

K – 5 Student Learning Expectations	1	2	3	4
Citizenship	Does not demonstrate respect, self control, following directions or solving conflicts with others	Inconsistently demonstrates respecting self control, follows directions or solving conflict	Consistently shows respect, uses self control, follows directions and solves conflicts with others	Always shows respect, self control, follows directions and takes initiative to solve conflicts with others
Task Completion	Is not motivated to complete tasks	Needs motivational reminders to complete tasks on time	Consistently completes tasks independently and on time	Always completes tasks independently and on time
Organizational Skills	Does not use time wisely, is not prepared for lessons by having appropriate materials or previous assignments/homework	Inconsistently uses time wisely, is not always prepared for lessons, does not always have appropriate materials and assignments/homework may be incomplete	Consistently uses time wisely and is prepared for lessons by having the appropriate materials and completing previous assignments/homework	Always uses time wisely and is prepared for lessons by having the appropriate materials and completing previous assignments/homework
Class Participation	Does not work well with others, listen or contribute to class and small group discussions	Inconsistently works well with others, listens or contributes to class and small group discussions	Consistently works well with others, listens and contributes to class and small group discussions	Always works well with others, listens and contributes to class and small group discussions with higher level ideas
Quality of Work	Does not show effort to create neat or organized work or to meet assignment criteria	Inconsistently uses best effort to create neat or organized work and inconsistently meets assignment criteria	Consistently uses best effort to create work that is neat, well organized and meets assignment criteria	Always uses best effort to create work that is neat and well organized and exceeds assignment criteria
ELA				

<p>Retell text using key details or facts. (RFT A.2, C.1; RIT A.2, C.2)</p>	<p>Retells with misinterpretation; or misidentified main topic and facts.</p>	<p>Retelling includes some details to describe characters, setting, or events and may not be in order; or identifies the main topic and retells some key facts.</p>	<p>Retelling includes details to describe characters, setting, and events in order; or identifies the main topic and retells the key facts.</p>	<p>Retelling includes details to describe characters, setting, and events in order; or identifies the main topic and retells the key facts using DRA level 28 or above.</p>
<p>Reads a DRA Level 16 (Lexile 400 range) by the end of the year. (RFT D.2)</p>	<p>Reads below DRA Level 6.</p>	<p>Reads DRA Level 6-16 in the instructional range for accuracy, comprehension, and fluency.</p>	<p>Reads DRA Level 16/Lexile Level range 400 in the independent range for accuracy, comprehension, and fluency.</p>	<p>Independently reads at a second grade level (DRA 28 or above).</p>
<p>Know and use various text features to locate key facts or information. (RIT B.2)</p>	<p>Cannot identify or use key text features to locate facts or information.</p>	<p>Identifies and uses key text features to locate facts or information with support.</p>	<p>Identifies and uses key text features to locate facts or information, (ex: headings, table of contents, glossary, captions, charts, diagrams).</p>	<p>Effectively uses text features to gain understanding of text using Grade 2 text level</p>
<p>Demonstrate understanding of syllables and sounds. (FS B.1)</p>	<p>Makes no attempt to segment sounds or syllables.</p>	<p>Segments single syllable words into their complete sequence of sounds with support. Student can segment multi-syllabic words with support.</p>	<p>Segments single syllable words into their complete sequence of sounds. Student can segment multi-syllabic words.</p>	<p>Segments multi-syllabic words to use in their reading and writing</p>
<p>Read grade appropriate regularly and irregularly spelled words. (FS C.1g)</p>	<p>Reads 0 to 20 of the Pre-Primer, Primer, and First Grade level Dolch words.</p>	<p>Reads 21 to 99 of the Pre-Primer, Primer, and First Grade level Dolch words.</p>	<p>Reads 100 of the Pre-Primer, Primer, and First Grade level Dolch words.</p>	<p>Reads all First grade and Second grade level Dolch words.</p>
<p>Write grade appropriate regularly and irregularly spelled words. (FS C.1g)</p>	<p>Writes 0 to 20 of the Pre-Primer, Primer, and First Grade level Dolch words.</p>	<p>Writes 21 to 99 of the Pre-Primer, Primer, and First Grade level Dolch words.</p>	<p>Writes 100 of the Pre-Primer, Primer, and First Grade level Dolch words.</p>	<p>Writes all of the First and Second grade level Dolch words.</p>

<p>Determine the meaning of key vocabulary words. (L A.1)</p>	<p>Makes no attempt to define word(s).</p>	<p>Attempts, with some misinterpretation or with support, to define word(s) through a picture or writing using context clues.</p>	<p>Defines word(s) through a pictures or writing or acting, using context clues.</p>	<p>Defines word(s) through two or more strategies using context clues.</p>
<p>Use conventional spelling for words with common spelling patterns (Writing Standards. CSE, 12,b) Writing</p>	<p>Scores in the late emergent stage of the Word Their Way spelling continuum</p>	<p>Scores in the early range of the letter naming stage of the Word Their Way spelling continuum</p>	<p>Scores in the late range of the letter naming stage of the Word Their Way spelling continuum</p>	<p>Scores in the early range of the Within Word stage of the Word Their Way spelling continuum</p>
<p>Writes opinion, informative and narrative pieces (A. 1, 2, 3)</p>	<p>Composes an opinion, informative, and narrative piece of writing. Student draws independently and writes with teacher support.</p>	<p>Writes 1-2 complete sentences independently when composing an opinion, informative, and narrative piece of writing.</p>	<p>Writes 4-5 sentences independently when composing an opinion, informative and narrative pieces.</p>	<p>Writes a developed opinion, informative and narrative pieces with evidence of revising and editing.</p>
<p>Print upper and lowercase letters with proper formation (E. 11.a)</p>	<p>There is little evidence of correct letter formation in their writing when working independently.</p>	<p>Many errors are made when forming capital and lowercase letters in their independent writing.</p>	<p>Capital and lowercase letters are formed properly on a consistent basis in their independent writing.</p>	<p>Capital and lowercase letters are always formed properly in their independent writing.</p>
<p>Uses singular and plural nouns with matching verbs in basic sentences (He hops; We hop). (E. 11.c)</p>	<p>Little evidence of use of singular and plural nouns with matching verbs in basic sentences (He hops; We hop).</p>	<p>Many errors in use of singular and plural nouns with matching verbs in basic sentences (He hops; We hop).</p>	<p>Appropriate use of singular and plural nouns with matching verbs in basic sentences (He hops; We hop).</p>	<p>Accurately uses singular and plural nouns with matching verbs in basic sentences and forms and uses frequently occurring irregular plural nouns, uses verbs to convey a sense of past, present, and future, and uses adjectives and</p>

<p>Capitalizes the beginning of sentence, proper nouns and uses end punctuation (E. 12. a, b)</p>	<p>No evidence of capitalization at the beginning of sentence, proper nouns and use of end punctuation in independent writing.</p>	<p>Many errors with capitalization at the beginning of sentence, proper nouns and use of end punctuation in independent writing.</p>	<p>Appropriately capitalizes the beginning of sentence, proper nouns and uses end punctuation in independent writing.</p>	<p>Appropriately capitalizes the beginning of sentence, proper nouns, holidays, geographic locations, product names and uses end punctuation in independent writing.</p>
<p>Uses common spelling patterns and frequently occurring sight words (see reading standards FS, C. 1. g) Math</p>	<p>No evidence of use of common spelling patterns and grade level sight words in independent writing.</p>	<p>Many errors in use of common spelling patterns and grade level sight words in independent writing.</p>	<p>Accurately uses common spelling patterns and grade level sight words in independent writing.</p>	<p>Accurately uses common spelling patterns and second grade level sight words in independent writing.</p>
<p>Counts, reads, and writes numbers to 120 (Numbers and Place Value, a)</p>	<p>Counts numbers to 120</p>	<p>Reads and writes numbers to 120</p>	<p>Counts, reads, and writes numbers to 120</p>	<p>Reads and writes numbers to 1000 using numeral names and expanded form.</p>
<p>Understands that 2 digits of a two-digit number represents amounts of tens and ones. (Numbers and Place Value, c)</p>	<p>Does not recognize the different digits in a number.</p>	<p>Developing understanding place value with manipulatives trading 1's for 10's, 10's for 100's.</p>	<p>Understands that 2 digits of a two-digit number represents amounts of tens and ones.</p>	<p>Understands that the three digits of a 3 digit number represents 100's, 10's and 1's.</p>
<p>Solves word problems using pictures, numbers, symbols, words, manipulatives and equations. (Operations, a)</p>	<p>Picture or words or number sentence match the story problem</p>	<p>Picture, words, and number sentence all match the story problem using numbers 0-10.</p>	<p>Solves word problems using pictures, numbers, symbols, words, manipulatives and equations.</p>	<p>Solves 1 and 2 step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.</p>

<p>Demonstrates fluency in addition and subtraction by accurately completing 25 problems up to 10 within 3 minutes. (Operations, f)</p>	<p>Fluently adds and subtracts numbers to 5 (less than 10 problems in 1 minute)</p>	<p>Fluently adds and subtracts numbers to 5 (10 problems in one minute)</p>	<p>Demonstrates fluency in addition and subtraction by accurately completing 25 problems up to 10 within 3 minutes.</p>	<p>Demonstrates fluency in addition and subtraction by accurately completing 25 problems up to 18 in 3 minutes.</p>
<p>Counts sets of pennies, nickels and dimes to \$1.00 and develops an understanding of counting to \$1.00 using quarters. (Measurement and Data, c)</p>	<p>Identifies 2-4 common coins/currency - penny, nickel, dime, quarter, dollar</p>	<p>Identifies common coins/currency - penny, nickel, dime, quarter, dollar</p>	<p>Counts sets of pennies, nickels and dimes to \$1.00 and develops an understanding of counting to \$1.00 using quarters.</p>	<p>Solves word problems involving dollar bills, quarters, dimes nickels and pennies using dollar and cent notation appropriately.</p>
<p>Tells and writes time in hours and half-hours using analog and digital clocks. (Measurement and Data, d)</p>	<p>Tells time to the hour using analog clocks.</p>	<p>Tells time in hours and half hours using analog or digital clocks.</p>	<p>Tells and writes time in hours and half-hours using analog and digital clocks.</p>	<p>Tells and writes time to the nearest 5 minutes on an analog clock, tells and writes time in digital notation.</p>
<p>Collects, organizes and compares data for a variety of reasons. (Measurement and Data, e)</p>	<p>Compare and sort a set of objects using 2 different attributes (color, size, shape, thickness)</p>	<p>Compare and sort objects using 3 attributes (color, size, shape, thickness)</p>	<p>Collects, organizes and compares data for a variety of reasons.</p>	<p>Creates line graphs and picture bar graphs to represent data.</p>
<p>Compares and sorts a variety of 2 and 3-dimensional figures according to their geometric attributes. (Geometry, a)</p>	<p>Identifies 3-6 plane and solid objects - circle, square, triangle, rectangle, sphere, cube, cone</p>	<p>Identifies 7 plane and solid objects - circle, square, triangle, rectangle, sphere, cube, cone</p>	<p>Compares and sorts a variety of 2 and 3-dimensional figures according to their geometric attributes.</p>	<p>Recognizes and identifies triangles, quadrilaterals, pentagons, hexagons and cubes.</p>

<p>Models $\frac{1}{2}$ and $\frac{1}{4}$ using circles and rectangles. (Geometry, b)</p>	<p>Models $\frac{1}{2}$ or $\frac{1}{4}$ using circles or rectangles.</p>	<p>Models $\frac{1}{2}$ or $\frac{1}{4}$ using circles and rectangles.</p>	<p>Models $\frac{1}{2}$ and $\frac{1}{4}$ using circles and rectangles.</p>	<p>Partitions circles and rectangles into 2, 3, or 4 equal shares and can explain equal shares.</p>
Health				
<p>Students will understand the importance of taking care of their body. Units taught include Head to Toe, Talk and Listen, Get Well Soon, and How I Breathe.</p>	<p>Student does not participate or understand concepts being taught.</p>	<p>Student participates in activities being taught.</p>	<p>Student participates in activities and understands concepts being taught.</p>	<p>Student participates in activities and makes real-life connections to concepts being taught.</p>
<p>Students will learn to be safe at home and away from home. Units taught include Look Out, All About Medicine, Happy, Sad and In Between, and Drugs Are Dumb.</p>	<p>Student does not participate or understand concepts being taught.</p>	<p>Student participates in activities being taught.</p>	<p>Student participates in activities and understands concepts being taught.</p>	<p>Student participates in activities and makes real-life connections to concepts being taught.</p>
<p>Students will learn that healthy foods, good eating habits, exercise and emotional care help maintain healthy bodies. Units taught include Why Do We Eat?, and Run, Jump And Skip.</p>	<p>Student does not participate or understand concepts being taught.</p>	<p>Student participates in activities being taught.</p>	<p>Student participates in activities and understands concepts being taught.</p>	<p>Student participates in activities and makes real-life connections to concepts being taught.</p>
Music				

<p>Student identifies instrument families and how they produce sound.</p>	<p>Student does not identify instrument families or demonstrate an understanding of instrument sound production.</p>	<p>Student occasionally identifies instrument families and occasionally demonstrates an understanding of how they produce sound.</p>	<p>Student identifies instrument families and understands instrument sound production.</p>	<p>Student always identifies instrument families and demonstrates a complete understanding of sound production.</p>
<p>Student identifies loud/soft sounds and how they affect expressive music.</p>	<p>Student does not demonstrate an understanding of loud and soft sounds and how they affect the expressive qualities of music.</p>	<p>Student occasionally demonstrates an understanding of loud and soft sounds and their expressive qualities related to music.</p>	<p>Student demonstrates an understanding of loud/soft sounds and how they affect expressive music.</p>	<p>Student always demonstrates an understanding of loud and soft sounds and how they relate to the expressive qualities of music.</p>
<p>Creates artwork using pattern.</p>	<p>Unable to create a pattern within artwork</p>	<p>Creates artwork using pattern with the support of the teacher.</p>	<p>Creates artwork using pattern and can explain how lines and shape repeat.</p>	<p>Creates numerous types of patterns with understanding of use of line, shape and repetition</p>
<p>Organizes colors into the following groups: primary and secondary</p>	<p>Unable to organize colors into the following groups: primary and secondary</p>	<p>Organizes colors into the following groups: primary and secondary with teacher support</p>	<p>Organizes colors into the following groups: primary and secondary</p>	<p>Organizes colors into the following groups: primary, secondary, and cool/warm</p>
<p>Demonstrates knowledge of art that is inspired from different times and cultures.</p>	<p>Unable to demonstrate knowledge of art that is inspired from different times and cultures.</p>	<p>Demonstrates knowledge of art that is inspired from different times and cultures with teacher support.</p>	<p>Demonstrates knowledge of art that is inspired from different times and cultures.</p>	<p>Demonstrates knowledge of art that is inspired from different times and cultures and makes connections with the present time.</p>
<p>Physical Education</p>				

<p>Student consistently performs the following loco-motor movements: walk, run, jump, hop, skip, leap and gallop</p>	<p>Performs 3 movements</p>	<p>Performs 5 movements</p>	<p>Performs all 7 movements</p>	<p>Consistently performs all 7 movements</p>
<p>Student can consistently perform the following non-loco-motor movements: levels, swinging, swaying, twisting, bending, speed, force, and balance</p>	<p>Performs 4 movements</p>	<p>Performs 6 movements</p>	<p>Performs all 8 movements</p>	<p>Consistently performs all 8 movements</p>
<p>Student can consistently perform the following manipulative skills: tossing, kicking, dribbling, throwing, and catching</p>	<p>Performs 2 skills</p>	<p>Performs 4 skills</p>	<p>Performs all 5 skills</p>	<p>Consistently performs all 5 skills</p>
<p>Student exhibits responsible personal and social behavior in a physical setting. Including: prepared for class, cooperative skills, spatial awareness and positive attitude towards physical activity</p>	<p>Students does not exhibit responsible personal and social behavior</p>	<p>Student exhibits responsible personal and social behavior some of the time</p>	<p>Student exhibits responsible personal and social behavior most of the time</p>	<p>Student exhibits responsible personal and social behavior all of the time</p>