

| Reading | | S1 | S2 | Student: | | 2 |
|---|--|--------------------------|--------------------------|---|--|---|
| Key Ideas and Details | | <input type="checkbox"/> | <input type="checkbox"/> | Science | | S1 S2 |
| <ul style="list-style-type: none">Asks and answers questions in literary and informational texts, referring explicitly to the textRecounts stories, fables, folktales, myths, or key details for an informational text; determines the central message, lesson, moral or main idea of the textDescribes characters and how their actions contribute to the story; describes the relationship between a series of events/concepts/steps in an informational text | | <input type="checkbox"/> | <input type="checkbox"/> | Life Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Plants and animals have characteristics and basic needs for survival (Kit: Structures of Life) <ul style="list-style-type: none">From Molecules to Organisms: Structures and ProcessesHeredity: Inheritance and Variation of TraitsBiological Evolution: Unity and Diversity - Adaptation | | <input type="checkbox"/> <input type="checkbox"/> |
| Craft and Structure | | <input type="checkbox"/> | <input type="checkbox"/> | Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Sounds are caused by vibrations. Pitch and volume are determined by the rate of vibration. Sound travels and is transmitted better through some materials than others. (Kit: Sound) <ul style="list-style-type: none">Waves and Their Applications in Technologies for Information TransferEnergy | | <input type="checkbox"/> <input type="checkbox"/> |
| Integration of Knowledge and Ideas | | <input type="checkbox"/> | <input type="checkbox"/> | Engineering Design and Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Kit: EiE – To Get to the Other Side: Designing Bridges) <ul style="list-style-type: none">Motion and Stability: Forces and InteractionsEngineering Design | | <input type="checkbox"/> <input type="checkbox"/> |
| Range of Reading and Level or Text Complexity | | <input type="checkbox"/> | <input type="checkbox"/> | Science Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> <input type="checkbox"/> |
| Phonics and Word Recognition | | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies | | S1 S2 |
| Fluency | | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies | | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none">Reads with sufficient accuracy, fluency, purpose, rate, and expression | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none">Civics: Understands a community is made up of people with different cultural perspectivesEconomics: Understands economic systems are influenced by laws, values and customs of a cultureGeography: Understands cultural characteristics of regions in North America; Understands elements all cultures shareHistory: Understands how various cultural groups have shaped historySocial Studies Skills: Uses questions to find information in technology and print resources | | <input type="checkbox"/> <input type="checkbox"/> |
| Language/Vocabulary | | <input type="checkbox"/> | <input type="checkbox"/> | Social Studies Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none">Uses knowledge of language and its conventions; chooses words and phrases for effect; recognizes difference between spoken and written EnglishDetermines or clarifies meanings of words using context, affixes, root words, resources; understands word relationships; uses grade appropriate vocabulary | | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness | | S1 S2 |
| Reading Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness | | <input type="checkbox"/> <input type="checkbox"/> |
| Writing | | S1 | S2 | Health and Fitness | | S1 S2 |
| Text Types and Purposes | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none">Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awarenessStudents will exhibit responsible personal and social behavior that respects self and others. | | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none">Writes informative/explanatory texts to examine a topic and convey ideas and information clearlyWrites narratives to develop real or imagined experiences or events using effective technique, details and sequenced eventsWrites opinion pieces on topics or texts, supporting a point of view with reasons | | <input type="checkbox"/> | <input type="checkbox"/> | Health and Fitness Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> <input type="checkbox"/> |
| Production and Distribution of Writing | | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art | | S1 S2 |
| <ul style="list-style-type: none">Produces writing appropriate to task and purposeDevelops and strengthens writing by planning, revising and editingUses technology to produce writing, publish writing, interact, and collaborate with peers on writing | | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art | | <input type="checkbox"/> <input type="checkbox"/> |
| Research to Build and Present | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none">Demonstrates and applies visual art skills and conceptsUses creative process to develop ideas | | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none">Conducts short research projectsRecalls or gathers information from print and digital sources; takes notes and sorts evidence | | <input type="checkbox"/> | <input type="checkbox"/> | Visual Art Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> <input type="checkbox"/> |
| Range of Writing | | <input type="checkbox"/> | <input type="checkbox"/> | Music | | S1 S2 |
| <ul style="list-style-type: none">Writes routinely over extended time frames | | <input type="checkbox"/> | <input type="checkbox"/> | Music | | <input type="checkbox"/> <input type="checkbox"/> |
| Conventions of Standard English | | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none">Demonstrates and applies music skills and conceptsContributes to positive group activities by participating appropriately | | <input type="checkbox"/> <input type="checkbox"/> |
| <ul style="list-style-type: none">Demonstrates command of the conventions of standard English grammar and usageDemonstrates command of the conventions of standard English capitalization, punctuation, and spelling | | <input type="checkbox"/> | <input type="checkbox"/> | Music Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> <input type="checkbox"/> |
| Writing Progress + Significant ✓ Steady – Minimal | | <input type="checkbox"/> | <input type="checkbox"/> | | | |