

Reading		S1	S2	Student:		2
Key Ideas and Details		☐	☐	Science		S1 S2
- Asks and answers questions about key details in a text - Retells stories or main topic with key details; understands the central message or lesson - Describes characters, settings, and events in a story with key details; describes connections between two individuals, events, ideas and information with informational text		☐	☐	Physical Science: Solids and liquids have different properties. Solids and liquids may change when they interact with each other (Kit: Solids and Liquids)		☐ ☐
Craft and Structure		☐	☐	Earth and Space Science: Earth materials can be sorted by their properties. Humans use earth materials for different purposes (Kit: Pebbles, Sand, and Silt)		☐ ☐
- Identifies words and phrases in stories or poems that suggest feeling or appeal to the senses; asks and answers questions to determine or clarify the meaning of words or phrases - Explains differences between stories and informational text; uses text features in locating information - Identifies who is telling the story; distinguishes information provided by pictures, illustrations or words		☐	☐	Engineering Design and Physical Science: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Kit: EiE – A Sticky Situation: Designing Walls)		☐ ☐
Integration of Knowledge and Ideas		☐	☐	Student applying the NGSS Science and Engineering Practices: Asking Questions, Developing and Using Models, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Using Mathematics and Computational Thinking, Constructing Explanations and Designing Solutions, Engaging in Argument From Evidence, Obtaining, Evaluating and Communicating Information		☐ ☐
- Uses illustrations and details to describe characters, setting, events or key ideas in a text - Uses the reasons an author gives to support points in a text - Compares/contrasts adventures and experiences of characters in two stories or texts on same topic		☐	☐	Student processing the NGSS Crosscutting Concepts: Patterns, Cause and Effect (mechanism and explanation), Scale, Proportion and Quantity, Systems and System Models, Energy and Matter (flow, cycles and conservation), Structure and Function, Stability and Change		☐ ☐
Range of Reading and Level or Text Complexity		☐	☐	Science Progress + Significant ✓ Steady – Minimal		☐ ☐
Print Concepts		☐	☐	Social Studies		S1 S2
Phonological Awareness		☐	☐	Social Studies		☐ ☐
- Understands spoken words, syllables, and sounds (phonemes): long and short vowels, blends sound - Isolates, pronounces, segments, and sequences sounds (beginning, middle, and ending sounds)		☐	☐	- Civics: Understands the purpose of rules in the classroom and school community - Economics: Understands families make choices to meet needs and wants - Geography: Uses maps and globes; Understands how environment shapes how families live - History: Creates timelines showing events in a sequence		☐ ☐
Phonics and Word Recognition		☐	☐	Social Studies Progress + Significant ✓ Steady – Minimal		☐ ☐
- Applies grade-level phonics in decoding; uses digraphs, vowel teams, syllables, patterns and endings - Recognizes and reads grade-appropriate irregularly spelled words		☐	☐	Visual Art		S1 S2
Fluency		☐	☐	Visual Art		☐ ☐
- Reads with sufficient accuracy, fluency, rate, and expression - Uses context or rereading to confirm or self-correct word		☐	☐	- Demonstrates and applies visual art skills and concepts - Uses creative process to develop ideas		☐ ☐
Language/Vocabulary		☐	☐	Visual Art Progress + Significant ✓ Steady – Minimal		☐ ☐
Determines or clarifies the meaning of unknown and multiple-meaning words and phrases; understands word relationships; uses context, attributes, and adjectives, and word parts		☐	☐	Music		S1 S2
Reading Progress + Significant ✓ Steady – Minimal		☐	☐	Music		☐ ☐
Writing		S1	S2	Music Progress + Significant ✓ Steady – Minimal		☐ ☐
Text Types and Purposes		☐	☐	- Demonstrates and applies music skills and concepts - Contributes to positive group activities by participating appropriately		☐ ☐
- Writes opinion pieces: introduces the topic/book, states opinion, supplies reason and provides closure - Uses a combination of drawing, dictating, and writing to narrate events in order with details - Uses a combination of drawing, dictating, and writing to compose informative/explanatory text with details		☐	☐			☐ ☐
Production and Distribution of Writing		☐	☐			☐ ☐
- With guidance, focuses on topic, responds to questions/suggestions; adds details to strengthen writing - With guidance, uses a variety of digital tools to produce and publish writing; collaborates with peers		☐	☐			☐ ☐
Research to Build and Present Knowledge		☐	☐			☐ ☐
- Participates in shared research and writing projects - With guidance, recalls or gathers information from provided sources to answer a question		☐	☐			☐ ☐
Conventions of Standard English		☐	☐			☐ ☐
- Uses conventions of standard English grammar and usage (nouns, verbs, pronouns, adjectives, prepositions, conjunctions) - Uses capitalization, punctuation, and spelling (capitalizes dates, names, first of sentence; end punctuation; phonetic and irregular spellings)		☐	☐			☐ ☐
Writing Progress + Significant ✓ Steady – Minimal		☐	☐			☐ ☐