

*Ensuring each student learns to high standards.*



Reading		Did not participate in Summer Reading		S1	S2
<b>Key Ideas and Details</b>				2	
<ul style="list-style-type: none"> <li>Asks and answers questions in literary and informational texts, referring explicitly to the text</li> <li>Recounts stories, fables, folktales, myths, or key details for an informational text; determines the central message, lesson, moral or main idea of the text</li> <li>Describes characters and how their actions contribute to the story; describes the relationship between a series of events/concepts/steps in an informational text</li> </ul>				2	
<b>Craft and Structure</b>				NA	
<ul style="list-style-type: none"> <li>Determines the meaning of words, phrases, general academic and domain-specific vocabulary used in a text</li> <li>Refers to parts of stories, dramas, and poems ; uses text features and search tools to locate information about a topic</li> <li>Distinguishes one's own point of view from that of the narrator, character, or author of a text</li> </ul>				NA	
<b>Integration of Knowledge and Ideas</b>				3	
<ul style="list-style-type: none"> <li>Explains how a text's illustrations contribute to words within a story or informational text</li> <li>Describes the logical connection between sentences and paragraphs in a text (compare/contrast, causeeffect...)</li> <li>Compares/contrasts story elements, as well as most important points with details from two texts on the same topic</li> </ul>				3	
<b>Range of Reading and Level of Text Complexity</b>				2	
<ul style="list-style-type: none"> <li>Reads and comprehends grade 3 literature and informational texts independently and proficiently</li> </ul>				3	
<b>Phonics and Word Recognition</b>				3	
<ul style="list-style-type: none"> <li>Applies grade-level phonics and high frequency words</li> </ul>				2	
<b>Fluency</b>				3	
<ul style="list-style-type: none"> <li>Reads with sufficient accuracy, fluency, purpose, rate, and expression</li> </ul>				3	
<b>Language/Vocabulary</b>				+	
<ul style="list-style-type: none"> <li>Uses knowledge of language and its conventions; chooses words and phrases for effect; recognizes difference between spoken and written English</li> <li>Determines or clarifies meanings of words using context, affixes, root words, resources; understands word relationships; uses grade appropriate vocabulary</li> </ul>				+	
<b>Reading Progress</b>		+ Significant   ✓ Steady   - Minimal		+	
<b>Writing</b>				S1	S2
<ul style="list-style-type: none"> <li>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>Writes narratives to develop real or imagined experiences or events using effective technique, details and sequenced events</li> <li>Writes opinion pieces on topics or texts, supporting a point of view with reasons</li> </ul>				NA	
				3	
				NA	
				2	
<b>Production and Distribution of Writing</b>				3	
<ul style="list-style-type: none"> <li>Produces writing appropriate to task and purpose</li> <li>Develops and strengthens writing by planning, revising and editing</li> <li>Uses technology to produce writing, publish writing, interact, and collaborate with peers on writing</li> </ul>				3	
<b>Research to Build and Present</b>				3	
<ul style="list-style-type: none"> <li>Conducts short research projects</li> <li>Recalls or gathers information from print and digital sources; takes notes and sorts evidence</li> </ul>				3	
<b>Range of Writing</b>				2	
<ul style="list-style-type: none"> <li>Writes routinely over extended time frames</li> </ul>				2	
<b>Conventions of Standard English</b>				✓	
<ul style="list-style-type: none"> <li>Demonstrates command of the conventions of standard English grammar and usage</li> <li>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling</li> </ul>				✓	
<b>Writing Progress</b>		+ Significant   ✓ Steady   - Minimal		✓	

  

Student: Rudolph Whittington		2	
<b>Science</b>		S1	S2
<b>Life Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts:</b> Plants and animals have characteristics and basic needs for survival ( <b>Kit: Structures of Life</b> )		3	
<ul style="list-style-type: none"> <li>From Molecules to Organisms: Structures and Processes</li> <li>Heredity: Inheritance and Variation of Traits</li> <li>Biological Evolution: Unity and Diversity - Adaptation</li> </ul>		NA	
<b>Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts:</b> 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. ( <b>Kit: Sound</b> )		NA	
<ul style="list-style-type: none"> <li>Waves and Their Applications in Technologies for Information Transfer</li> <li>Energy</li> </ul>		NA	
<b>Engineering Design and Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts:</b> Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions ( <b>Kit: EiE – To Get to the Other Side: Designing Bridges</b> )		NA	
<ul style="list-style-type: none"> <li>Motion and Stability: Forces and Interactions</li> <li>Engineering Design</li> </ul>		✓	
<b>Science Progress</b>		+ Significant   ✓ Steady   - Minimal	
<b>Social Studies</b>		S1	S2
<ul style="list-style-type: none"> <li>Civics: Understands a community is made up of people with different cultural perspectives</li> <li>Economics: Understands economic systems are influenced by laws, values and customs of a culture</li> <li>Geography: Understands cultural characteristics of regions in North America; Understands elements all cultures share</li> <li>History: Understands how various cultural groups have shaped history</li> <li>Social Studies Skills: Uses questions to find information in technology and print resources</li> </ul>		3	
<b>Social Studies Progress</b>		+ Significant   ✓ Steady   - Minimal	
<b>Health and Fitness</b>		S1	S2
<ul style="list-style-type: none"> <li>Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness</li> <li>Students will exhibit responsible personal and social behavior that respects self and others.</li> </ul>		3	
<b>Health and Fitness Progress</b>		+ Significant   ✓ Steady   - Minimal	
<b>Visual Art</b>		S1	S2
<ul style="list-style-type: none"> <li>Demonstrates and applies visual art skills and concepts</li> <li>Uses creative process to develop ideas</li> </ul>		3	
<b>Visual Art Progress</b>		+ Significant   ✓ Steady   - Minimal	
<b>Music</b>		S1	S2
<ul style="list-style-type: none"> <li>Demonstrates and applies music skills and concepts</li> <li>Contributes to positive group activities by participating appropriately</li> </ul>		3	
<b>Music Progress</b>		+ Significant   ✓ Steady   - Minimal	