

Reading		S1	S2	Student:		2
Key Ideas and Details		☐	☐	Science		S1 S2
- Refers to details and examples explicitly and when drawing inferences in literary and informational text - Determines a theme (story, drama, poem) or main idea from details in the text; summarizes the text - Describes a character, setting, or event with specific details; explains events, procedures, ideas, or concepts (including what happened and why) based on specific information		☐	☐	Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Matter occupies space and has mass. Changes of state occur when matter is heated or cooled (Kit: Changes of State)		☐ ☐
Craft and Structure		☐	☐	- Matter and its Interactions - Energy - Engineering Design		
- Determines meaning of general academic and domain-specific words/phrases as they are used in a text - Explains major differences between poems, drama, prose; refers to elements of poems and drama; describes the overall structure of events/ideas/concepts in an informational text - Compares/contrasts points of view within stories or topics including first- and secondhand accounts		☐	☐	Earth and Space Science & Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Water has an important role in shaping the land. Humans interact with natural elements to affect changes in the landscape (Kit: Land and Water)		☐ ☐
Integration of Knowledge and Ideas		☐	☐	- Matter and its Interactions - Earth’s Place in the Universe - Earth’s Systems - Earth and Human Activity		
- Makes connections between the text of a story/drama/visual/oral presentation; interprets information presented visually/orally/quantitatively in informational text - Explains how an author uses reasons and evidence to support points - Compares/contrasts themes/topics in myths and literature; integrates information from two similar texts		☐	☐	Engineering Design 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 – A Stick in the Mud: Evaluating a Landscape)		☐ ☐
Range of Reading and Level or Text Complexity		☐	☐	- Earth and Human Activity - Engineering Design		
Phonics and Word Recognition		☐	☐	Science Progress		+ Significant ✓ Steady – Minimal
Applies grade-level phonics and word analysis skills in decoding words		☐	☐	Social Studies		S1 S2
Fluency		☐	☐	Social Studies		☐ ☐
- Reads with sufficient accuracy, fluency, purpose, rate, and expression; includes prose and poetry - Uses context and rereading to confirm or self-correct words		☐	☐	- Civics: Understands rights and responsibilities of citizens in the Washington State Constitution; Understands how governments are organized into local, state, tribal and national levels - Economics: Understands how Washington State's economy is influenced by environment and population - Geography: Understands physical and cultural characteristics of regions in the Pacific Northwest - History: Uses multiple perspectives to learn about Washington State History - Social Studies Skills: Creates and uses questions to conduct research on an issue or event; Uses multiple primary and secondary sources to find information and draw conclusions		
Language/Vocabulary		☐	☐	Social Studies Progress		+ Significant ✓ Steady – Minimal
- Uses knowledge of language and its conventions; chooses words and phrases for effect; uses formal/ informal English based on context - Determines or clarifies meanings of words using context, affixes, root words, resources; understands figurative language and word relationships; uses grade appropriate vocabulary		☐	☐	Health and Fitness		S1 S2
Reading Progress		☐	☐	Health and Fitness		☐ ☐
Writing		S1	S2	Health and Fitness		S1 S2
Text Types and Purposes		☐	☐	- Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness - Students will exhibit responsible personal and social behavior that respects self and others.		☐ ☐
- Writes informative/explanatory texts to examine a topic and convey ideas and information clearly - Writes narratives of real or imagined experiences; uses effective techniques, details and sequencing - Writes opinion pieces on topics or texts, supporting a point of view with reasons and information		☐	☐	Health and Fitness Progress		+ Significant ✓ Steady – Minimal
Production and Distribution of Writing		☐	☐	Visual Art		S1 S2
- Produces clear, coherent, organized writing, to task, purpose, and audience - Develops and strengthens writing by planning, revising and editing - Uses technology to produce/publish; has command of keyboarding skills typing at least 1 page per sitting		☐	☐	Visual Art		☐ ☐
Research to Build and Present		☐	☐	- Demonstrates and applies visual art skills and concepts - Uses creative process to develop ideas		
- Conducts short research projects that involve investigation of different aspects of the topic - Recalls relevant information; uses print/digital sources, takes notes, categorizes and provides source list - Draws evidence from literary or informational texts to support analysis, reflection, and research		☐	☐	Visual Art Progress		+ Significant ✓ Steady – Minimal
Range of Writing		☐	☐	Music		S1 S2
Writes routinely over extended and shorter timeframes for specific tasks, purposes and audiences		☐	☐	Music		☐ ☐
Conventions of Standard English		☐	☐	- Demonstrates and applies music skills and concepts - Contributes to positive group activities by participating appropriately		☐ ☐
- Demonstrates command of the conventions of standard English grammar and usage - Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling		☐	☐	Music Progress		+ Significant ✓ Steady – Minimal
Writing Progress		☐	☐			☐ ☐