

## Grade 5 Report Card Companion Rubrics

### Trimester 1

#### Language Arts Literacy: Reading

1. Reads at grade level.				
	1	2	3	4
Trimester 1	Reads at a level 38 or below	Reads at a level 40	Reads at a level 50	Reads at a level 60 or above
2. Literal Comprehension				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li><b>Understanding Story Elements</b> - Student is alert to ways in which more complicated stories are not always told sequentially, and is aware that characters may support subplots and make sense of unfamiliar settings.</li> <li><b>Establishing Point of View</b> - Student understands that many characters' perspectives are important to the story, and that different characters' or narrators' accounts may be different. Student is able to analyze differing perspectives.</li> <li><b>Retelling/Summary/Synthesizing</b> - Student summarizes a story naming theme and the most important parts of the story that support the theme, leaving out parts that are unimportant. Student is able to trace significant changes in a character.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li><b>Understanding Story Elements</b> - Student is alert to ways in which more complicated stories are not always told sequentially, and is aware that characters may support subplots and make sense of unfamiliar settings.</li> <li><b>Establishes Point of View</b> - Student understands that many characters' perspectives are important to the story, and that different characters' or narrators' accounts may be different. Student is able to analyze differing perspectives.</li> <li><b>Retells/Summarizes/Synthesizes</b> - Student summarizes a story naming theme and the most important parts of the story that support the theme, leaving out parts that are unimportant. Student is able to trace significant changes in a character.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li><b>Understanding Story Elements</b> - Student is alert to ways in which more complicated stories are not always told sequentially, and is aware that characters may support subplots and make sense of unfamiliar settings.</li> <li><b>Establishing Point of View</b> - Student understands that many characters' perspectives are important to the story, and that different characters' or narrators' accounts may be different. Student is able to analyze differing perspectives.</li> <li><b>Retelling/Summary/Synthesizing</b> - Student summarizes a story naming theme and the most important parts of the story that support the theme, leaving out parts that are unimportant. Student is able to trace significant changes in a character.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li><b>Understanding Story Elements</b> - Student notices small clues in the text that shows that time is changing, and realizes that characters don't always tell the truth, and that setting affects other story elements.</li> <li><b>Establishing Point of View</b> - Student understands how narrators are connected to different characters' inner thoughts. Student is aware when the author has an unreliable narrator.</li> <li><b>Retelling/Summary/Synthesizing</b> - Student summarizes a story by focusing on a character, a conflict, a theme, etc. Student limits the summary to the parts of the text that supports their idea.</li> </ul>
3. Interpretive Reading				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li><b>Inferring about Characters (Character Traits)</b> - Student understands complicated motivations of characters, realizing that they may not be what they seem at first.</li> <li><b>Analyzing Character Response/Change</b> - Student recognizes obvious and subtle changes in characters and can explain the causes of these changes. Student is aware that when a character changes or learns something it is similar to the ways people who are like the character deal with challenges or issues. Student understands that a character's change is important to the whole story.</li> <li><b>Determining Themes</b> - Student is able to figure out multiple themes that are significant.</li> <li><b>Supporting Thinking with Evidence</b> - Student supports ideas with specific details and quotes that strongly support their thinking and match their points from several parts of the story. Student discusses how the details and citations support their ideas. When discussing themes, student can support several themes with different details. The student doesn't summarize, but quotes text.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li><b>Infers about Characters (Character Traits)</b> - Student understands complicated motivations of characters, realizing that they may not be what they seem at first.</li> <li><b>Analyzes Character Response/Change</b> - Student recognizes obvious and subtle changes in characters and can explain the causes of these changes. Student is aware that when a character changes or learns something it is similar to the ways people who are like the character deal with challenges or issues. Student understands that a character's change is important to the whole story.</li> <li><b>Determines Themes</b> - Student is able to figure out multiple themes that are significant.</li> <li><b>Supports Thinking with Evidence</b> - Student supports ideas with specific details and quotes that strongly support their thinking and match their points from several parts of the story. Student discusses how the details and citations support their ideas. When discussing themes, student can support several themes with different details. The student doesn't summarize, but quotes text.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li><b>Inferring about Characters (Character Traits)</b> - Student understands complicated motivations of characters, realizing that they may not be what they seem at first.</li> <li><b>Analyzing Character Response/Change</b> - Student recognizes obvious and subtle changes in characters and can explain the causes of these changes. Student is aware that when a character changes or learns something it is similar to the ways people who are like the character deal with challenges or issues. Student understands that a character's change is important to the whole story.</li> <li><b>Determining Themes</b> - Student is able to figure out multiple themes that are significant.</li> <li><b>Supporting Thinking with Evidence</b> - Student supports ideas with specific details and quotes that strongly support their thinking and match their points from several parts of the story. Student discusses how the details and citations support their ideas. When discussing themes, student can support several themes with different</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li><b>Inferring about Characters (Character Traits)</b> - Student develops theories about characters and how they are affected by other story elements.</li> <li><b>Analyzing Character Response/Change</b> - Student can distinguish between temporary changes and changes in the character's perspective. Student is able to consider how inside and outside forces cause characters to change, and that a character's change can be symbolic and connect to bigger themes in the text.</li> <li><b>Determining Themes</b> - Student can consider which themes are most important in a text, and decide which themes are most strongly supported throughout the text</li> <li><b>Supporting Thinking with Evidence</b> - Student supports ideas and claims with specific details from the story and evaluates this evidence for which is the strongest. When analyzing theme, student can sort details and rank which details seem most important and discuss why.</li> </ul>

			details. The student doesn't summarize, but quotes text.	
4. Analytic Reading				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• <b>Analyzing Parts of a Story in Relation to a Whole</b> - Student is able to take one aspect of a story and talk about the importance of it to the whole story, and explains how a part of a story supports a larger idea or theme in the text.</li> <li>• <b>Analyzing Perspective</b> - Student recognizes how different characters have different perspectives, and considers the characters' life experiences to compare and explain their perspective.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• <b>Analyzes Parts of a Story in Relation to a Whole</b> - Student is able to take one aspect of a story and talk about the importance of it to the whole story, and explains how a part of a story supports a larger idea or theme in the text.</li> <li>• <b>Analyzes Perspective</b> - Student recognizes how different characters have different perspectives, and considers the characters' life experiences to compare and explain their perspective.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Analyzing Parts of a Story in Relation to a Whole</b> - Student is able to take one aspect of a story and talk about the importance of it to the whole story, and explains how a part of a story supports a larger idea or theme in the text.</li> <li>• <b>Analyzing Perspective</b> - Student recognizes how different characters have different perspectives, and considers the characters' life experiences to compare and explain their perspective.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Analyzing Parts of a Story in Relation to a Whole</b> - Student can take small parts of text (ie: a sentence) and explain the role it plays in the whole story. Student thinks about how it develops larger ideas (ie: character, mood).</li> <li>• <b>Analyzing Perspective</b> - Student compares characters' perspectives about key story elements. Student notices when characters represent types of people and typical perspectives or when characters develop perspectives that are surprising.</li> </ul>

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"> <li>writing a story of an important moment that read like a story.</li> <li>writing a beginning which not only shows what was happening and where, but also gives some clues to what would later become a problem for the main character.</li> <li>writing an ending that connects to the main part of the story, with the character saying, doing, or realizing something at the end, and giving readers a sense of closure.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>writes a story of an important moment that reads like a story.</li> <li>writes a beginning which not only shows what was happening and where, but also gives some clues to what would later become a problem for the main character.</li> <li>writes an ending that connects to the main part of the story, with the character saying, doing, or realizing something at the end, and giving readers a sense of closure.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>writing a story of an important moment that read like a story.</li> <li>writing a beginning which not only shows what was happening and where, but also gives some clues to what would later become a problem for the main character.</li> <li>writing an ending that connects to the main part of the story, with the character saying, doing, or realizing something at the end, and giving readers a sense of closure.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently</li> </ul>
2. Uses transitions and organizes ideas clearly				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using transitional phrases to show passage of time in complicated ways.</li> <li>using paragraphs to separate different parts or time of the story and to show when a new character was speaking.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses transitional phrases to show passage of time in complicated ways.</li> <li>uses paragraphs to separate different parts or time of the story and to show when a new character was speaking.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using transitional phrases to show passage of time in complicated ways.</li> <li>using paragraphs to separate different parts or time of the story and to show when a new character was speaking.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently</li> </ul>
3. Elaborates by using details and descriptions				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>developing characters, setting, and plot throughout a story, using a blend of description, action, dialogue, and thinking.</li> <li>making less important parts shorter and less detailed and blending storytelling and summary as needed.</li> <li>using language so that readers can picture the setting, characters, and events.</li> <li>varying sentences to create the pace and tone of the story.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>develops characters, setting, and plot throughout a story, using a blend of description, action, dialogue, and thinking.</li> <li>makes less important parts shorter and less detailed and blended storytelling and summary as needed.</li> <li>uses language so that readers can picture the setting, characters, and events.</li> <li>varies sentences to create the pace and tone of the story.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>developing characters, setting, and plot throughout a story, using a blend of description, action, dialogue, and thinking.</li> <li>making less important parts shorter and less detailed and blending storytelling and summary as needed.</li> <li>using language so that readers can picture the setting, characters, and events.</li> <li>varying sentences to create the pace and tone of the story.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently</li> </ul>
4. Uses conventions and spelling patterns appropriately				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using word families, spelling rules, and classroom resources to spell and edit.</li> <li>using commas to set off introductory parts of sentences and to show when a character is talking directly to someone.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses word families, spelling rules, and classroom resources to spell and edit.</li> <li>uses commas to set off introductory parts of sentences and to show when a character is talking directly to someone.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using word families, spelling rules, and classroom resources to spell and edit.</li> <li>using commas to set off introductory parts of sentences and to show when a character is talking directly to someone.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently</li> </ul>

**Language Arts Literacy: Speaking and Listening**

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• following rules for discussion and carrying out assigned roles.</li> <li>• drawing on previously read text or material to explore ideas under discussion.</li> <li>• asking and responding to questions by making comments and elaborating on comments of others.</li> <li>• reviewing key ideas expressed and drawing conclusions from discussions.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• follows rules for discussion and carrying out assigned roles.</li> <li>• draws on previously read text or material to explore ideas under discussion.</li> <li>• asks and responds to questions by making comments and elaborating on comments of others.</li> <li>• reviews key ideas expressed and draws conclusions from discussions.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• following rules for discussion and carrying out assigned roles.</li> <li>• drawing on previously read text or material to explore ideas under discussion.</li> <li>• asking and responding to questions by making comments and elaborating on comments of others.</li> <li>• reviewing key ideas expressed and drawing conclusions from discussions.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating advanced speaking and listening skills.</li> </ul>
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• reporting on topics or presenting an opinion, using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>• speaking clearly at an understandable pace.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• reports on topics or presenting an opinion, using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>• speaks clearly at an understandable pace.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• reporting on topics or presenting an opinion, using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>• speaking clearly at an understandable pace.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating advanced speaking and listening skills.</li> </ul>
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• listening to information being read aloud or presented and summarizing.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• listens to information being read aloud or presented and summarizing.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• listening to information being read aloud or presented and summarizing.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating advanced speaking and listening skills.</li> </ul>

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Using one set of grouping symbols in an expression to model a real-world situation.</li> <li>Evaluating an expression that contains a single set of grouping symbols.</li> <li>Writing simple expressions to model situations involving no more than two operations.</li> <li>Reasoning about the relative value of simple expressions without evaluating them.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Uses one set of grouping symbols in an expression to model a real-world situation.</li> <li>Evaluates an expression that contains a single set of grouping symbols.</li> <li>Writes simple expressions to model situations involving no more than two operations.</li> <li>Reasons about the relative value of simple expressions without evaluating them.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Using one set of grouping symbols in an expression to model a real-world situation.</li> <li>Evaluating an expression that contains a single set of grouping symbols.</li> <li>Writing simple expressions to model situations involving no more than two operations.</li> <li>Reasoning about the relative value of simple expressions without evaluating them.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Evaluating numerical expressions using parentheses, brackets, or braces.</li> <li>Writing expressions using whole numbers and all four operations to model mathematical and real-world situations.</li> <li>Interpreting numerical expressions involving whole numbers.</li> <li>Forming ordered pairs from data represented in a table.</li> <li>Graphing ordered pairs on a coordinate grid.</li> </ul>
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Using place-value understanding to write whole numbers in expanded form.</li> <li>Identifying the values of digits in a given number and writing whole numbers in which digits represent given values.</li> <li>Using a strategy to multiply whole numbers.</li> <li>Multiplying whole numbers by powers of 10.</li> <li>Understanding the basic steps of the U.S. traditional multiplication algorithm.</li> <li>Finding whole-number quotients of whole numbers with 3-digit dividends and 1-digit or 2-digit divisors</li> <li>Interpreting the remainder of division problems in context, and explaining the reasoning.</li> <li>Completing area models to represent solutions to division problems.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Uses place-value understanding to write whole numbers in expanded form.</li> <li>Identifies the values of digits in a given number and writes whole numbers in which digits represent given values.</li> <li>Uses a strategy to multiply whole numbers.</li> <li>Multiplies whole numbers by powers of 10.</li> <li>Understands the basic steps of the U.S. traditional multiplication algorithm.</li> <li>Finds whole-number quotients of whole numbers with 3-digit dividends and 1-digit or 2-digit divisors</li> <li>Interprets the remainder of division problems in context, and explains the reasoning.</li> <li>Completes area models to represent solutions to division problems.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Using place-value understanding to write whole numbers in expanded form.</li> <li>Identifying the values of digits in a given number and writing whole numbers in which digits represent given values.</li> <li>Using a strategy to multiply whole numbers.</li> <li>Multiplying whole numbers by powers of 10.</li> <li>Understanding the basic steps of the U.S. traditional multiplication algorithm.</li> <li>Finding whole-number quotients of whole numbers with 3-digit dividends and 1-digit or 2-digit divisors</li> <li>Interpreting the remainder of division problems in context, and explaining the reasoning.</li> <li>Completing area models to represent solutions to division problems.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Using whole-number exponents to denote powers of ten.</li> <li>Reading and writing decimals in expanded form as sums of decimals.</li> <li>Rounding decimals to the nearest tenth or hundredth in cases when rounding only affects one digit.</li> <li>Using the U.S. traditional multiplication algorithm to solve 2-digit by 2-digit and simple multi digit by 2-digit multiplication problems.</li> <li>Using the partial quotients algorithm with up to 3-digit dividends and 1- or 2-digit divisors.</li> <li>Interpreting the remainder of division problems in context.</li> <li>representing solutions to division problems using area models.</li> <li>Adding and subtracting decimals through tenths with regrouping and through hundredths without regrouping.</li> </ul>
3. Number and Operations - Fractions				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Finding the area of a rectangle with one fractional side length by tiling it with unit squares of side length 1 and counting full and partial squares.</li> <li>Understanding that unit squares with fractional side lengths can be used to measure area.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Finds the area of a rectangle with one fractional side length by tiling it with unit squares of side length 1 and counting full and partial squares.</li> <li>Understands that unit squares with fractional side lengths can be used to measure area.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Finding the area of a rectangle with one fractional side length by tiling it with unit squares of side length 1 and counting full and partial squares.</li> <li>Understanding that unit squares with fractional side lengths can be used to measure area.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Finding common denominators using tools, visual models, or other strategies.</li> <li>Adding and subtracting fractions or mixed numbers with unlike denominators when only one fractions needs to be replaced with an equivalent fraction using tools, visual models, or other strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>Solving number stories involving addition and subtraction of fractions and mixed numbers with like denominators using tools or visual models.</li> <li>Renaming mixed numbers and fractions greater than one.</li> </ul>	<ul style="list-style-type: none"> <li>Solves number stories involving addition and subtraction of fractions and mixed numbers with like denominators using tools or visual models.</li> <li>Renames mixed numbers and fractions greater than one.</li> </ul>	<ul style="list-style-type: none"> <li>Solving number stories involving addition and subtraction of fractions and mixed numbers with like denominators using tools or visual models.</li> <li>Renaming mixed numbers and fractions greater than one.</li> </ul>	<ul style="list-style-type: none"> <li>Solving number stories involving addition and subtraction of fractions and mixed numbers with unlike denominators when a common denominator is not difficult to find.</li> <li>Solving fraction-of problems involving a unit fraction and a whole-number using tools and visual models.</li> <li>Multiplying a fraction by a whole number.</li> <li>Finding a unit fraction of a whole number.</li> <li>Predicting the size of the product of whole numbers and fractions less than one.</li> <li>Understanding that multiplying a fraction by another fraction equal to 1 creates an equivalent fraction.</li> <li>Using models to solve problems involving division of a unit fraction by a whole number when the problems are in context.</li> </ul>
4. Measurement, Data, and Geometry				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Performing one-step unit conversions within the same measurement system.</li> <li>Using conversions to solve real-world problems.</li> <li>Recognizing volume as an attribute of open, three-dimensional figures.</li> <li>Finding the volume of a right rectangular prism by counting unit cubes.</li> <li>Using number sentences to represent and find the volume of a right rectangular prism.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Performs one-step unit conversions within the same measurement system.</li> <li>Uses conversions to solve real-world problems.</li> <li>Recognizes volume as an attribute of open, three-dimensional figures.</li> <li>Finds the volume of a right rectangular prism by counting unit cubes.</li> <li>Uses number sentences to represent and find the volume of a right rectangular prism.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Performing one-step unit conversions within the same measurement system.</li> <li>Using conversions to solve real-world problems.</li> <li>Recognizing volume as an attribute of open, three-dimensional figures.</li> <li>Finding the volume of a right rectangular prism by counting unit cubes.</li> <li>Using number sentences to represent and find the volume of a right rectangular prism.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Performing multi-step unit conversions within the same measurement system.</li> <li>Using conversions to solve multi-step, real-world problems.</li> </ul>
5. Mathematical Practices				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>makes sense of problems and perseveres in solving them.</li> <li>reasons abstractly and quantitatively.</li> <li>constructs viable arguments and critiques the reasoning of others.</li> <li>models with mathematics.</li> <li>uses appropriate tools strategically.</li> <li>attends to precision.</li> <li>looks for and makes use of structure</li> <li>looks for and expresses regularity in repeated reasoning</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying multiple entry points to solutions and planning a solution pathway</li> <li>regularly considering units, attending to the meaning of quantities, and flexibly using different operations.</li> <li>generalizing and making formal arguments and critiquing the reasoning of others.</li> <li>comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools.</li> <li>detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources.</li> <li>attending to precision by examining claims and calculating efficiently.</li> </ul>

				<ul style="list-style-type: none"><li>• looking for and making use of structure in multiple ways and by shifting perspectives.</li><li>• looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.</li></ul>
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Science

Living Systems

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating understanding of key concepts.</p> <ul style="list-style-type: none"> <li>A system is a group of interacting objects, ideas, or procedures that together define another object or process.</li> <li>Earth can be described as the interaction of four earth systems: the geosphere, the atmosphere, the hydrosphere, and the biosphere.</li> <li>Food webs are subsystems within ecosystems and describe the transfer of matter and energy within the system. Food webs are made up of producers, consumers, and decomposers.</li> <li>Plants make their own food (sugar) from carbon dioxide and water in the presence of sunlight and release oxygen in a process called photosynthesis.</li> <li>Animals obtain nutrients by eating other organisms which are broken down into simple nutrients through digestion.</li> <li>All living things are made up of cells which have basic needs: water, food, gas exchange, and waste disposal. Multicellular organisms have specialized tissues for the transport of resources and waste to the cells.</li> <li>Animals' sensory systems, adaptations, and instinctive behaviors help them survive and interact in the biosphere.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	<p>Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning.</p> <ul style="list-style-type: none"> <li>Asks questions that can be investigated and predicts reasonable outcomes</li> <li>Defines a problem that can be solved with included criteria and constraints</li> <li>Develops a model using an analogy, example, or abstract representation to describe a scientific principle</li> <li>Develops and/or uses models to describe and make predictions of the natural world</li> <li>Plans and conducts an investigation, makes observations and/or measurements to produce data to serve as evidence in an explanation</li> <li>Uses logical reasoning while analyzing and interpreting data to make sense of the natural world</li> <li>Uses evidence to construct and support an explanation or to design a solution to a problem using scientific ideas</li> <li>Generates and compares multiple solutions to a problem based on criteria and constraints</li> <li>Constructs an argument with evidence, data, and/or a model</li> <li>Obtains and combines information from multiple sources to explain the natural world or design solutions to a problem</li> </ul>	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

Social Studies

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> <li>describing the characteristics of Native American cultures that existed in North America prior to the arrival of European explorers</li> <li>identifying examples of the ways that Native Americans adapted to their environment in order to survive (clothing, shelter, food, migration)</li> <li>describing the reasons for Europeans to explore the Americas</li> </ul>	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	<p>Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by:</p> <ul style="list-style-type: none"> <li>explaining how the characteristics of a geographic region impacted the daily life of Native American cultures</li> <li>analyzing how interactions with the natural environment impacted Native American's cultural beliefs</li> </ul>	Student expands on and exceeds expectations by consistently and independently asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

**Art**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
All Trimesters	<b>Elements of Art</b>			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>understanding the Elements of Art or student was unable to express the understanding of the elements of art. Space was not utilized well/Flow needs to be developed/Project may be incomplete. (Line, Shape, Form, Texture, Color, Space)</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>somewhat understands the Elements of Art but may need more time and experience to fully develop their understanding and expression (Line, Shape, Form, Texture, Color, Space).</li> <li>still needs time to develop artistic expression.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>understanding how to generally place and work with the Elements of Art (line, shape, form, texture, color, space).</li> <li>successfully demonstrated his/her knowledge of the Elements of Art through their artistic expression.</li> <li>having a good flow to their artistic expression.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>utilizing space exceptionally, adding more complexity to their projects which demonstrates an exemplary understanding of how to use, place and express the Elements of Art.</li> <li>utilizing their knowledge of the Elements of Art (Line, Shape, Form, Texture, Color, Space) to enhance their artistic expression.</li> <li>establishing beautiful flow in their artwork.</li> </ul>
	<b>Art History</b>			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>recalling, describing or relating historically relevant information as covered in an art lesson, including names, dates, movements, etc.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>is able to at least partially describe and/or understand relevant information covered in art lesson, including names, dates, movements, etc.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>recalling and understanding most art history information from a given lesson, as well as makes some connections to themselves or aspects of their lives.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>confidently recalling and describing art history facts from lessons, including names, dates, movements, as well as describing cultural/historical relevance. The student can also make clear personal connections to information and how it is important to themselves intellectually, culturally, or emotionally.</li> </ul>
	<b>Performance/Creative Process</b>			
<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>executing lesson-specific skills and techniques with dexterity and/or fine motor skills</li> <li>pinpointing the areas that their projects that may need improvement</li> <li>developing their artistic vision/goals/creativity</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>needs more practice and/or time to better execute lesson-specific skills and techniques</li> <li>needs more practice and/or time to develop their dexterity and/or fine motor skills</li> <li>has a few areas that need improvement within their work</li> <li>needs to further develop their artistic vision/goals/creativity</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>executing lesson-specific skills and techniques</li> <li>demonstrating good dexterity and fine motor skills</li> <li>making some improvements to their work</li> <li>developing their artistic vision/goals/creativity well</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>executing and expanding upon lesson-specific skills and techniques</li> <li>demonstrating exemplary dexterity and fine motor skills (smooth blending, light pencil strokes, smooth transitions, clean composition, etc.)</li> <li>making many improvements to their work that enhance the final product</li> <li>developing their artistic vision/goals/creativity</li> <li>demonstrating innovation/exceptional creativity</li> </ul>	
<b>Critique</b>				
<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>explaining the purpose of their projects, either verbally or written.</li> <li>understanding the overall purpose of the projects and the different components therein.</li> <li>assessing their successes and weaknesses based on project parameters, with an inability to see where improvements can be made, with no action moving forward.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>can either verbally or by writing, describe basic ideas, elements, and components of a given project.</li> <li>has a basic understanding of successes and weaknesses in their projects and can begin to discuss either verbally or by writing.</li> <li>can make a basic assessment of strengths and weaknesses and make some changes moving forward.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>competently explaining and describing basic elements and components of a given project, and making rudimentary connections to themselves and their lives, either verbally or by writing,</li> <li>accurately explaining, describing, or writing about strengths and weaknesses in their projects, and making suggestions on how to make improvements, including making improvements to work.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>explaining their work, verbally or by writing, and has a meaningful understanding of content and expectations.</li> <li>making meaningful personal, social, and/or cultural connections to a given project and has the ability to clearly explain either verbally or by writing.</li> <li>has the ability to explain, describe, and/or write about strengths and weaknesses and take action based on their conclusions to make improvements moving forward.</li> </ul>	

**Music**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 1	<b>Creating</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>improvising lyrics, melodic and rhythmic patterns with the given parameters.</li> <li>composing rhythmic patterns using known rhythms using paper and digital tools.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>improvises lyrics, melodic and rhythmic patterns with the given parameters.</li> <li>composes rhythmic patterns using known rhythms using paper and digital tools</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>improvising lyrics, melodic and rhythmic patterns with the given parameters.</li> <li>composing rhythmic patterns using known rhythms using paper and digital tools.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>
	<b>Performing</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>singing melodies, along and with others, using all eight pitches of the scale live or utilizing digital tools.</li> <li>demonstrating proper vocal production, placement, and breathing techniques.</li> <li>demonstrating simple meter patterns through singing, playing, and movement in steady beat.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>sings melodies, along and with others, using all eight pitches of the scale live or utilizing digital tools.</li> <li>demonstrates proper vocal production, placement, and breathing techniques.</li> <li>demonstrates simple meter patterns through singing, playing, and movement in steady beat.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>singing melodies, along and with others, using all eight pitches of the scale live or utilizing digital tools.</li> <li>demonstrating proper vocal production, placement, and breathing techniques.</li> <li>demonstrating simple meter patterns through singing, playing, and movement in steady beat.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>
	<b>Responding</b>			
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>analyzing, describing, and critiquing music and performances using the correct terminology.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>analyzes, describes, and critiques music and performances using the correct terminology.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>analyzing, describing, and critiquing music and performances using the correct terminology.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>	
<b>Connecting</b>				
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>identifying similarities and differences between familiar music and unfamiliar music.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>identifies similarities and differences between familiar music and unfamiliar music.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>identifying similarities and differences between familiar music and unfamiliar music.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>	

**World Language**

1. Demonstrates an understanding of skills and concepts				
<b>Thematic Context:</b> The thematic unit for this trimester of the World Language Exploratory Program is entitled, "Getting to Know You." Students will demonstrate the proficiency skills indicated within the context of greetings and leave-takings, expressions of basic feelings, descriptions of our surroundings. Students will also explore the traditions and customs of the target culture(s).				
	1	2	3	4
All Trimesters	With consistent prompting and support, the student has difficulty demonstrating the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	With prompting and support, the student demonstrates the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	Student consistently meets expectations by demonstrating the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	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.

**Physical Education**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
All Trimesters	<b>Motor Skill Development</b>			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>explaining and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>using self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>explains and performs movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>uses self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>explaining and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>using self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>explaining and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>using self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>
	<b>Sportsmanship, Rules and Safety</b>			
<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applying rules and procedures for specific games, sports, and other competitive activities and describing how they enhance participation and safety.</li> <li>acknowledging the contributions of team members and choosing appropriate ways to motivate and celebrate accomplishments.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>practices appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applies rules and procedures for specific games, sports, and other competitive activities and describes how they enhance participation and safety</li> <li>acknowledges the contributions of team members and chooses appropriate ways to motivate and celebrate accomplishments.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applying rules and procedures for specific games, sports, and other competitive activities and describing how they enhance participation and safety</li> <li>acknowledging the contributions of team members and choosing appropriate ways to motivate and celebrate accomplishments.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applying rules and procedures for specific games, sports, and other competitive activities and describing how they enhance participation and safety.</li> <li>acknowledging the contributions of team members and choosing appropriate ways to motivate and celebrate accomplishments.</li> </ul>	
<b>Fitness and Physical Activity</b>				
<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>relating physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participating in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>developing a health-related fitness goal and track progress using health/fitness indicators.</li> <li>explaining and demonstrating the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space)</li> <li>demonstrating the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>relates physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participates in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>develops a health-related fitness goal and track progress using health/fitness indicators.</li> <li>explains and demonstrates the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>demonstrates the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>relating physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participating in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>developing a health-related fitness goal and track progress using health/fitness indicators</li> <li>explaining and demonstrating the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>demonstrating the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>relating physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participating in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>developing a health-related fitness goal and track progress using health/fitness indicators.</li> <li>explaining and demonstrating the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>demonstrating the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	

Trimester 2

Language Arts Literacy: Reading

1. Reads at grade level				
	1	2	3	4
Trimester 2	Reads at a level 38 or below	Reads at a level 40	Reads at a level 50	Reads at a level 60 or above
2. Literal Comprehension				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• <b>Orienting</b> - Student is able to identify structure and main idea of complex texts. Student previews texts using knowledge of genre to understand text structure. Student uses the subtopics and main ideas to structure their note-taking and thinking.</li> <li>• <b>Monitoring for Sense</b> - Student reads with questions in mind and understand that there are many different parts that fit together within the text.</li> <li>• <b>Building Word Work</b> - Student uses context, substitutes words, uses what they know about prefixes, suffixes and root words to solve unknown words.</li> <li>• <b>Building Vocabulary</b> - Student accumulates more technical vocabulary as they learn about a topic and take the risk of using this new vocabulary to talk and write about it.</li> <li>• <b>Identifying Main Idea/Supporting Detail</b> - Student can identify several main ideas in a text, and can sort details that best support each of the main ideas. Student keeps their opinion separate from the ideas presented in the text, and avoids mentioning minor details.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• <b>Orients</b> - Student is able to identify structure and main idea of complex texts. Student previews texts using knowledge of genre to understand text structure.</li> <li>• <b>Monitors for Sense</b> - Student reads with questions in mind and understand that there are many different parts that fit together within the text.</li> <li>• <b>Builds Word Work</b> - Student uses context, substitutes words, uses what they know about prefixes, suffixes and root words to solve unknown words.</li> <li>• <b>Builds Vocabulary</b> - Student accumulates more technical vocabulary as they learn about a topic and take the risk of using this new vocabulary to talk and write about it.</li> <li>• <b>Identifies Main Idea/Supporting Details</b> - Student can identify several main ideas in a text, and can sort details that best support each of the main ideas. Student keeps their opinion separate from the ideas presented in the text, and avoids mentioning minor details</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Orienting</b> - Student is able to identify structure and main idea of complex texts. Student previews texts using knowledge of genre to understand text structure. Student uses the subtopics and main ideas to structure their note-taking and thinking.</li> <li>• <b>Monitoring for Sense</b> - Student reads with questions in mind and understand that there are many different parts that fit together within the text.</li> <li>• <b>Building Word Work</b> - Student uses context, substitutes words, uses what they know about prefixes, suffixes and root words to solve unknown words.</li> <li>• <b>Building Vocabulary</b> - Student accumulates more technical vocabulary as they learn about a topic and take the risk of using this new vocabulary to talk and write about it.</li> <li>• <b>Identifying Main Idea/Supporting Detail</b> - Student can identify several main ideas in a text, and can sort details that best support each of the main ideas. Student keeps their opinion separate from the ideas presented in the text, and avoids mentioning minor details.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Orienting</b> - Student previews text to determine if the text has been written by an expert in the field. Student previews to determine the best strategy for reading and taking notes.</li> <li>• <b>Monitoring for Sense</b> - When nonfiction text stops making sense, student talks to a partner, rereads, outlines or diagrams parts of the text, rather than just reading on.</li> <li>• <b>Building Word Work</b> - Student will look up the meaning of unknown words.</li> <li>• <b>Building Vocabulary</b> - Student keeps a glossary or notes on accumulated technical vocabulary, and notices secondary meanings and connotations of words.</li> <li>• <b>Identifying Main Idea/Supporting Detail</b> - Student evaluates the main ideas that are most significant in the text.</li> </ul>
3. Interpretive Reading				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• <b>Inferring within the Text/Cohesion</b> - Student can use domain-specific and academic vocabulary to discuss major relationships/interactions between events, ideas, and key concepts in a text. Student can do this even when the author hasn't laid out these relationships.</li> <li>• <b>Cross Text Synthesizing</b> - Student reads multiple texts on a topic and collects information and ideas by subtopic and categories with their own headings. Student is aware that texts contradict one another and wonders if the differences come from the author's point of view.</li> <li>• <b>Comparing and Contrasting</b> - Student compares and contrasts different texts and parts of text, considering content, perspectives, and/or craft and structure.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• <b>Infers within the Text/Cohesion</b> - Student can use domain-specific and academic vocabulary to discuss major relationships/interactions between events, ideas, and key concepts in a text. Student can do this even when the author hasn't laid out these relationships.</li> <li>• <b>Cross Text Synthesizes</b> - Student reads multiple texts on a topic and collects information and ideas by subtopic and categories with their own headings. Student is aware that texts contradict one another and wonders if the differences come from the author's point of view.</li> <li>• <b>Compares and Contrasts</b> - Student compares and contrasts different texts and parts of text, considering content, perspectives, and/or craft and structure.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Inferring within the Text/Cohesion</b> - Student can use domain-specific and academic vocabulary to discuss major relationships/interactions between events, ideas, and key concepts in a text. Student can do this even when the author hasn't laid out these relationships.</li> <li>• <b>Cross Text Synthesizing</b> - Student reads multiple texts on a topic and collects information and ideas by subtopic and categories with their own headings. Student is aware that texts contradict one another and wonders if the differences come from the author's point of view.</li> <li>• <b>Comparing and Contrasting</b> - Student compares and contrasts different texts and parts of text, considering content, perspectives, and/or craft and structure</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Inferring within the Text/Cohesion</b> - Student can use domain-specific vocabulary discuss relationships that occur across a text.</li> <li>• <b>Cross Text Synthesizing</b> - Student considers when an author has vested interest to explain the differences in point of view across multiple texts.</li> <li>• <b>Comparing and Contrasting</b> - Student compares and contrasts different texts in more than one way. Student considers how information overlaps, reinforces, or contradicts across texts. Student compare how authors present their ideas by thinking about how the craft and structure makes the meaning or message more powerful.</li> </ul>
4. Analytic Reading				

	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• <b>Analyzing Parts of a Text in Relation to the Whole</b> - Student uses academic terms to talk about how parts of the text advance the author's main ideas/claims. Student checks whether the part in question illustrates an idea/claim, raises a new perspective, or shows an implication of an idea. When reading an argument, student can explain which details go with which points.</li> <li>• <b>Analyzing Perspective</b> - Student notices when two texts on the same topic are written from different points of view, and notices ways in which the content will be different because of those different points.</li> <li>• <b>Growing Ideas</b> - Student can synthesize several texts to support their own ideas. Student can apply what they have learned and their own ideas to solve a problem, make an argument, or design an application.</li> <li>• <b>Questioning the Text</b> - Student considers what a text is saying about an issue, idea, or argument, and whether they agree or disagree. Student evaluates a text for reliability and considers who wrote the text and what the author might gain from the text.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• <b>Analyzes Parts of a Text in Relation to the Whole</b> - Student uses academic terms to talk about how parts of the text advance the author's main ideas/claims. Student checks whether the part in question illustrates an idea/claim, raises a new perspective, or shows an implication of an idea. When reading an argument, student can explain which details go with which points.</li> <li>• <b>Analyzes Perspective</b> - Student notices when two texts on the same topic are written from different points of view, and notices ways in which the content will be different because of those different points.</li> <li>• <b>Grows Ideas</b> - Student can synthesize several texts to support their own ideas. Student can apply what they have learned and their own ideas to solve a problem, make an argument, or design an application.</li> <li>• <b>Questions the Text</b> - Student considers what a text is saying about an issue, idea, or argument, and whether they agree or disagree. Student evaluates a text for reliability and considers who wrote the text and what the author might gain from the text.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Analyzing Parts of a Text in Relation to the Whole</b> - Student uses academic terms to talk about how parts of the text advance the author's main ideas/claims. Student checks whether the part in question illustrates an idea/claim, raises a new perspective, or shows an implication of an idea. When reading an argument, student can explain which details go with which points.</li> <li>• <b>Analyzing Perspective</b> - Student notices when two texts on the same topic are written from different points of view, and notices ways in which the content will be different because of those different points.</li> <li>• <b>Growing Ideas</b> - Student can synthesize several texts to support their own ideas. Student can apply what they have learned and their own ideas to solve a problem, make an argument, or design an application.</li> <li>• <b>Questioning the Text</b> - Student considers what a text is saying about an issue, idea, or argument, and whether they agree or disagree. Student evaluates a text for reliability and considers who wrote the text and what the author might gain from the text.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Analyzing Parts of a Text in Relation to the Whole</b> - Student is able to take small parts of a text and think about the role it plays in the whole text. When reading an argument, student can explain which claims are most strongly supported and which details are most convincing.</li> <li>• <b>Analyzing Perspective</b> - Student thinks about the author's vested interests and roles. Student is aware of multiple points of view in the text, and can separate them from the author's point of view.</li> <li>• <b>Growing Ideas</b> - Student develops their own theories and claims as they research, and will agree or disagree with authors completely or partially. Student doesn't reject a text because an author disagrees with their ideas, but instead lets it affect their thinking.</li> <li>• <b>Questioning the Text</b> - Student considers how reliable and unbiased an author may be, and considers how this relates to issues of power.</li> </ul>

**Language Arts Literacy: Writing**

<b>Information Writing</b>				
1. Generates and expresses ideas				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>writing different kinds of information to teach about the subject</li> <li>writing an introduction that helps readers understand the subject and introduces subtopics</li> <li>writing a conclusion that restates the main points and offers a final thought or question for readers.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>writes different kinds of information to teach about the subject</li> <li>writes an introduction that helps readers understand the subject and introduces subtopics</li> <li>writes a conclusion that restates the main points and offers a final thought or question for readers.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>writing different kinds of information to teach about the subject</li> <li>writing an introduction that helps readers understand the subject and introduces subtopics</li> <li>writing a conclusion that restates the main points and offers a final thought or question for readers.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
2. Uses transitions and organizes ideas clearly				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>writing transitions to explain results, compare information, include narrative sections, and state opinions</li> <li>writing a sequence of separate sections using headings and subheadings</li> <li>organizing each section and shaping it by genre</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>writes transitions to explain results, compare information, include narrative sections, and state opinions</li> <li>writes a sequence of separate sections using headings and subheadings</li> <li>organizes each section and shapes it by genre</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>writing transitions to explain results, compare information, include narrative sections, and state opinions</li> <li>writing a sequence of separate sections using headings and subheadings</li> <li>organizing each section and shaping it by genre</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
3. Elaborates by using details and descriptions				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>explaining different aspects of a subject using a variety of information</li> <li>using trusted sources, and researching details that would add to the piece</li> <li>making information understandable to readers by referring to earlier parts of the text and summarizing background information</li> <li>letting the reader know which information is fact versus the writer's original thinking</li> <li>making deliberate word choices and using the vocabulary of experts</li> <li>blending storytelling, summarizing, and other genres, as needed, as well as using text features</li> <li>using a consistent, inviting teaching tone, and varying sentences</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>explains different aspects of a subject using a variety of information</li> <li>uses trusted sources, and researches details that would add to the piece</li> <li>makes information understandable to readers by referring to earlier parts of the text and summarizing background information</li> <li>lets the reader know which information is fact versus the writer's original thinking</li> <li>makes deliberate word choices and uses the vocabulary of experts</li> <li>blends storytelling, summarizing, and other genres, as needed, as well as using text features</li> <li>uses a consistent, inviting teaching tone, and varies sentences</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>explaining different aspects of a subject using a variety of information</li> <li>using trusted sources, and researching details that would add to the piece</li> <li>making information understandable to readers by referring to earlier parts of the text and summarizing background information</li> <li>letting the reader know which information is fact versus the writer's original thinking</li> <li>making deliberate word choices and using the vocabulary of experts</li> <li>blending storytelling, summarizing, and other genres, as needed, as well as using text features</li> <li>using a consistent, inviting teaching tone, and varying sentences</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
4. Uses conventions and spelling patterns appropriately				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>using word families, spelling rules, and classroom resources to spell and edit.</li> <li>using commas to set off introductory parts of sentences</li> <li>using a variety of punctuation to fix run on sentences and cite sources</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>uses word families, spelling rules, and classroom resources to spell and edit.</li> <li>uses commas to set off introductory parts of sentences</li> <li>uses a variety of punctuation to fix run on sentences and cite sources</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>using word families, spelling rules, and classroom resources to spell and edit.</li> <li>using commas to set off introductory parts of sentences</li> <li>using a variety of punctuation to fix run on sentences and cite sources</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>

**Language Arts Literacy: Speaking and Listening**

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>following rules for discussion and carrying out assigned roles.</li> <li>drawing on previously read text or material to explore ideas under discussion.</li> <li>asking and responding to questions by making comments and elaborating on comments of others.</li> <li>reviewing key ideas expressed and drawing conclusions from discussions.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>follows rules for discussion and carrying out assigned roles.</li> <li>draws on previously read text or material to explore ideas under discussion.</li> <li>asks and responds to questions by making comments and elaborating on comments of others.</li> <li>reviews key ideas expressed and draws conclusions from discussions.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>following rules for discussion and carrying out assigned roles.</li> <li>drawing on previously read text or material to explore ideas under discussion.</li> <li>asking and responding to questions by making comments and elaborating on comments of others.</li> <li>reviewing key ideas expressed and drawing conclusions from discussions.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>reporting on topics or presenting an opinion, using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>speaking clearly at an understandable pace.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>reports on topics or presenting an opinion, using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>speaks clearly at an understandable pace.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>reporting on topics or presenting an opinion, using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>speaking clearly at an understandable pace.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>listening to information being read aloud or presented and summarizing.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>listens to information being read aloud or presented and summarizing.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>listening to information being read aloud or presented and summarizing.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Evaluating numerical expressions using parentheses, brackets, or braces.</li> <li>Writing expressions using whole numbers and all four operations to model mathematical and real-world situations.</li> <li>Interpreting numerical expressions involving whole numbers.</li> <li>Forming ordered pairs from data represented in a table.</li> <li>Graphing ordered pairs on a coordinate grid.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Evaluates numerical expressions using parentheses, brackets, or braces.</li> <li>Writes expressions using whole numbers and all four operations to model mathematical and real-world situations.</li> <li>Interprets numerical expressions involving whole numbers.</li> <li>Forms ordered pairs from data represented in a table.</li> <li>Graphs ordered pairs on a coordinate grid.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Evaluating numerical expressions using parentheses, brackets, or braces.</li> <li>Writing expressions using whole numbers and all four operations to model mathematical and real-world situations.</li> <li>Interpreting numerical expressions involving whole numbers.</li> <li>Forming ordered pairs from data represented in a table.</li> <li>Graphing ordered pairs on a coordinate grid.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Writing simple expressions that record calculations with numbers, and interpreting numerical expressions.</li> <li>Generating two numerical patterns using two given rules.</li> <li>Identifying apparent relationships between corresponding terms.</li> <li>Forming ordered pairs consisting of corresponding terms from the two patterns.</li> </ul>
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Using whole-number exponents to denote powers of ten.</li> <li>Reading and writing decimals in expanded form as sums of decimals.</li> <li>Rounding decimals to the nearest tenth or hundredth in cases when rounding only affects one digit.</li> <li>Using the U.S. traditional multiplication algorithm to solve 2-digit by 2-digit and simple multi digit by 2-digit multiplication problems.</li> <li>Using the partial quotients algorithm with up to 3-digit dividends and 1- or 2-digit divisors.</li> <li>Interpreting the remainder of division problems in context.</li> <li>representing solutions to division problems using area models.</li> <li>Adding and subtracting decimals through tenths with regrouping and through hundredths without regrouping.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Uses whole-number exponents to denote powers of ten.</li> <li>Reads and writes decimals in expanded form as sums of decimals.</li> <li>Rounds decimals to the nearest tenth or hundredth in cases when rounding only affects one digit.</li> <li>Uses the U.S. traditional multiplication algorithm to solve 2-digit by 2-digit and simple multi digit by 2-digit multiplication problems.</li> <li>Uses the partial quotients algorithm with up to 3-digit dividends and 1- or 2-digit divisors.</li> <li>Interprets the remainder of division problems in context.</li> <li>Represents solutions to division problems using area models.</li> <li>Adds and subtracts decimals through tenths with regrouping and through hundredths without regrouping.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Using whole-number exponents to denote powers of ten.</li> <li>Reading and writing decimals in expanded form as sums of decimals.</li> <li>Rounding decimals to the nearest tenth or hundredth in cases when rounding only affects one digit.</li> <li>Using the U.S. traditional multiplication algorithm to solve 2-digit by 2-digit and simple multi digit by 2-digit multiplication problems.</li> <li>Using the partial quotients algorithm with up to 3-digit dividends and 1- or 2-digit divisors.</li> <li>Interpreting the remainder of division problems in context.</li> <li>representing solutions to division problems using area models.</li> <li>Adding and subtracting decimals through tenths with regrouping and through hundredths without regrouping.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Recognizing that in multi-digit whole numbers, a digit in one place represents 10 times what it represents in the place to its right, and 1/10 of what it represents in the place to its left.</li> <li>Reading, writing, and comparing decimals through thousandths.</li> <li>Using place value understanding to round decimals to any place.</li> <li>Fluently multiplying multi-digit whole numbers using the standard algorithm.</li> <li>Finding whole number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors.</li> <li>Adding, subtracting, multiplying, and dividing, decimals to the hundredths.</li> </ul>
3. Number and Operations - Fractions				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Finding common denominators using tools, visual models, or other strategies.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Finds common denominators using tools, visual models, or other strategies.</li> <li>Adds and subtracts fractions or mixed numbers with unlike denominators when only one</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Finding common denominators using tools, visual models, or other strategies.</li> <li>Adding and subtracting fractions or mixed numbers with unlike denominators when only</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Adding and subtracting any two fractions or mixed numbers with unlike denominators.</li> <li>Using benchmark fractions and number sense to estimate and assess the reasonableness of</li> </ul>

	<ul style="list-style-type: none"> <li>Adding and subtracting fractions or mixed numbers with unlike denominators when only one fraction needs to be replaced with an equivalent fraction using tools, visual models, or other strategies.</li> <li>Solving number stories involving addition and subtraction of fractions and mixed numbers with unlike denominators when a common denominator is not difficult to find.</li> <li>Solving fraction-of problems involving a unit fraction and a whole-number using tools and visual models.</li> <li>Multiplying a fraction by a whole number.</li> <li>Finding a unit fraction of a whole number.</li> <li>Predicting the size of the product of whole numbers and fractions less than one.</li> <li>Understanding that multiplying a fraction by another fraction equal to 1 creates an equivalent fraction.</li> <li>Using models to solve problems involving division of a unit fraction by a whole number when the problems are in context.</li> </ul>	<p>fractions needs to be replaced with an equivalent fraction using tools, visual models, or other strategies.</p> <ul style="list-style-type: none"> <li>Solves number stories involving addition and subtraction of fractions and mixed numbers with unlike denominators when a common denominator is not difficult to find.</li> <li>Solves fraction-of problems involving a unit fraction and a whole-number using tools and visual models.</li> <li>Multiplies a fraction by a whole number.</li> <li>Finds a unit fraction of a whole number.</li> <li>Predicts the size of the product of whole numbers and fractions less than one.</li> <li>Understands that multiplying a fraction by another fraction equal to 1 creates an equivalent fraction.</li> <li>Uses models to solve problems involving division of a unit fraction by a whole number when the problems are in context.</li> </ul>	<p>one fractions needs to be replaced with an equivalent fraction using tools, visual models, or other strategies.</p> <ul style="list-style-type: none"> <li>Solving number stories involving addition and subtraction of fractions and mixed numbers with unlike denominators when a common denominator is not difficult to find.</li> <li>Solving fraction-of problems involving a unit fraction and a whole-number using tools and visual models.</li> <li>Multiplying a fraction by a whole number.</li> <li>Finding a unit fraction of a whole number.</li> <li>Predicting the size of the product of whole numbers and fractions less than one.</li> <li>Understanding that multiplying a fraction by another fraction equal to 1 creates an equivalent fraction.</li> <li>Using models to solve problems involving division of a unit fraction by a whole number when the problems are in context.</li> </ul>	<p>answers when solving world problems involving the addition and subtraction of fractions.</p> <ul style="list-style-type: none"> <li>Interpreting a fraction as the division of the numerator by the denominator.</li> <li>Multiplying a fraction by a fraction.</li> <li>Solving real world problems involving multiplication of fractions and mixed numbers.</li> <li>Dividing unit fractions by whole numbers and whole numbers by unit fractions.</li> </ul>
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4. Measurement, Data, and Geometry

	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Performing multi-step unit conversions within the same measurement system.</li> <li>Using conversions to solve multi-step, real-world problems.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>performs multi-step unit conversions within the same measurement system.</li> <li>uses conversions to solve multi-step, real-world problems.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Performing multi-step unit conversions within the same measurement system.</li> <li>Using conversions to solve multi-step, real-world problems.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Converting among different-sized standard measurement units to solve real world problems.</li> <li>Making a line plot to display a data set of measurements in fractions.</li> <li>Solving problems involving information presented in line plots.</li> <li>Understanding that a unit cube can be used to measure volume</li> <li>Measuring volumes by counting unit cubes</li> <li>Relating volume to the operations of multiplication and addition</li> <li>Finding the volume of a right rectangular prism by multiplying the height by the area of the base or by applying the formulas <math>V = lwh</math> or <math>V = Bh</math>.</li> <li>Finding volumes of solid figures composed of two non-overlapping right rectangular prisms applying the technique to real world problems</li> </ul>

5. Mathematical Practices

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

Mixtures and Solutions

1. Demonstrates knowledge and understanding of concepts orally and/or in writing

	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating understanding of key concepts.</p> <ul style="list-style-type: none"> <li>• A mixture is formed when two or more materials are combined; depending on the materials, the resulting mixture can change in appearance but the mass of the mixture is equal to the mass of its constituents.</li> <li>• Scientific models serve as representations to communicate and explain phenomena that can be revised when new information becomes available.</li> <li>• Dissolving is the interaction between two or more substances: a solute, which dissolves, and a solvent, which does the dissolving and into which the solute disappears. Melting is a change in a single substance from a solid state to a liquid state caused by heat (energy transfer).</li> <li>• Solutions made with the same substances can be distinguished from one another based on concentration.</li> <li>• Density is mass per unit of volume. Salt solutions with greater concentration have greater density.</li> <li>• Solubility is a property that indicates how readily a solute dissolves in a solvent. Solubility varies from substance to substance and is affected by temperature and other factors.</li> <li>• A solution is saturated when as much solid material as possible has dissolved in the liquid.</li> <li>• When a solution evaporates, the remaining substance forms predictable, identifiable crystals.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	<p>Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning.</p> <ul style="list-style-type: none"> <li>• Asks questions that can be investigated and predicts reasonable outcomes</li> <li>• Defines a problem that can be solved with included criteria and constraints</li> <li>• Develops a model using an analogy, example, or abstract representation to describe a scientific principle</li> <li>• Develops and/or uses models to describe and make predictions of the natural world</li> <li>• Plans and conducts an investigation, makes observations and/or measurements to produce data to serve as evidence in an explanation</li> <li>• Uses logical reasoning while analyzing and interpreting data to make sense of the natural world</li> <li>• Uses evidence to construct and support an explanation or to design a solution to a problem using scientific ideas</li> <li>• Generates and compares multiple solutions to a problem based on criteria and constraints</li> <li>• Constructs an argument with evidence, data, and/or a model</li> <li>• Obtains and combines information from multiple sources to explain the natural world or design solutions to a problem</li> </ul>	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

### Social Studies

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> <li>• Identifying various consequences of European exploration.</li> <li>• Identifying the political and economic characteristics of European settlements.</li> <li>• Describing the ways European settlers interacted with Native American people, both cooperation and conflict</li> </ul>	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	<p>Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by:</p> <ul style="list-style-type: none"> <li>• Evaluating the positive and negative consequences of European exploration of the Americas</li> <li>• Evaluating the characteristics of a society to determine what contributes to the success or failure of a society</li> <li>• Analyzing the causes of cultural conflict in the context of European settlers and Native American people</li> </ul>	Student expands on and exceeds expectations by consistently and independently asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

### Art

1. Demonstrates understanding of skills and concepts				
	1	2	3	4

All Trimesters	<b>Elements of Art</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>understanding the Elements of Art or student was unable to express the understanding of the elements of art. Space was not utilized well/Flow needs to be developed/Project may be incomplete. (Line, Shape, Form, Texture, Color, Space)</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>somewhat understands the Elements of Art but may need more time and experience to fully develop their understanding and expression (Line, Shape, Form, Texture, Color, Space).</li> <li>still needs time to develop artistic expression.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>understanding how to generally place and work with the Elements of Art (line, shape, form, texture, color, space).</li> <li>successfully demonstrated his/her knowledge of the Elements of Art through their artistic expression.</li> <li>having a good flow to their artistic expression.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>utilizing space exceptionally, adding more complexity to their projects which demonstrates an exemplary understanding of how to use, place and express the Elements of Art.</li> <li>utilizing their knowledge of the Elements of Art (Line, Shape, Form, Texture, Color, Space) to enhance their artistic expression.</li> <li>establishing beautiful flow in their artwork.</li> </ul>
	<b>Art History</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>recalling, describing or relating historically relevant information as covered in an art lesson, including names, dates, movements, etc.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>is able to at least partially describe and/or understand relevant information covered in art lesson, including names, dates, movements, etc.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>recalling and understanding most art history information from a given lesson, as well as makes some connections to themselves or aspects of their lives.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>confidently recalling and describing art history facts from lessons, including names, dates, movements, as well as describing cultural/historical relevance. The student can also make clear personal connections to information and how it is important to themselves intellectually, culturally, or emotionally.</li> </ul>
	<b>Performance/Creative Process</b>			
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>executing lesson-specific skills and techniques with dexterity and/or fine motor skills</li> <li>pinpointing the areas that their projects that may need improvement</li> <li>developing their artistic vision/goals/creativity</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>needs more practice and/or time to better execute lesson-specific skills and techniques</li> <li>needs more practice and/or time to develop their dexterity and/or fine motor skills</li> <li>has a few areas that need improvement within their work</li> <li>needs to further develop their artistic vision/goals/creativity</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>executing lesson-specific skills and techniques</li> <li>demonstrating good dexterity and fine motor skills</li> <li>making some improvements to their work</li> <li>developing their artistic vision/goals/creativity well</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>executing and expanding upon lesson-specific skills and techniques</li> <li>demonstrating exemplary dexterity and fine motor skills (smooth blending, light pencil strokes, smooth transitions, clean composition, etc.)</li> <li>making many improvements to their work that enhance the final product</li> <li>developing their artistic vision/goals/creativity</li> <li>demonstrating innovation/exceptional creativity</li> </ul>	
<b>Critique</b>				
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>explaining the purpose of their projects, either verbally or written.</li> <li>understanding the overall purpose of the projects and the different components therein.</li> <li>assessing their successes and weaknesses based on project parameters, with an inability to see where improvements can be made, with no action moving forward.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>can either verbally or by writing, describe basic ideas, elements, and components of a given project.</li> <li>has a basic understanding of successes and weaknesses in their projects and can begin to discuss either verbally or by writing.</li> <li>can make a basic assessment of strengths and weaknesses and make some changes moving forward.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>competently explaining and describing basic elements and components of a given project, and making rudimentary connections to themselves and their lives, either verbally or by writing.</li> <li>accurately explaining, describing, or writing about strengths and weaknesses in their projects, and making suggestions on how to make improvements, including making improvements to work.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>explaining their work, verbally or by writing, and has a meaningful understanding of content and expectations.</li> <li>making meaningful personal, social, and/or cultural connections to a given project and has the ability to clearly explain either verbally or by writing.</li> <li>has the ability to explain, describe, and/or write about strengths and weaknesses and take action based on their conclusions to make improvements moving forward.</li> </ul>	

**Music**

1. Demonstrates understanding of skills and concepts			
1	2	3	4

Trimester 2	<b>Creating</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>creating and/or improvising lyrics, melodic, and rhythmic patterns within the given parameters.</li> <li>composing rhythmic or melodic patterns using paper and digital tools</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>creates and/or improvises lyrics, melodic, and rhythmic patterns within the given parameters.</li> <li>composes rhythmic or melodic patterns using paper and digital tools.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>creating and/or improvising lyrics, melodic, and rhythmic patterns within the given parameters.</li> <li>composing rhythmic or melodic patterns using paper and digital tools.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>
	<b>Performing</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>singing or playing songs with added harmony live or by utilizing digital tools.</li> <li>singing melodies, alone and with others, using all eight pitches of the scale live or utilizing digital tools.</li> <li>demonstrating proper vocal production, placement, and breathing techniques.</li> <li>demonstrating simple and compound meter patterns through singing, playing, and movement.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>sings or plays songs with added harmony live or utilizing digital tools.</li> <li>sings melodies, alone and with others, using all eight pitches of the scale live or utilizing digital tools.</li> <li>demonstrates proper vocal production, placement, and breathing techniques.</li> <li>demonstrates simple and compound meter patterns through singing, playing, and movement.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>singing or playing songs with added harmony live or by utilizing digital tools.</li> <li>singing melodies, alone and with others, using all eight pitches of the scale live or utilizing digital tools.</li> <li>demonstrating proper vocal production, placement, and breathing techniques.</li> <li>demonstrating simple and compound meter patterns through singing, playing, and movement.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>
	<b>Responding</b>			
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>analyzing, describing, and critiquing music and performances using the correct terminology.</li> <li>Identifying parts of a musical score, including musical symbols such as repeat, da capo, coda, etc.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>analyzes, describes, and critiques music and performances using the correct terminology.</li> <li>identifies parts of a musical score, including musical symbols such as repeat, da capo, coda, etc.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>analyzing, describing, and critiquing music and performances using the correct terminology.</li> <li>Identifying parts of a musical score, including musical symbols such as repeat, da capo, coda, etc.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>	
<b>Connecting</b>				
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>exploring music representing different cultures around the world by singing, playing instruments, and listening to audio samples.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>explores music representing different cultures around the world by singing, playing instruments, and listening to audio samples.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>exploring music representing different cultures around the world by singing, playing instruments, and listening to audio samples.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>	

**World Language**

1. Demonstrates an understanding of skills and concepts				
<b>Thematic Context:</b> The thematic unit for this trimester of the World Language Exploratory Program is entitled, "Getting to Know You." Students will demonstrate the proficiency skills indicated within the context of greetings and leave-takings, expressions of basic feelings, descriptions of our surroundings. Students will also explore the traditions and customs of the target culture(s).				
	1	2	3	4
All Trimesters	With consistent prompting and support, the student has difficulty demonstrating the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	With prompting and support, the student demonstrates the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	Student consistently meets expectations by demonstrating the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	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.

**Physical Education**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
All Trimesters	<b>Motor Skill Development</b>			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>explaining and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>using self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>explains and performs movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>uses self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>explaining and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>using self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>explaining and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>using self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>
	<b>Sportsmanship, Rules and Safety</b>			
<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applying rules and procedures for specific games, sports, and other competitive activities and describing how they enhance participation and safety.</li> <li>acknowledging the contributions of team members and choosing appropriate ways to motivate and celebrate accomplishments.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>practices appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applies rules and procedures for specific games, sports, and other competitive activities and describes how they enhance participation and safety</li> <li>acknowledges the contributions of team members and chooses appropriate ways to motivate and celebrate accomplishments.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applying rules and procedures for specific games, sports, and other competitive activities and describing how they enhance participation and safety</li> <li>acknowledging the contributions of team members and choosing appropriate ways to motivate and celebrate accomplishments.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applying rules and procedures for specific games, sports, and other competitive activities and describing how they enhance participation and safety.</li> <li>acknowledging the contributions of team members and choosing appropriate ways to motivate and celebrate accomplishments.</li> </ul>	
<b>Fitness and Physical Activity</b>				
<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>relating physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participating in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>developing a health-related fitness goal and track progress using health/fitness indicators.</li> <li>explaining and demonstrating the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space)</li> <li>demonstrating the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>relates physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participates in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>develops a health-related fitness goal and track progress using health/fitness indicators.</li> <li>explains and demonstrates the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>demonstrates the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>relating physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participating in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>developing a health-related fitness goal and track progress using health/fitness indicators</li> <li>explaining and demonstrating the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>demonstrating the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>relating physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participating in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>developing a health-related fitness goal and track progress using health/fitness indicators.</li> <li>explaining and demonstrating the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>demonstrating the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	

1. Reads at grade level.				
	1	2	3	4
Trimester 3	Reads at level 40 or below	Reads at a level 50	Reads at a level 60	Reads at a level 70 or above
2. Literal Comprehension				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• <b>Understanding Story Elements</b> - Student is alert to ways in which more complicated stories are not always told sequentially, and is aware that characters may support subplots and make sense of unfamiliar settings.</li> <li>• <b>Orienting</b> - Student previews the book to determine the setting, characters, and possible themes. Student uses what they know about genre to make determinations about story elements.</li> <li>• <b>Envisioning/Predicting</b> - Student visualizes text and looks for clues to determine mood. Student makes predictions about genre and about main and secondary characters.</li> <li>• <b>Retelling/Summary/Synthesizing</b> - Student summarizes a story naming theme and the most important parts of the story that support the theme, leaving out parts that are unimportant. Student is able to trace significant changes in a character.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• <b>Understands Story Elements</b> - Student is alert to ways in which more complicated stories are not always told sequentially, and is aware that characters may support subplots and make sense of unfamiliar settings.</li> <li>• <b>Orients</b> - Student previews the book to determine the setting, characters, and possible themes. Student uses what they know about genre to make determinations about story elements.</li> <li>• <b>Envisions/Predicts</b> - Student visualizes text and looks for clues to determine mood. Student makes predictions about genre and about main and secondary characters.</li> <li>• <b>Retells/Summarizes/Synthesizes</b> - Student summarizes a story naming theme and the most important parts of the story that support the theme, leaving out parts that are unimportant. Student is able to trace significant changes in a character.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Understanding Story Elements</b> - Student is alert to ways in which more complicated stories are not always told sequentially, and is aware that characters may support subplots and make sense of unfamiliar settings.</li> <li>• <b>Orienting</b> - Student previews the book to determine the setting, characters, and possible themes. Student uses what they know about genre to make determinations about story elements.</li> <li>• <b>Envisioning/Predicting</b> - Student visualizes text and looks for clues to determine mood. Student makes predictions about genre and about main and secondary characters.</li> <li>• <b>Retelling/Summary/Synthesizing</b> - Student summarizes a story naming theme and the most important parts of the story that support the theme, leaving out parts that are unimportant. Student is able to trace significant changes in a character.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Understanding Story Elements</b> - Student notices small clues in the text that shows that time is changing, and realizes that characters don't always tell the truth, and that setting affects other story elements.</li> <li>• <b>Orienting</b> - Student previews the book and uses what they know about genre and author to build expectations about story elements.</li> <li>• <b>Envisioning/Predicting</b> - Student visualizes the text, making connections to real life experiences, film, and other texts to make sense of what happens.</li> <li>• <b>Retelling/Summary/Synthesizing</b> - Student summarizes a story by focusing on a character, a conflict, a theme, etc. Student limits the summary to the parts of the text that supports their idea.</li> </ul>
3. Interpretive Reading				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• <b>Inferring about Characters (Character Traits)</b> - Student understands complicated motivations of characters, realizing that they may not be what they seem at first.</li> <li>• <b>Analyzing Character Response/Change</b> - Student recognizes obvious and subtle changes in characters and can explain the causes of these changes. Student is aware that when a character changes or learns something it is similar to the ways people who are like the character deal with challenges or issues. Student understands that a character's change is important to the whole story.</li> <li>• <b>Determining Themes</b> - Student is able to figure out multiple themes that are significant.</li> <li>• <b>Comparing and Contrasting Story Elements or Themes</b> - Student can explain similar themes across multiple texts. Student can explain how themes are developed differently and discuss how author's craft is used to do so.</li> <li>• <b>Supporting Thinking with Evidence</b> - Student supports ideas with specific details and quotes that strongly support their thinking and match their points from several parts of the story. Student discusses how the details and citations support their ideas. When discussing themes, student can support several themes</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• <b>Infers about Characters (Character Traits)</b> - Student understands complicated motivations of characters, realizing that they may not be what they seem at first.</li> <li>• <b>Analyzes Character Response/Change</b> - Student recognizes obvious and subtle changes in characters and can explain the causes of these changes. Student is aware that when a character changes or learns something it is similar to the ways people who are like the character deal with challenges or issues. Student understands that a character's change is important to the whole story.</li> <li>• <b>Determines Themes</b> - Student is able to figure out multiple themes that are significant.</li> <li>• <b>Compares and Contrasts Story Elements or Themes</b> - Student can explain similar themes across multiple texts. Student can explain how themes are developed differently and discuss how author's craft is used to do so.</li> <li>• <b>Supports Thinking with Evidence</b> - Student supports ideas with specific details and quotes that strongly support their thinking and match their points from several parts of the story. Student discusses how the details and citations support their ideas. When</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Inferring about Characters (Character Traits)</b> - Student understands complicated motivations of characters, realizing that they may not be what they seem at first.</li> <li>• <b>Analyzing Character Response/Change</b> - Student recognizes obvious and subtle changes in characters and can explain the causes of these changes. Student is aware that when a character changes or learns something it is similar to the ways people who are like the character deal with challenges or issues. Student understands that a character's change is important to the whole story.</li> <li>• <b>Determining Themes</b> - Student is able to figure out multiple themes that are significant.</li> <li>• <b>Comparing and Contrasting Story Elements or Themes</b> - Student can explain similar themes across multiple texts. Student can explain how themes are developed differently and discuss how author's craft is used to do so.</li> <li>• <b>Supporting Thinking with Evidence</b> - Student supports ideas with specific details and quotes that strongly support their thinking and match their points from several parts of the story. Student discusses how the details and citations support their ideas. When discussing themes, student can support several themes with different details. The student doesn't summarize, but quotes text.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Inferring about Characters (Character Traits)</b> - Student develops theories about characters and how they are affected by other story elements.</li> <li>• <b>Analyzing Character Response/Change</b> - Student can distinguish between temporary changes and changes in the character's perspective. Student is able to consider how inside and outside forces cause characters to change, and that a character's change can be symbolic and connect to bigger themes in the text.</li> <li>• <b>Determining Themes</b> - Student can consider which themes are most important in a text, and decide which themes are most strongly supported throughout the text.</li> <li>• <b>Comparing and Contrasting Story Elements or Themes</b> - Student compares and contrasts different multimedia versions of the texts and discusses the effects these versions have on the development of the theme.</li> <li>• <b>Supporting Thinking with Evidence</b> - Student supports ideas and claims with specific details from the story and evaluates this evidence for which is the strongest. When analyzing theme, student can sort details and rank which details seem most important and discuss why.</li> </ul>

	with different details. The student doesn't summarize, but quotes text.	discussing themes, student can support several themes with different details. The student doesn't summarize, but quotes text.		
4. Analytical Reading				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• <b>Growing Ideas</b>-Student reads other texts that relate to their text in order to find information to understand their text better</li> <li>• <b>Questioning the Text</b>- Student understands issues raised by the text and can decide if they agree or disagree. Student can critique how characters are portrayed or the actions they take.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• <b>Grows Ideas</b>-Student reads other texts that relate to their text in order to find information to understand their text better</li> <li>• <b>Questions the Text</b>- Student understands issues raised by the text and can decide if they agree or disagree. Student can critique how characters are portrayed or the actions they take.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Growing Ideas</b>-Student reads other texts that relate to their text in order to find information to understand their text better</li> <li>• <b>Questioning the Text</b>- Student understands issues raised by the text and can decide if they agree or disagree. Student can critique how characters are portrayed or the actions they take.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• <b>Growing Ideas</b>-Student is open to being changed by what they read, including how they judge themselves and others, how they make decisions about their actions, and how they perceive things.</li> <li>• <b>Questioning the Text</b>- Student thinks about social issues and stereotypes, and what the text may be trying to get them to think about those issues. Student considers other possibilities for characters and events.</li> </ul>

**Language Arts Literacy: Writing**

<b>Opinion Writing</b>				
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"> <li>making a claim or thesis on a topic or text, supporting it with reasons, and providing a variety of evidence for each reason</li> <li>writing an introduction that leads to a claim or thesis, and getting the reader to care about their opinion</li> <li>figuring out what is significant about their topic, and giving readers significant information about the topic using precise words to state their claim and giving reasons for later development</li> <li>writing a conclusion that connects back to the main idea within the text</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>makes a claim or thesis on a topic or text, supporting it with reasons, and providing a variety of evidence for each reason</li> <li>writes an introduction that leads to a claim or thesis and gets the reader to care about their opinion</li> <li>figures out what is significant about their topic, and gives readers significant information about the topic</li> <li>uses precise words to state their claim and gives reasons for later development</li> <li>writes a conclusion that connects back to the main idea within the text</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>making a claim or thesis on a topic or text, supporting it with reasons, and providing a variety of evidence for each reason</li> <li>writing an introduction that leads to a claim or thesis, and getting the reader to care about their opinion</li> <li>figuring out what is significant about their topic, and giving readers significant information about the topic</li> <li>using precise words to state their claim and giving reasons for later development</li> <li>writing a conclusion that connects back to the main idea within the text</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
2. Uses transitions and organizes ideas clearly				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using transition words and phrases to connect evidence back to reasons and to be more precise</li> <li>grouping information into related paragraphs, and ordering the parts of the writing that helped prove the reasons and claim</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses transition words and phrases to connect evidence back to reasons and to be more precise</li> <li>groups information into related paragraphs, and orders the parts of the writing that help prove the reasons and claim</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using transition words and phrases to connect evidence back to reasons and to be more precise</li> <li>grouping information into related paragraphs, and ordering the parts of the writing that helped prove the reasons and claim</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
3. Elaborates by using details and descriptions				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>giving reasons to support opinions, and putting them in the order that would be most convincing</li> <li>including evidence such as facts, examples, quotations, microstories, and information to support the claim</li> <li>discussing the way the evidence went with the claim</li> <li>making deliberate word choices to have an effect on the reader</li> <li>using the precise phrase, metaphor, or image to convey ideas</li> <li>making choices about how to include evidence to support points</li> <li>using a scholarly voice and varying sentences to create the voice and tone of the text</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>gives reasons to support opinions, and puts them in the order that would be most convincing</li> <li>includes evidence such as facts, examples, quotations, microstories, and information to support the claim</li> <li>discusses the way the evidence went with the claim</li> <li>makes deliberate word choices to have an effect on the reader</li> <li>uses the precise phrase, metaphor, or image to convey ideas</li> <li>makes choices about how to include evidence to support points</li> <li>uses a scholarly voice and varies sentences to create the voice and tone of the text</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>giving reasons to support opinions, and putting them in the order that would be most convincing</li> <li>including evidence such as facts, examples, quotations, microstories, and information to support the claim</li> <li>discussing the way the evidence went with the claim</li> <li>making deliberate word choices to have an effect on the reader</li> <li>using the precise phrase, metaphor, or image to convey ideas</li> <li>making choices about how to include evidence to support points</li> <li>using a scholarly voice and varying sentences to create the voice and tone of the text</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
4. Uses conventions and spelling patterns appropriately				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using word families, spelling rules, and classroom resources to spell and edit.</li> <li>using commas to set off introductory parts of sentences</li> <li>using a variety of punctuation to fix run on sentences and cite sources</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses word families, spelling rules, and classroom resources to spell and edit.</li> <li>uses commas to set off introductory parts of sentences</li> <li>uses a variety of punctuation to fix run on sentences and cite sources</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using word families, spelling rules, and classroom resources to spell and edit.</li> <li>using commas to set off introductory parts of sentences</li> <li>using a variety of punctuation to fix run on sentences and cite sources</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>

**Language Arts Literacy: Speaking and Listening**

1. Engages in collaborative discussions				
	1	2	3	4

All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>following rules for discussion and carrying out assigned roles.</li> <li>drawing on previously read text or material to explore ideas under discussion.</li> <li>asking and responding to questions by making comments and elaborating on comments of others.</li> <li>reviewing key ideas expressed and drawing conclusions from discussions.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>follows rules for discussion and carrying out assigned roles.</li> <li>draws on previously read text or material to explore ideas under discussion.</li> <li>asks and responds to questions by making comments and elaborating on comments of others.</li> <li>reviews key ideas expressed and draws conclusions from discussions.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>following rules for discussion and carrying out assigned roles.</li> <li>drawing on previously read text or material to explore ideas under discussion.</li> <li>asking and responding to questions by making comments and elaborating on comments of others.</li> <li>reviewing key ideas expressed and drawing conclusions from discussions.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>reporting on topics or presenting an opinion, using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>speaking clearly at an understandable pace.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>reports on topics or presenting an opinion, using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>speaks clearly at an understandable pace.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>reporting on topics or presenting an opinion, using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> <li>speaking clearly at an understandable pace.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>listening to information being read aloud or presented and summarizing.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>listens to information being read aloud or presented and summarizing.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>listening to information being read aloud or presented and summarizing.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>

**Mathematics**

1. Operations and Algebraic Thinking
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	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Writing simple expressions that record calculations with numbers, and interpreting numerical expressions.</li> <li>Generating two numerical patterns using two given rules.</li> <li>Identifying apparent relationships between corresponding terms.</li> <li>Forming ordered pairs consisting of corresponding terms from the two patterns.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Writes simple expressions that record calculations with numbers, and interprets numerical expressions.</li> <li>Generates two numerical patterns using two given rules.</li> <li>Identifies apparent relationships between corresponding terms.</li> <li>Forms ordered pairs consisting of corresponding terms from the two patterns.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Writing simple expressions that record calculations with numbers, and interpreting numerical expressions.</li> <li>Generating two numerical patterns using two given rules.</li> <li>Identifying apparent relationships between corresponding terms.</li> <li>Forming ordered pairs consisting of corresponding terms from the two patterns.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Writing, reading, and evaluating expressions in which letters stand for numbers.</li> <li>Applying and extending previous understandings of arithmetic to algebraic expressions.</li> <li>Identifying when two expressions are equivalent (i.e. <math>y + y + y</math> and <math>3y</math>)</li> <li>Using variables to represent two quantities in a real-world problem that change in relationship to one another.</li> <li>Understanding the concept of a ratio and using ratio language to describe a ratio relationship between two quantities.</li> </ul>
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Recognizing that in multi-digit whole numbers, a digit in one place represents 10 times what it represents in the place to its right, and 1/10 of what it represents in the place to its left.</li> <li>Reading, writing, and comparing decimals through thousandths.</li> <li>Using place value understanding to round decimals to any place.</li> <li>Fluently multiplying multi-digit whole numbers using the standard algorithm.</li> <li>Finding whole number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors.</li> <li>Adding, subtracting, multiplying, and dividing, decimals to the hundredths.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Recognizes that in multi-digit whole numbers, a digit in one place represents 10 times what it represents in the place to its right, and 1/10 of what it represents in the place to its left.</li> <li>Reads, writes, and compares decimals through thousandths.</li> <li>Uses place value understanding to round decimals to any place.</li> <li>Fluently multiplies multi-digit whole numbers using the standard algorithm.</li> <li>Finds whole number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors.</li> <li>Adds, subtracts, multiplies, and divides, decimals to the hundredths.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Recognizing that in multi-digit whole numbers, a digit in one place represents 10 times what it represents in the place to its right, and 1/10 of what it represents in the place to its left.</li> <li>Reading, writing, and comparing decimals through thousandths.</li> <li>Using place value understanding to round decimals to any place.</li> <li>Fluently multiplying multi-digit whole numbers using the standard algorithm.</li> <li>Finding whole number quotients of whole numbers with up to 4-digit dividends and 2-digit divisors.</li> <li>Adding, subtracting, multiplying, and dividing, decimals to the hundredths.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Writing and evaluating numerical expressions involving whole-number exponents.</li> <li>Fluently dividing multi-digit numbers using the standard algorithm.</li> <li>Fluently adding, subtracting, multiplying, and dividing multi-digit decimals using the standard algorithm for each operation.</li> <li>Using numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities.</li> </ul>
3. Number and Operations - Fractions				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Adding and subtracting any two fractions or mixed numbers with unlike denominators.</li> <li>Using benchmark fractions and number sense to estimate and assess the reasonableness of answers when solving world problems involving the addition and subtraction of fractions.</li> <li>Interpreting a fraction as the division of the numerator by the denominator.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Adds and subtracts any two fractions or mixed numbers with unlike denominators.</li> <li>Uses benchmark fractions and number sense to estimate and assess the reasonableness of answers when solving world problems involving the addition and subtraction of fractions.</li> <li>Interprets a fraction as the division of the numerator by the denominator.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Adding and subtracting any two fractions or mixed numbers with unlike denominators.</li> <li>Using benchmark fractions and number sense to estimate and assess the reasonableness of answers when solving world problems involving the addition and subtraction of fractions.</li> <li>Interpreting a fraction as the division of the numerator by the denominator.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Applying and extending previous understandings of addition and subtraction to add and subtract rational numbers;</li> <li>Representing addition and subtraction on a horizontal or vertical number line diagram.</li> <li>Interpreting and computing quotients of fractions, and solve word problems involving division of fractions by fractions,</li> </ul>

	<ul style="list-style-type: none"> <li>• Multiplying a fraction by a fraction.</li> <li>• Solving real world problems involving multiplication of fractions and mixed numbers.</li> <li>• Dividing unit fractions by whole numbers and whole numbers by unit fractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplies a fraction by a fraction.</li> <li>• Solves real world problems involving multiplication of fractions and mixed numbers.</li> <li>• Divides unit fractions by whole numbers and whole numbers by unit fractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplying a fraction by a fraction.</li> <li>• Solving real world problems involving multiplication of fractions and mixed numbers.</li> <li>• Dividing unit fractions by whole numbers and whole numbers by unit fractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the concept of a ratio and using ratio language to describe a ratio relationship between two quantities.</li> <li>• Understanding the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>.</li> <li>• Using rate language in the context of a ratio relationship.</li> </ul>
4. Measurement, Data, and Geometry				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• Converting among different-sized standard measurement units to solve real world problems.</li> <li>• Making a line plot to display a data set of measurements in fractions.</li> <li>• Solving problems involving information presented in line plots.</li> <li>• Understanding that a unit cube can be used to measure volume</li> <li>• Measuring volumes by counting unit cubes</li> <li>• Relating volume to the operations of multiplication and addition</li> <li>• Finding the volume of a right rectangular prism by multiplying the height by the area of the base or by applying the formulas <math>V = lwh</math> or <math>V = Bh</math>.</li> <li>• Finding volumes of solid figures composed of two non-overlapping right rectangular prisms applying the technique to real world problems</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• Converts among different-sized standard measurement units to solve real world problems.</li> <li>• Makes a line plot to display a data set of measurements in fractions.</li> <li>• Solves problems involving information presented in line plots.</li> <li>• Understands that a unit cube can be used to measure volume</li> <li>• Measures volumes by counting unit cubes</li> <li>• Relates volume to the operations of multiplication and addition</li> <li>• Finds the volume of a right rectangular prism by multiplying the height by the area of the base or by applying the formulas <math>V = lwh</math> or <math>V = Bh</math>.</li> <li>• Finds volumes of solid figures composed of two non-overlapping right rectangular prisms applying the technique to real world problems</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• Converting among different-sized standard measurement units to solve real world problems.</li> <li>• Making a line plot to display a data set of measurements in fractions.</li> <li>• Solving problems involving information presented in line plots.</li> <li>• Understanding that a unit cube can be used to measure volume</li> <li>• Measuring volumes by counting unit cubes</li> <li>• Relating volume to the operations of multiplication and addition</li> <li>• Finding the volume of a right rectangular prism by multiplying the height by the area of the base or by applying the formulas <math>V = lwh</math> or <math>V = Bh</math>.</li> <li>• Finding volumes of solid figures composed of two non-overlapping right rectangular prisms applying the technique to real world problems</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• Solving real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</li> <li>• Drawing polygons in the coordinate plane given coordinates for the vertices.</li> <li>• Using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.</li> <li>• Recognizing a statistical question as one that anticipates variability in the data related to the question.</li> <li>• Understanding that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</li> </ul>
5. Mathematical Practices				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• making sense of problems and persevering in solving them.</li> <li>• reasoning abstractly and quantitatively.</li> <li>• constructing viable arguments and critiquing the reasoning of others.</li> <li>• modeling with mathematics.</li> <li>• using appropriate tools strategically.</li> <li>• attending to precision.</li> <li>• looking for and making use of structure.</li> <li>• looking for and expressing regularity in repeated reasoning</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• makes sense of problems and perseveres in solving them.</li> <li>• reasons abstractly and quantitatively.</li> <li>• constructs viable arguments and critiques the reasoning of others.</li> <li>• models with mathematics.</li> <li>• uses appropriate tools strategically.</li> <li>• attends to precision.</li> <li>• looks for and makes use of structure</li> <li>• looks for and expresses regularity in repeated reasoning</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• making sense of problems and persevering in solving them.</li> <li>• reasoning abstractly and quantitatively.</li> <li>• constructing viable arguments and critiquing the reasoning of others.</li> <li>• modeling with mathematics.</li> <li>• using appropriate tools strategically.</li> <li>• attending to precision.</li> <li>• looking for and making use of structure.</li> <li>• looking for and expressing regularity in repeated reasoning</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• identifying multiple entry points to solutions and planning a solution pathway</li> <li>• regularly considering units, attending to the meaning of quantities, and flexibly using different operations.</li> <li>• generalizing and making formal arguments and critiquing the reasoning of others.</li> <li>• comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools.</li> <li>• detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources.</li> </ul>

				<ul style="list-style-type: none"> <li>• attending to precision by examining claims and calculating efficiently.</li> <li>• looking for and making use of structure in multiple ways and by shifting perspectives.</li> <li>• looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.</li> </ul>
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Science

Earth and Sun

1. Demonstrates knowledge and understanding of concepts orally and/or in writing

	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating understanding of key concepts.</p> <ul style="list-style-type: none"> <li>• Earth's geosphere, hydrosphere, atmosphere, and biosphere interact to create a sustainable environment for life.</li> <li>• Patterns in shadows and in daylight are determined by the relative positions of the Earth-Sun system.</li> <li>• Objects within the solar system and beyond can be seen in the night sky because they either emit or reflect light; relative position of objects can be determined based on the brightness of the light.</li> <li>• Weather is the condition of Earth's atmosphere, a layer of air that surrounds Earth's surface.</li> <li>• The Sun is the major source of energy that heats Earth by warming up Earth's surface (geosphere and hydrosphere), and, in turn, the Earth's atmosphere.</li> <li>• The Sun's energy drives weather on Earth and the movement of water through the water cycle.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
<b>2. Engages in science and engineering practices</b>				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	<p>Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning.</p> <ul style="list-style-type: none"> <li>• Asks questions that can be investigated and predicts reasonable outcomes</li> <li>• Defines a problem that can be solved with included criteria and constraints</li> <li>• Develops a model using an analogy, example, or abstract representation to describe a scientific principle</li> <li>• Develops and/or uses models to describe and make predictions of the natural world</li> <li>• Plans and conducts an investigation, makes observations and/or measurements to produce data to serve as evidence in an explanation</li> <li>• Uses logical reasoning while analyzing and interpreting data to make sense of the natural world</li> <li>• Uses evidence to construct and support an explanation or to design a solution to a problem using scientific ideas</li> <li>• Generates and compares multiple solutions to a problem based on criteria and constraints</li> <li>• Constructs an argument with evidence, data, and/or a model</li> <li>• Obtains and combines information from multiple sources to explain the natural world or design solutions to a problem</li> </ul>	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

**Social Studies**

<b>1. Demonstrates knowledge and understanding of concepts orally and/or in writing</b>				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> <li>• Explaining the reasons why people came from other continents to North America, including forced migration as one reason</li> <li>• Describing the geographic, political, economic and cultural characteristics of the North American colonial regions</li> </ul>	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
<b>2. Applies knowledge to classroom discussions and activities</b>				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	<p>Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by:</p> <ul style="list-style-type: none"> <li>• Explaining how colonial regions developed differently based on their geography and the people who settled there</li> <li>• Making connections between the past and present to understand the long-term impact of migration and forced migration to the Americas</li> </ul>	Student expands on and exceeds expectations by consistently and independently asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

**Art**

<b>1. Demonstrates understanding of skills and concepts</b>				
	1	2	3	4

All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>understanding the Elements of Art or student was unable to express the understanding of the elements of art. Space was not utilized well/Flow needs to be developed/Project may be incomplete. (Line, Shape, Form, Texture, Color, Space)</li> </ul>		<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>somewhat understands the Elements of Art but may need more time and experience to fully develop their understanding and expression (Line, Shape, Form, Texture, Color, Space).</li> <li>still needs time to develop artistic expression.</li> </ul>		<p><b>Elements of Art</b></p> <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>understanding how to generally place and work with the Elements of Art (line, shape, form, texture, color, space).</li> <li>successfully demonstrated his/her knowledge of the Elements of Art through their artistic expression.</li> <li>having a good flow to their artistic expression.</li> </ul>		<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>utilizing space exceptionally, adding more complexity to their projects which demonstrates an exemplary understanding of how to use, place and express the Elements of Art.</li> <li>utilizing their knowledge of the Elements of Art (Line, Shape, Form, Texture, Color, Space) to enhance their artistic expression.</li> <li>establishing beautiful flow in their artwork.</li> </ul>	
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>recalling, describing or relating historically relevant information as covered in an art lesson, including names, dates, movements, etc.</li> </ul>		<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>is able to at least partially describe and/or understand relevant information covered in art lesson, including names, dates, movements, etc.</li> </ul>		<p><b>Art History</b></p> <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>recalling and understanding most art history information from a given lesson, as well as makes some connections to themselves or aspects of their lives.</li> </ul>		<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>confidently recalling and describing art history facts from lessons, including names, dates, movements, as well as describing cultural/historical relevance. The student can also make clear personal connections to information and how it is important to themselves intellectually, culturally, or emotionally.</li> </ul>	
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>executing lesson-specific skills and techniques with dexterity and/or fine motor skills</li> <li>pinpointing the areas that their projects that may need improvement</li> <li>developing their artistic vision/goals/creativity</li> </ul>		<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>needs more practice and/or time to better execute lesson-specific skills and techniques</li> <li>needs more practice and/or time to develop their dexterity and/or fine motor skills</li> <li>has a few areas that need improvement within their work</li> <li>needs to further develop their artistic vision/goals/creativity</li> </ul>		<p><b>Performance/Creative Process</b></p> <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>executing lesson-specific skills and techniques</li> <li>demonstrating good dexterity and fine motor skills</li> <li>making some improvements to their work</li> <li>developing their artistic vision/goals/creativity well</li> </ul>		<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>executing and expanding upon lesson-specific skills and techniques</li> <li>demonstrating exemplary dexterity and fine motor skills (smooth blending, light pencil strokes, smooth transitions, clean composition, etc.)</li> <li>making many improvements to their work that enhance the final product</li> <li>developing their artistic vision/goals/creativity</li> <li>demonstrating innovation/exceptional creativity</li> </ul>	
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>explaining the purpose of their projects, either verbally or written.</li> <li>understanding the overall purpose of the projects and the different components therein.</li> <li>assessing their successes and weaknesses based on project parameters, with an inability to see where improvements can be made, with no action moving forward.</li> </ul>		<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>can either verbally or by writing, describe basic ideas, elements, and components of a given project.</li> <li>has a basic understanding of successes and weaknesses in their projects and can begin to discuss either verbally or by writing.</li> <li>can make a basic assessment of strengths and weaknesses and make some changes moving forward.</li> </ul>		<p><b>Critique</b></p> <p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>competently explaining and describing basic elements and components of a given project, and making rudimentary connections to themselves and their lives, either verbally or by writing.</li> <li>accurately explaining, describing, or writing about strengths and weaknesses in their projects, and making suggestions on how to make improvements, including making improvements to work.</li> </ul>		<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>explaining their work, verbally or by writing, and has a meaningful understanding of content and expectations.</li> <li>making meaningful personal, social, and/or cultural connections to a given project and has the ability to clearly explain either verbally or by writing.</li> <li>has the ability to explain, describe, and/or write about strengths and weaknesses and take action based on their conclusions to make improvements moving forward.</li> </ul>	

**Music**

1. Demonstrates understanding of skills and concepts			
	1	2	3
			4

Trimester 3	<b>Creating</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>composing a rhythmic and/or melodic piece utilizing a given form using paper and digital tools.</li> <li>composing rhythmic or melodic patterns using paper and digital tools</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>composes a rhythmic and/or melodic piece utilizing a given form using paper and digital tools.</li> <li>composes rhythmic or melodic patterns using paper and digital tools.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>composing a rhythmic and/or melodic piece utilizing a given form using paper and digital tools.</li> <li>composing rhythmic or melodic patterns using paper and digital tools.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>
	<b>Performing</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>singing or playing songs with added harmony with greater musicality and accuracy live or utilizing digital tools.</li> <li>demonstrating proper vocal production, placement, and breathing techniques.</li> <li>demonstrating simple and compound meter patterns through singing, playing, and movement.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>sings or plays songs with added harmony with greater musicality and accuracy live or utilizing digital tools.</li> <li>demonstrates proper vocal production, placement, and breathing techniques.</li> <li>demonstrates simple &amp; compound meter patterns through singing, playing, and movement.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>singing or playing songs with added harmony with greater musicality and accuracy live or utilizing digital tools.</li> <li>demonstrating proper vocal production, placement, and breathing techniques.</li> <li>demonstrating simple and compound meter patterns through singing, playing, and movement.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>
	<b>Responding</b>			
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>analyzing, describing, and critiquing music and performances using the correct terminology.</li> <li>identifying parts of a musical score, including musical symbols such as repeat, da capo, coda, etc.</li> <li>differentiating major and minor modes.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>analyzes, describes, and critiques music and performances using the correct terminology.</li> <li>identifies parts of a musical score, including musical symbols such as repeat, da capo, coda, etc.</li> <li>differentiates major and minor modes.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>analyzing, describing, and critiquing music and performances using the correct terminology.</li> <li>identifying parts of a musical score, including musical symbols such as repeat, da capo, coda, etc.</li> <li>differentiating major and minor modes.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>	
<b>Connecting</b>				
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>exploring music representing different cultures around the world by singing, playing instruments, and listening to audio samples.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>explores music representing different cultures around the world by singing, playing instruments, and listening to audio samples.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>exploring music representing different cultures around the world by singing, playing instruments, and listening to audio samples.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>demonstrating music skills with mastery, confidence, and creativity.</li> </ul>	

**World Language**

1. Demonstrates an understanding of skills and concepts				
<b>Thematic Context:</b> The thematic unit for this trimester of the World Language Exploratory Program is entitled, "Getting to Know You." Students will demonstrate the proficiency skills indicated within the context of greetings and leave-takings, expressions of basic feelings, descriptions of our surroundings. Students will also explore the traditions and customs of the target culture(s).				
All Trimesters	1	2	3	4
	With consistent prompting and support, the student has difficulty demonstrating the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	With prompting and support, the student demonstrates the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	Student consistently meets expectations by demonstrating the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	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.

**Physical Education**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
All Trimesters	<b>Motor Skill Development</b>			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>explaining and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>using self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>explains and performs movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>uses self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>explaining and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>using self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>explaining and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</li> <li>using self-evaluation and external feedback to detect and correct errors in one's movement performance.</li> </ul>
	<b>Sportsmanship, Rules and Safety</b>			
<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applying rules and procedures for specific games, sports, and other competitive activities and describing how they enhance participation and safety.</li> <li>acknowledging the contributions of team members and choosing appropriate ways to motivate and celebrate accomplishments.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>practices appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applies rules and procedures for specific games, sports, and other competitive activities and describes how they enhance participation and safety</li> <li>acknowledges the contributions of team members and chooses appropriate ways to motivate and celebrate accomplishments.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applying rules and procedures for specific games, sports, and other competitive activities and describing how they enhance participation and safety</li> <li>acknowledging the contributions of team members and choosing appropriate ways to motivate and celebrate accomplishments.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>applying rules and procedures for specific games, sports, and other competitive activities and describing how they enhance participation and safety.</li> <li>acknowledging the contributions of team members and choosing appropriate ways to motivate and celebrate accomplishments.</li> </ul>	
<b>Fitness and Physical Activity</b>				
<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>relating physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participating in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>developing a health-related fitness goal and track progress using health/fitness indicators.</li> <li>explaining and demonstrating the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space)</li> <li>demonstrating the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>relates physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participates in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>develops a health-related fitness goal and track progress using health/fitness indicators.</li> <li>explains and demonstrates the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>demonstrates the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>relating physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participating in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>developing a health-related fitness goal and track progress using health/fitness indicators</li> <li>explaining and demonstrating the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>demonstrating the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>relating physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>participating in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>developing a health-related fitness goal and track progress using health/fitness indicators.</li> <li>explaining and demonstrating the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</li> <li>demonstrating the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</li> </ul>	