect the story. drawing conclusions about the author's purpose for writing a text with support. determining and revising a purpose for reading nonfiction text. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> identifies character traits and can notice how characters affect the story. draws conclusions about the author's purpose for writing a text with support. determines and revises a purpose for reading nonfiction text. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> identifying character traits and noticing how characters affect the story. drawing conclusions about the author's purpose for writing a text with support. determining and revising a purpose for reading nonfiction text. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> identifying character traits and explaining how characters affect the story. drawing conclusions about the author's purpose for writing a text and citing specific examples from the text for support. determining, revising, and supporting the revision of a purpose for reading a nonfiction text. |
| 4. Reads with fluency | | | | |
| | 1 | 2 | 3 | 4 |
| All Trimesters | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> reading in three- and four- word phrase groups. reading with some smooth, expressive interpretation. using some pausing guided by author's meaning and punctuation. reading with appropriate stress and rate with some slowdowns. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> reads in three- and four- word phrase groups. reads with some smooth, expressive interpretation. uses some pausing guided by author's meaning and punctuation. reads with appropriate stress and rate with some slowdowns. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> reading in three- and four- word phrase groups. reading with some smooth, expressive interpretation. using some pausing guided by author's meaning and punctuation. reading with appropriate stress and rate with some slowdowns. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> reading in larger, meaningful phrases or word groups. Using smooth, expressive interpretation and pausing guided by author's meaning and punctuation. using the appropriate stress and rate with only a few slowdowns. |
| 5. Demonstrates stamina | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 2 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 25 minutes. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates stamina during reading and writing workshop for 25 minutes. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 25 minutes. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrates stamina during reading and writing workshop for greater than 25 minutes. |

Language Arts Literacy: Writing

| Information & Opinion Writing | | | | |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Generates and expresses ideas | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 2 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> teaching readers information about a subject by including ideas, observations, and questions. telling readers their opinion and ideas on a text or a topic and helping them understand their reasons. writing beginnings that introduce a topic or opinion and engage the reader. writing endings that draw conclusions, asking questions, suggesting ways in which readers may respond to informational writing, or including a thought related to their opinion. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> teaches readers information about a subject by including ideas, observations, and questions. tells readers their opinion and ideas on a text or a topic and helping them understand their reasons. writes beginnings that introduce a topic or opinion and engage the reader. writes endings that draw conclusions, asks questions, suggests ways in which readers may respond to informational writing, or includes a thought related to their opinion. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> teaching readers information about a subject by including ideas, observations, and questions. telling readers their opinion and ideas on a text or a topic and helping them understand their reasons. writing beginnings that introduce a topic or opinion and engage the reader. writing endings that draw conclusions, asking questions, suggesting ways in which readers may respond to informational writing, or including a thought related to their opinion. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |
| 2. Uses transitions and organizes ideas clearly | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 2 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using words to show sequence such as <i>before</i>, <i>after</i>, <i>then</i>, and <i>later</i>, as well as words that contrast, such as <i>however</i> and <i>but</i>. connecting ideas and reasons with examples using words such as <i>for example</i> and <i>because</i> and connecting one reason or example using words such as <i>also</i> and <i>another</i>. grouping information into parts, with each part connecting to the big idea to the topic. writing several reasons or examples why readers should agree with their opinion and writing at least several sentences about each reason. organizing information so that each part of the writing was mostly about one thing. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses words to show sequence such as <i>before</i>, <i>after</i>, <i>then</i>, and <i>later</i>, as well as words that contrast, such as <i>however</i> and <i>but</i>. connects ideas and reasons with examples using words such as <i>for example</i> and <i>because</i> and connects one reason or example using words such as <i>also</i> and <i>another</i>. groups information into parts, with each part connecting to the big idea to the topic. writes several reasons or examples why readers should agree with their opinion and writes at least several sentences about each reason. organizes information so that each part of the writing was mostly about one thing. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using words to show sequence such as <i>before</i>, <i>after</i>, <i>then</i>, and <i>later</i>, as well as words that contrast, such as <i>however</i> and <i>but</i>. connecting ideas and reasons with examples using words such as <i>for example</i> and <i>because</i> and connecting one reason or example using words such as <i>also</i> and <i>another</i>. grouping information into parts, with each part connecting to the big idea to the topic. writing several reasons or examples why readers should agree with their opinion and writing at least several sentences about each reason. organizing information so that each part of the writing was mostly about one thing. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |
| 3. Elaborates by using details and descriptions | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 2 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> writing facts, definitions, details, and observations about the topic and explaining some of them. naming reasons to support their opinion and writing about each one. choosing expert words to teach readers a lot about the subject, by teaching the information in a way that interests readers, and including drawings, captions, or diagrams. choosing words that would make readers agree with their opinions | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> writes facts, definitions, details, and observations about the topic and explains some of them. names reasons to support their opinion and writes about each one. chooses expert words to teach readers a lot about the subject, by teaching the information in a way that interests readers, and includes drawings, captions, or diagrams. chooses words that would make readers agree with their opinions. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> writing facts, definitions, details, and observations about the topic and explaining some of them. naming reasons to support their opinion and writing about each one. choosing expert words to teach readers a lot about the subject, by teaching the information in a way that interests readers, and including drawings, captions, or diagrams. choosing words that would make readers agree with their opinions. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |
| 4. Uses conventions and spelling patterns appropriately | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 2 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using known spelling patters to help spell and edit before writing the final draft. consulting with others to check spelling and punctuation before writing the final draft. punctuating dialogue correctly with commas and quotation marks. including appropriate punctuation at the end of every sentence while writing. writing in ways that help the reader read with expression, pace, and voice. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses known spelling patters to help spell and edit before writing the final draft. consults with others to check spelling and punctuation before writing the final draft. punctuates dialogue correctly with commas and quotation marks. includes appropriate punctuation at the end of every sentence while writing. writes in ways that helps the reader read with expression, pace, and voice. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using known spelling patters to help spell and edit before writing the final draft. consulting with others to check spelling and punctuation before writing the final draft. punctuating dialogue correctly with commas and quotation marks. including appropriate punctuation at the end of every sentence while writing. writing in ways that help the reader read with expression, pace, and voice. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |

Language Arts Literacy: Speaking and Listening

| 1. Engages in collaborative discussions | | | | |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 1 | 2 | 3 | 4 |
| All Trimesters | With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> following rules for discussion. drawing on prior knowledge to participate in discussion. asking questions to check understanding and stay on topic. explaining own ideas to further the discussion. | With prompting and support, student: <ul style="list-style-type: none"> follows rules for discussion. draws on prior knowledge to participate in discussion. asks questions to check understanding and stay on topic. explains own ideas to further the discussion. | Student consistently meets expectations by: <ul style="list-style-type: none"> following rules for discussion. drawing on prior knowledge to participate in discussion. asking questions to check understanding and stay on topic. explaining own ideas to further the discussion. | Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating advanced speaking and listening skills. |
| 2. Expresses ideas clearly | | | | |
| | 1 | 2 | 3 | 4 |
| All Trimesters | With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. producing complete sentences, speaking clearly and at an understandable pace. | With prompting and support, student: <ul style="list-style-type: none"> tells a story, recounts an experience, or reports on a topic, using relevant, descriptive facts and details. produces complete sentences, speaks clearly and at an understandable pace. | Student consistently meets expectations by: <ul style="list-style-type: none"> telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. producing complete sentences, speaking clearly and at an understandable pace | Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating advanced speaking and listening skills. |
| 3. Demonstrates listening skills for comprehension | | | | |
| | 1 | 2 | 3 | 4 |
| All Trimesters | With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> listening to information being presented and determining main ideas and supporting details. asking and answering questions about the information presented, offering appropriate elaboration and detail. | With prompting and support, student: <ul style="list-style-type: none"> listens to information being presented and determines main ideas and supporting details. asks and answers questions about the information presented, offering appropriate elaboration and detail. | Student consistently meets expectations by: <ul style="list-style-type: none"> listening to information being presented and determining main ideas and supporting details. asking and answering questions about the information presented, offering appropriate elaboration and detail. | Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating advanced speaking and listening skills. |

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"> knowing the inverse relationship between multiplication and division. using repeated addition, arrays, and skip counting to model multiplication. using equal sharing and equal grouping to model division. understanding place value in multi-digit numbers. comparing and ordering multi-digit numbers. identifying and describing the attributes of two-dimensional shapes. categorizing polygons based on their attributes (i.e. rhombuses, rectangles, etc.) using basic facts to solve extended multiplication/division fact problems. reading, writing and modeling fractions. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> knows the inverse relationship between multiplication and division. uses repeated addition, arrays, and skip counting to model multiplication. uses equal sharing and equal grouping to model division. understands place value in multi-digit numbers. compares and orders multi-digit numbers. identifies and describes the attributes of two-dimensional shapes. categorize polygons based on their attributes (i.e. rhombuses, rectangles, etc.) uses basic facts to solve extended multiplication/division fact problems. reads, writes and models fractions. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> knowing the inverse relationship between multiplication and division. using repeated addition, arrays, and skip counting to model multiplication. using equal sharing and equal grouping to model division. understanding place value in multi-digit numbers. comparing and ordering multi-digit numbers. identifying and describing the attributes of two-dimensional shapes. categorizing polygons based on their attributes (i.e. rhombuses, rectangles, etc.) using basic facts to solve extended multiplication/division fact problems. reading, writing and modeling fractions. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> applying all concepts to a variety of real-world scenarios. making connections between concepts. extending concepts independently. |
| 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"> demonstrating knowledge of multiplication and division facts using factors of 0,1,2,5, and 10 from memory. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates knowledge of multiplication and division facts using factors of 0,1,2,5, and 10 from memory. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating knowledge of multiplication and division facts using factors of 0,1,2,5, and 10 from memory. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> building on and explaining connections between facts to extend fact range. |
| 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"> finding the sum and difference of three-digit numbers. identifying the appropriate operation to use to solve problems. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> finds the sum and difference of three-digit numbers. identifies the appropriate operation to use to solve problems. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> finding the sum and difference of three-digit numbers. identifying the appropriate operation to use to solve problems. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> using a combination of strategies and algorithms to find the sum and difference of three-digit numbers and checks his/her own accuracy. comparing/contrasting efficiency of computational methods. |
| 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"> representing and solving one-step word problems using multiplication and division. writing number sentences. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> represents and solves one-step word problems using multiplication and division. writes number sentences. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> representing and solving one-step word problems using multiplication and division. writing number sentences. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> readily applying advanced problem-solving strategies to new situations. making connections between word problems and can create complex problems. |
| 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"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> consistently communicating mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary. |

Science

| Motion & Matter | | | | |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Demonstrates knowledge and understanding of concepts orally and/or in writing | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 2 | With consistent prompting and support, student has difficulty understanding key concepts. | With prompting and support, student demonstrates some understanding of key concepts. | <p>Student consistently meets expectations by demonstrating understanding of key concepts.</p> <ul style="list-style-type: none"> • Magnetic force between objects doesn't require contact and is dependent on the objects' properties and distance apart. • Gravity is the force that pulls objects with mass towards Earth's center. • Forces have strength and direction; unbalanced forces on an object cause a change in the object's motion. • Patterns of an object's or a system's motion can be observed, measured, and used to predict future motion. • Possible solutions to problems are limited by constraints; success of a designed solution is determined by the criteria. • Starting materials change into new materials during chemical reactions but mass is neither created nor destroyed during physical and chemical interactions. | 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"> • Asks questions that can be investigated • Defines a problem that can be solved with included criteria and constraints • Develops and/or uses models to describe and make predictions about the natural world • Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation • Represents data in tables/graphical displays to reveal patterns and relationships • Uses logical reasoning while analyzing and interpreting data to make sense of the natural world • Uses evidence to construct and support explanations or design solutions to a problem • Constructs an argument with evidence, data, and/or a model • Makes claims about the merits of a solution based on criteria and constraints • Obtains and combines information from multiple sources to explain the natural world or design solutions to a problem | Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts. |

Social Studies

| 1. Demonstrates knowledge and understanding of concepts orally and/or in writing | | | | |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 1 | 2 | 3 | 4 |
| Trimester 2 | With consistent prompting and support, student has difficulty demonstrating understanding of concepts. | With prompting and support, student demonstrates some understanding of key concepts. | <p>Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> • explaining how the supply and demand of a given product or service impacts prices. • defining and providing examples of scarcity and opportunity cost. • recognizing the importance of avoiding stereotypes when discussing cultures. • identifying the key elements of a culture, including shelter, food, clothing and government. | Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies. |
| 2. Applies knowledge to classroom discussions and activities | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 2 | With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities. | With prompting and support, student applies concepts to classroom discussions and activities. | <p>Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by:</p> <ul style="list-style-type: none"> • developing a business plan and making economic choices in a way that reflects a consideration of supply and demand, scarcity and opportunity cost. • analyzing how geography impacted the ways various Native American cultures developed. | 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 | Elements and Principles of Art | | | |
| | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> creates two- and three-dimensional works of art while exploring color, line, shape, form and texture. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. | <p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. |
| | Art History / Art Appreciation | | | |
| | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses basic art vocabulary. identifies basic characteristics of artists' styles. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. | <p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. |
| | Creative Process | | | |
| | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. gains control of media being used. demonstrates safe and appropriate use of art materials and tools. creates works of art based on observation of culturally diverse works of art and the world around them. develops ideas in artwork through problem solving, independent thinking and imagination. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination. | <p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination. |

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"> singing music from standard notation using partner songs and rounds in an extended range. analyzing and describing music using the correct terminology. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> sings music from standard notation using partner songs and rounds in an extended range. analyzes and describes music using the correct terminology. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> singing music from standard notation using partner songs and rounds in an extended range. analyzing and describing music using the correct terminology. | <p>Student expands on and exceeds expectations by consistently and independently:</p> <ul style="list-style-type: none"> singing music from standard notation using partner songs and rounds in an extended range. analyzing and describing music using the correct terminology. |

Spanish

| 1. Demonstrates understanding of skills and concepts | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thematic Context: The thematic unit for the second trimester is entitled, "Descripciones Familiares" ("Family Descriptions") Students will demonstrate the proficiency skills indicated within the context of physical descriptions of family members, personalities, and age. | | | | |
| | 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"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices | <p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices | <p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices | <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 | | | | |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Manipulative Skills | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 2 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. explaining and performing movement skills that combine mechanically correct movement in smooth flowing sequences. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> explains and performs essential elements of movement skills. uses body management skills and demonstrates control when moving in relation to others, objects, and boundaries in personal and general space. explains and performs movement skills that combine mechanically correct movement in smooth flowing sequences. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. explaining and performing movement skills that combine mechanically correct movement in smooth flowing sequences. | <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 30 or below | Reads at a level 34 | Reads at a level 38 | Reads at a level 40 or above |
| 2. Reads with comprehension: Literal | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 3 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> applying self-monitoring strategies to keep track of reading comprehension, i.e. rereading, going back into a text, reading ahead, etc. distinguishing between fact and opinion in a text. identifying important information and key vocabulary when taking notes on fiction and/or nonfiction. utilizing notes and graphic organizers to summarize a fiction and/or nonfiction text orally and in writing, citing the main idea and supporting details. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> applies self-monitoring strategies to keep track of reading comprehension, i.e. rereading, going back into a text, reading ahead, etc. distinguishes between fact and opinion in a text. identifies important information and key vocabulary when taking notes on fiction and/or nonfiction. utilizes notes and graphic organizers to summarize a fiction and/or nonfiction text orally and in writing, citing the main idea and supporting details. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> applying self-monitoring strategies to keep track of reading comprehension, i.e. rereading, going back into a text, reading ahead, etc. distinguishing between fact and opinion in a text. identifying important information and key vocabulary when taking notes on fiction and/or nonfiction. utilizing notes and graphic organizers to summarize a fiction and/or nonfiction text orally and in writing, citing the main idea and supporting details. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> applying self-monitoring strategies to deepen reading comprehension, i.e. rereading, going back into a text, finding evidence, etc. distinguishing between fact and opinion in a text to evaluate a text. identifying and analyzing important information and key vocabulary when taking notes on fiction and/or nonfiction. creating and utilizing graphic organizers to summarize a fiction and/or nonfiction text orally and in writing, citing only the most important main idea and supporting details in an organized manner. |
| 3. Reads with comprehension: Inferential | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 3 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using notes and graphic organizers to retell and summarize a story in sequential order, citing important details and cause and effect relationships. visualizing to aid comprehension. supporting opinions formed within a text with details from the text. identifying character traits and how characters change with support from the text. identifying and interpreting important messages or themes in a text. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses notes and graphic organizers to retell and summarize a story in sequential order, citing important details and cause and effect relationships. visualizes to aid comprehension. supports opinions formed within a text with details from the text. identifies character traits and how characters change with support from the text. identifies and interprets important messages or themes in a text. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using notes and graphic organizers to retell and summarize a story in sequential order, citing important details and cause and effect relationships. visualizing to aid comprehension. supporting opinions formed within a text with details from the text. identifying character traits and how characters change with support from the text. identifying and interpreting important messages or themes in a text. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> creating and using graphic organizers to retell and summarize a story in sequential order, citing the most important details and cause and effect relationships. making vivid and specific visualizations. supporting opinions formed within a text with varied details from the text and personal connections. identifying character traits and how characters change with support from the text in order to support the main idea or theme. identifying and interpreting important messages or themes in a text and can make a connection to personal life. |
| 4. Reads with fluency | | | | |
| | 1 | 2 | 3 | 4 |
| All Trimesters | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> reading in three- and four- word phrase groups. reading with some smooth, expressive interpretation. using some pausing guided by author's meaning and punctuation. reading with appropriate stress and rate with some slowdowns. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> reads in three- and four- word phrase groups. reads with some smooth, expressive interpretation. uses some pausing guided by author's meaning and punctuation. reads with appropriate stress and rate with some slowdowns. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> reading in three- and four- word phrase groups. reading with some smooth, expressive interpretation. using some pausing guided by author's meaning and punctuation. reading with appropriate stress and rate with some slowdowns. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> reading in larger, meaningful phrases or word groups. Using smooth, expressive interpretation and pausing guided by author's meaning and punctuation. using the appropriate stress and rate with only a few slowdowns. |
| 5. Demonstrates stamina | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 3 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> demonstrating stamina in reading and writing workshop for 30 minutes. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates stamina during reading and writing workshop for 30 minutes. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 30 minutes. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for greater than 30 minutes. |

Language Arts Literacy: Writing

| Narrative 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"> telling the fairy tale bit by bit. writing beginnings that help the reader know who the characters are and what the setting is in the fairy tale. choosing action, talk, or feeling that would make a good ending and worked to write it well. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> tells the fairy tale bit by bit. writes beginnings that help the reader know who the characters are and what the setting is in the fairy tale. chooses action, talk, or feeling that would make a good ending and worked to write it well. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> telling the fairy tale bit by bit. writing beginnings that help the reader know who the characters are and what the setting is in the fairy tale. choosing action, talk, or feeling that would make a good ending and worked to write it well. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |
| 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"> telling the fairy tale in order by using phrases such as <i>a little later</i> and <i>after that</i>. using paragraphs and skips lines to separate what happened first from what happened later in the fairy tale. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> tells the fairy tale in order by using phrases such as <i>a little later</i> and <i>after that</i>. uses paragraphs and skips lines to separate what happened first from what happened later in the fairy tale. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> telling the fairy tale in order by using phrases such as <i>a little later</i> and <i>after that</i>. using paragraphs and skips lines to separate what happened first from what happened later in the fairy tale. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |
| 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"> developing fairy tales by showing what was happening to and within characters. telling stories that in ways that allow readers to picture what was happening and brings the story to life. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> develops fairy tales by showing what was happening to and within characters. tells stories that in ways that allow readers to picture what was happening and brings the story to life. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> developing fairy tales by showing what was happening to and within characters. telling stories that in ways that allow readers to picture what was happening and brings the story to life. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |
| 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"> using known spelling patterns to help spell and edit before writing a final draft. consulting with others to check for spelling and punctuation before writing the final draft. punctuating dialogue correctly with commas and quotation marks. including appropriate punctuation at the end of every sentence. writing in ways that help the reader read with appropriate expression, pace, and voice. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses known spelling patterns to help spell and edit before writing a final draft. consults with others to check for spelling and punctuation before writing the final draft. punctuates dialogue correctly with commas and quotation marks. includes appropriate punctuation at the end of every sentence. writes in ways that help the reader read with appropriate expression, pace, and voice. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using known spelling patterns to help spell and edit before writing a final draft. consulting with others to check for spelling and punctuation before writing the final draft. punctuating dialogue correctly with commas and quotation marks. including appropriate punctuation at the end of every sentence. writing in ways that help the reader read with appropriate expression, pace, and voice. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently. |

Language Arts Literacy: Speaking and Listening

| 1. Engages in collaborative discussions | | | | |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 1 | 2 | 3 | 4 |
| All Trimesters | With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> following rules for discussion. drawing on prior knowledge to participate in discussion. asking questions to check understanding and stay on topic. explaining own ideas to further the discussion. | With prompting and support, student: <ul style="list-style-type: none"> follows rules for discussion. draws on prior knowledge to participate in discussion. asks questions to check understanding and stay on topic. explains own ideas to further the discussion. | Student consistently meets expectations by: <ul style="list-style-type: none"> following rules for discussion. drawing on prior knowledge to participate in discussion. asking questions to check understanding and stay on topic. explaining own ideas to further the discussion. | Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating advanced speaking and listening skills. |
| 2. Expresses ideas clearly | | | | |
| | 1 | 2 | 3 | 4 |
| All Trimesters | With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. producing complete sentences, speaking clearly and at an understandable pace. | With prompting and support, student: <ul style="list-style-type: none"> tells a story, recounts an experience, or reports on a topic, using relevant, descriptive facts and details. produces complete sentences, speaks clearly and at an understandable pace. | Student consistently meets expectations by: <ul style="list-style-type: none"> telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. producing complete sentences, speaking clearly and at an understandable pace | Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating advanced speaking and listening skills. |
| 3. Demonstrates listening skills for comprehension | | | | |
| | 1 | 2 | 3 | 4 |
| All Trimesters | With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> listening to information being presented and determining main ideas and supporting details. asking and answering questions about the information presented, offering appropriate elaboration and detail. | With prompting and support, student: <ul style="list-style-type: none"> listens to information being presented and determines main ideas and supporting details. asks and answers questions about the information presented, offering appropriate elaboration and detail. | Student consistently meets expectations by: <ul style="list-style-type: none"> listening to information being presented and determining main ideas and supporting details. asking and answering questions about the information presented, offering appropriate elaboration and detail. | Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating advanced speaking and listening skills. |

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"> telling and writing time to the nearest minute and measuring time intervals in minutes. using arrays to model multi-digit multiplication. using equal grouping to model division. using graphs to display data (i.e. bar graph, line graph, line plot, pictograph). interpreting landmark data from graphs. (i.e. maximum, minimum, range, mean, median, mode). measuring units of length to the nearest quarter-inch and half-centimeter. applying measurement concepts to solve problems involving volume, weight, and capacity. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> tells and writes time to the nearest minute and measures time intervals in minutes. uses arrays to model multi-digit multiplication. uses equal grouping to model division. uses graphs to display data (i.e. bar graph, line graph, line plot, pictograph). Interprets landmark data from graphs. (i.e. maximum, minimum, range, mean, median, mode) measures units of length to the nearest quarter- inch and half-centimeter. applies measurement concepts to solve problems involving volume, weight, and capacity. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> telling and writing time to the nearest minute and measuring time intervals in minutes. using arrays to model multi-digit multiplication. using equal grouping to model division. using graphs to display data (i.e. bar graph, line graph, line plot, pictograph). interpreting landmark data from graphs. (i.e. maximum, minimum, range, mean, median, mode). measuring units of length to the nearest quarter-inch and half- centimeter. applying measurement concepts to solve problems involving volume, weight, and capacity. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> applying all concepts to a variety of real-world scenarios. making connections between concepts. extending concepts independently. |
| 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"> demonstrating knowledge of multiplication and division facts within 100 from memory. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates knowledge of multiplication and division facts within 100 from memory. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating knowledge of multiplication and division facts within 100 from memory. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> building on and explaining connections between facts to extend fact range. |
| 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"> finding the product of two-digit numbers. identifying the appropriate operation to use to solve problems. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> finds the product of two-digit numbers. identifies the appropriate operation to use to solve problems. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> finding the product of two-digit numbers. identifying the appropriate operation to use to solve problems. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using a combination of strategies and algorithms to find the sum and difference of three-digit numbers and checks his/her own accuracy. comparing/contrasting efficiency of computational methods. |
| 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"> representing and solving two-step word problems using addition, subtraction, multiplication, and division. writing number sentences. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> represents and solves two-step word problems using addition, subtraction, multiplication, and division. writes number sentences. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> representing and solving two-step word problems using addition, subtraction, multiplication, and division. writing number sentences. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> readily applying advanced problem-solving strategies to new situations. making connections between word problems and creating complex problems. |
| 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"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. | <p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> consistently communicating mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary. |

Science

| Water & Climate | | | | |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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"> Water has observable properties and interacts differently with different materials. Temperature affects water's state and density; liquid water expands as it warms, contracts as it cools, but expands when it freezes. Weather is driven by the sun and involves the movement of water over earth through evaporation, condensation, precipitation, and runoff (water cycle). Climate is determined by a long-term pattern in the amount of precipitation and temperature fluctuations in a given region. Human societies depend on water, a natural resource that must be conserved and protected to provide for the needs of people and other organisms. As water, a renewable resource, drains down through soils, it provides water for plant growth, prevents soil erosion, and replenishes ground water. | 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"> Asks questions that can be investigated Defines a problem that can be solved with included criteria and constraints Develops and/or uses models to describe and make predictions about the natural world Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation Represents data in tables/graphical displays to reveal patterns and relationships Uses logical reasoning while analyzing and interpreting data to make sense of the natural world Uses evidence to construct and support explanations or design solutions to a problem Constructs an argument with evidence, data, and/or a model Makes claims about the merits of a solution based on criteria and constraints Obtains and combines information from multiple sources to explain the natural world or design solutions to a problem | 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"> describing the ways various Native American cultures used the natural resources available in their environment. accurately sequencing historical changes in transportation and communication. identifying the ways that modes of transportation and communication have changed over time. defining and providing examples of immigration. | 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"> explaining how the communities of Scotch Plains and Fanwood were impacted by changes in transportation, communication and/or immigration. identifying the positive and negative impact that changes in transportation, communication and/or immigration had on communities. | 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 | Elements and Principles of Art | | | |
| | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> creates two- and three-dimensional works of art while exploring color, line, shape, form and texture. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. | <p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. |
| | Art History / Art Appreciation | | | |
| | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses basic art vocabulary. identifies basic characteristics of artists' styles. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. | <p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. |
| Creative Process | | | | |
| | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. gains control of media being used. demonstrates safe and appropriate use of art materials and tools. creates works of art based on observation of culturally diverse works of art and the world around them. develops ideas in artwork through problem solving, independent thinking and imagination. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination. | <p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination. |

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"> playing/reading rhythmic patterns and/or repeated patterns using specified rhythmic patterns which include rest. understanding basic ensemble techniques such as playing together using appropriate dynamics and tempi. critiquing musical performances using evaluative tools. reading pitches on the treble clef. creating rhythmic and melodic repeated patterns within the parameters of known songs. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> plays/reads rhythmic patterns and/or repeated pattern using specified rhythmic patterns which include rest. understands basic ensemble techniques such as playing together using appropriate dynamics and tempi. critiques musical performances using evaluative tools. reads pitches on the treble clef. creates rhythmic and melodic repeated patterns within the parameters of known songs. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> playing/reading rhythmic patterns and/or repeated patterns using specified rhythmic patterns which include rest. understanding basic ensemble techniques such as playing together using appropriate dynamics and tempi. critiquing musical performances using evaluative tools. reading pitches on the treble clef. creating rhythmic and melodic repeated patterns within the parameters of known songs. | <p>Student expands on and exceeds expectations by consistently:</p> <ul style="list-style-type: none"> playing/reading rhythmic patterns and/or repeated patterns using specified rhythmic patterns which include rest. understanding basic ensemble techniques such as playing together using appropriate dynamics and tempi. critiquing musical performances using evaluative tools. reading pitches on the treble clef. creating rhythmic and melodic repeated patterns within the parameters of known songs. |

Spanish

| 1. Demonstrates understanding of skills and concepts | | | | |
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| Thematic Context: The thematic unit for the third trimester is entitled, "Las estaciones y el clima" ("Seasons and Weather") Students will demonstrate the proficiency skills indicated within the context of months, seasons, weather, and clothing. | | | | |
| | 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"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices | <p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices | <p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products *Imitate cultural practices | <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 | | | | |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Movement Education & Rhythm | | | | |
| | 1 | 2 | 3 | 4 |
| Trimester 3 | <p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. explaining and demonstrating movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. | <p>With prompting and support, student:</p> <ul style="list-style-type: none"> explains and performs essential elements of movement skills. uses body management skills and demonstrates control when moving in relation to others, objects, and boundaries in personal and general space. explains and demonstrates movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. | <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. explaining and demonstrating movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. | <p>Student expands on and exceeds expectations by demonstrating skills with mastery and confidence.</p> |