

Reading			S1	S2	Student:			2
Key Ideas and Details			☐	☐	Science			S1 S2
- Asks and answers questions to demonstrate understanding of key details in a text - Recounts stories, fables, and folktales; determines the central message or moral; identifies the topic and focus of paragraphs within a multiparagraph informational text - Describes how characters in a story respond to events and challenges; describes the connection between a series of events, ideas/concepts, or steps in procedures within an informational text			☐	☐	Earth and Space Science: Explore properties of air and the role of air in predicting weather (Kit: Air and Weather)			☐ ☐
Craft and Structure			☐	☐	- Earth’s Systems – Weather and Climate - Earth’s Place in the Universe – The Universe and its Stars Life Science: Study a butterfly life cycle: egg, larva, caterpillar, chrysalis, and adult (Kit: The Life Cycle of the Butterfly)			☐ ☐
- Describes how words and phrases supply rhythm and meaning in a story, poem, or song; determines the meaning of words and phrases in informational text - Describes the overall structure of a story; knows and uses various text features to locate facts or information in a text - Knows different points of view of characters; identifies the main purpose of an informational text and what the author wants to answer, explain, or describe			☐	☐	Engineering Design, Physical Science and Life Science: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Kit: EiE – The Best of Bugs: Designing Hand Pollinators)			☐ ☐
Integration of Knowledge and Ideas			☐	☐	- Matter and its Interactions – Structure and Properties of Matter - Ecosystems: Interactions, Energy and Dynamics – Interdependent Relationships in Ecosystems - Engineering Design 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			☐ ☐
Range of Reading and Level or Text Complexity			☐	☐	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			☐ ☐
Phonics and Word Recognition			☐	☐	Science Progress + Significant ✓ Steady – Minimal			☐ ☐
- Applies grade-level phonics and decoding of words - Recognizes and reads grade-appropriate irregularly and commonly spelled words			☐	☐	Social Studies			S1 S2
Fluency			☐	☐	Social Studies			☐ ☐
- Reads with sufficient accuracy, fluency, rate, and expression to support comprehension - Uses context or rereads to confirm or self-correct word			☐	☐	- Civics: Understands the purpose of rules in the classroom and school community - Economics: Understands that choosing among goods and services have costs and benefits to a local economy - Geography: Gains information from maps and globes; Understands that people in their community impact the local environment - History: Creates a timeline showing major community events in sequence - Social Studies Skills: Uses questions to find information in technology and print resources			☐ ☐
Language/Vocabulary			☐	☐	Social Studies Progress + Significant ✓ Steady – Minimal			☐ ☐
- Uses knowledge of language, its convention, and formal/informal uses - Determines or clarifies meanings of words using context, root words, prefixes, resources ; understands word relationships			☐	☐	Health and Fitness			S1 S2
Reading Progress + Significant ✓ Steady – Minimal			☐	☐	Health and Fitness			☐ ☐
Writing			S1	S2	Health and Fitness			S1 S2
Text Types and Purposes			☐	☐	- Students will exhibit responsible personal and social behavior that respects self and others. - Students will demonstrate competency in a variety of motor skills and movement patterns and apply knowledge of motor concepts, principles, strategies, and tactics related to movement and performance.			☐ ☐
- Writes informative/explanatory texts: introduces a topic, uses facts and definitions, and a concluding statement or section - Writes narratives: includes elaborated events, details to describe actions, thoughts, and feelings; uses temporal words to show sequence; provides closure			☐	☐	Health and Fitness Progress + Significant ✓ Steady – Minimal			☐ ☐
Production and Distribution of Writing			☐	☐	Visual Art			S1 S2
- With guidance, focuses on topic and strengthens writing by revising and editing - With guidance, uses a variety of digital tools to produce and publish writing; collaborates with peers			☐	☐	Visual Art			☐ ☐
Research to Build and Present			☐	☐	- Demonstrates and applies visual art skills and concepts - Uses creative process to develop ideas			☐ ☐
- Participates in shared research and writing projects - Recalls or gathers information from experience and provided sources to answer a question			☐	☐	Visual Art Progress + Significant ✓ Steady – Minimal			☐ ☐
Conventions of Standard English			☐	☐	Music			S1 S2
- Uses conventions of standard English grammar and usage - Uses conventions of standard English capitalization, punctuation, and spelling			☐	☐	Music			☐ ☐
Writing Progress + Significant ✓ Steady – Minimal			☐	☐	- Demonstrates and applies music skills and concepts - Contributes to positive group activities by participating appropriately			☐ ☐
			☐	☐	Music Progress + Significant ✓ Steady – Minimal			☐ ☐

Updated: 11/9/17