**Reading Literature and Informational Text**

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to ask and answer questions with independence in grade level and above level texts. | Student is able to ask and answer questions relevant to key ideas and details with independence in grade level and above level texts. | Student is able to ask and answer questions relevant to key ideas and details to demonstrate understanding with independence in grade level and above level texts. |
| **3** | Student is able to answer questions with independence in grade level texts. | Student is able to answer questions with independence in grade level texts. | Student is able to ask and answer questions relevant to key ideas and details with independence in grade level texts. |
| **2** | With prompting and support, student can answer some questions in grade level or below level texts. | With prompting and support, student can answer some questions in grade level or below level texts. | With prompting and support, student can ask and answer questions relevant to key ideas and details in grade level texts. Student can ask and answer questions relevant to key ideas and details with independence in below level texts. |
| **1** | With additional prompting and support, student continues to have difficulty answering questions in grade level or below level texts. | With additional prompting and support, student continues to have difficulty answering questions in grade level or below level texts. | With additional prompting and support, student continues to have difficulty asking and answering questions relevant to key ideas and details in below level texts. |

AREA OF ASSESSMENT: Asks and answers questions to demonstrate understanding of key details in a text

AREA OF ASSESSMENT: Describes how characters respond to major events and challenges using key details

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to identify challenges and describe the character’s responses to those challenges, using key details from the story with independence in above level texts. | Student is able to identify the traits, motivations, and feelings of a character, using key details from the story with independence in above level texts. |
| **3** |  | Student is able to identify characters, setting, and all main events, including the challenges a character faces, using key details with independence in grade level texts. | Student is able to identify characters, setting, and all main events, including the challenges a character faces and how the character responds to those challenges, using key details with independence in grade level texts. |
| **2** |  | With prompting and support, student is able to identify characters, setting, and all main events using key details in grade level or below level texts. | With prompting and support, student is able to identify characters, setting, and all main events, including the challenges a character faces, using key details in grade level or below level texts. |
| **1** |  | With additional prompting and support, student continues to have difficulty identifying characters, setting, and main events in below level texts. | With additional prompting and support, student continues to have difficulty identifying the challenges a character faces and/or describing how the character responds to those challenges in grade level and below level texts. |

AREA OF ASSESSMENT: Demonstrates understanding of author’s message

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to determine the author’s message, citing at least one piece of evidence, with independence in grade level and above level texts. | Student is able to determine the author’s message, citing two or more pieces of evidence, with independence in grade level and above level texts. | Student is able to determine the author’s message, citing two or more pieces of evidence, and explaining how it relates to the theme with independence in grade level and above level texts. |
| **3** | Student is able to determine the author’s message with independence in grade level texts. | Student is able to determine the author’s message, citing one piece of evidence, with independence in grade level texts. | Student is able to determine the author’s message, citing two or more pieces of evidence, with independence in grade level texts. |
| **2** | With prompting and support, student is able to determine the author’s message in grade level or below level texts. | With prompting and support, student is able to determine the author’s message in grade level and below level texts with inconsistent results. | With prompting and support, student is able to determine the author’s message, citing one piece of evidence, in grade level and below level texts with inconsistent results. |
| **1** | With additional prompting and support, student continues to have difficulty determining the author’s message in grade level or below level text. | With additional prompting and support, student continues to have difficulty determining the author’s message in grade level or below level text. | With additional prompting and support, student continues to have difficulty determining the author’s message and citing one piece of evidence in below level texts. |

AREA OF ASSESSMENT: Compares and contrasts two texts on the same topic (fiction vs. non-fiction)

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to identify multiple similarities and differences between two or more grade level or above level texts with independence. | Student is able to identify multiple similarities and differences between two or more grade level or above level texts with independence. | Student is able to identify multiple similarities and differences between two or more grade level or above level texts with independence. |
| **3** | Student is able to identify multiple similarities and differences between two or more grade level or above level texts with independence. | Student is able to identify multiple similarities and differences between two or more grade level or above level texts with independence. | Student is able to identify multiple similarities and differences between two or more grade level or above level texts with independence. |
| **2** | With prompting and support, student is able to identify some similarities and differences between two grade level or below level texts. | With prompting and support, student is able to identify some similarities and differences between two grade level or below level texts. | With prompting and support, student is able to identify some similarities and differences between two grade level or below level texts. |
| **1** | With additional prompting and support, student continues to have difficulty identifying some similarities and differences between two grade level or below level texts. | With additional prompting and support, student continues to have difficulty identifying some similarities and differences between two grade level or below level texts. | With additional prompting and support, student continues to have difficulty identifying some similarities and differences between two grade level or below level texts. |

AREA OF ASSESSMENT: Identifies and uses text features to locate key facts/information

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to identify and use multiple non-fiction text features to efficiently locate key facts and information within grade level and above level texts with independence. | Student is able to identify and use multiple non-fiction text features to efficiently locate key facts and information within above level texts with independence. |
| **3** |  | Student is able to independently identify multiple non-fiction text features and, with support, use them to locate key facts and information within grade level texts. | Student is able to identify and use multiple non-fiction text features to efficiently locate key facts and information within grade level texts with independence. |
| **2** |  | With prompting and support, student is able to identify and use 1-2 non-fiction text features to locate key facts and information within grade level and below level texts. | With prompting and support, student is able to identify and use multiple text features to locate key facts and information within grade level and below level texts. |
| **1** |  | With additional prompting and support, student continues to have difficulty identifying 1-2 non-fiction text features and using them to locate information within below level texts. | With additional prompting and support, student continues to have difficulty identifying multiple text features and using them to locate information within below level texts. |

AREA OF ASSESSMENT: Accurately retells stories

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to retell a story with many details from beginning, middle, and end, including setting and characters, with independence in grade level and above level texts. | Student is able to retell a story with many details from beginning, middle, and end, including setting and characters, with independence in grade level and above level texts. | Student is able to retell a story with many details from beginning, middle, and end, including setting and characters, with independence in grade level and above level texts. |
| **3** | Student is able to retell a story with some details from beginning, middle, and end, including setting and characters, with independence in grade level texts. | Student is able to retell a story with some details from beginning, middle, and end, including setting and characters, with independence in grade level texts. | Student is able to retell a story with some details from beginning, middle, and end including setting and characters, with independence in grade level texts. |
| **2** | With prompting and support, student is able to retell a story with one or more details from beginning, middle, and end, including setting and characters, in grade level or below level texts. | With prompting and support, student is able to retell a story with one or more details from beginning, middle, and end, including setting and characters, in grade level or below level texts. | With prompting and support, student is able to retell a story with one or more details from beginning, middle, and end including setting and characters, in grade level or below level texts. |
| **1** | With additional prompting and support, student continues to have difficulty retelling a story with one or more details from beginning, middle, and end, including setting and characters, in grade level or below level texts. | With additional prompting and support, student continues to have difficulty retelling a story with one or more details from beginning, middle, and end, including setting and characters, in grade level or below level texts. | With additional prompting and support, student continues to have difficulty retelling a story with one or more details from beginning, middle, and end, including setting and characters, in grade level or below level texts. |

**Foundational Skills: Phonics, Sight Words, and Fluency**

AREA OF ASSESSMENT: Reads high-frequency words

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to read all grade level high-frequency words. | Student is able to read above grade level high-frequency words with independence. | Student is able to read above grade level high-frequency words with independence and consistently transfer all grade level and above level high-frequency words into writing. |
| **3** | Student is able to read all grade level high-frequency words taught to date. | Student is able to read all grade level high-frequency words taught to date. | Student is able to read all grade level high-frequency words. |
| **2** | Student is able to recognize more than half of all grade level high-frequency words taught to date. | Student is able to recognize more than half of all grade level high-frequency words taught to date. | Student is able to recognize more than half of all grade level high-frequency words. |
| **1** | Student is able to recognize less than half of all grade level high-frequency words taught to date. | Student is able to recognize less than half of all grade level high-frequency words taught to date. | Student is able to recognize less than half of all grade level high-frequency words. |

AREA OF ASSESSMENT: Decodes unknown words using phonics and word analysis skills

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to apply phonics and  word analysis skills to decode unfamiliar above level words with independence. | Student is able to apply phonics and  word analysis skills to decode unfamiliar above level words with independence. | Student is able to apply phonics and  word analysis skills to decode unfamiliar above level words with independence. |
| **3** | Student is able to apply phonics and word analysis skills to decode unfamiliar grade level words with independence. | Student is able to apply phonics and word analysis skills to decode unfamiliar grade level words with independence. | Student is able to apply phonics and word analysis skills to decode unfamiliar grade level words with independence. |
| **2** | With prompting and support, student is able to apply phonics to decode unfamiliar grade level and below level words. | With prompting and support, student is able to apply phonics to decode unfamiliar grade level and below level words. | With prompting and support, student is able to apply phonics and word analysis skills to decode unfamiliar grade level and below level words. |
| **1** | With additional prompting and support, student continues to have difficulty applying phonics skills to decode unfamiliar grade level and below level words. | With additional prompting and support, student continues to have difficulty applying phonics skills to decode unfamiliar grade level and below level words. | With additional prompting and support, student continues to have difficulty applying phonics and word analysis skills to decode unfamiliar grade level and below level words. |

AREA OF ASSESSMENT: Reads accurately and fluently to support comprehension of grade level text

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to read above level texts accurately, fluently, and expressively to support comprehension, self-correcting as needed, with independence. | | |
| **3** | Student is able to read grade level texts accurately, fluently, and expressively to support comprehension, self-correcting as needed, with independence. | | |
| **2** | With prompting and support, student is able to read grade level and below level texts at a rate that hinders their ability to support comprehension. With prompting and support, student can use context clues and rereading to self-correct. | | |
| **1** | With additional prompting and support, student continues to have difficulty reading grade level or below level texts at a rate that supports comprehension, even with rereading and support to self-correct. | | |

**Language and Writing**

AREA OF ASSESSMENT: Writes grade level pieces (expository, informational, and opinion)

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to write for various purposes with independence. Ideas are clearly related to and focused on the topic and/or purpose for writing. | Student is able to write for various purposes with independence. Ideas are clearly related to and focused on the topic and/or purpose for writing. Student applies multiple writing strategies. | Student is able to write for various purposes with independence. Ideas are clearly related to and focused on the topic and/or purpose for writing. Student applies multiple writing strategies. |
| **3** | Student is able to write for various purposes with independence. Ideas are related to the topic and/or purpose for writing. | Student is able to write for various purposes with independence. Ideas are related to the topic and/or purpose for writing. Student applies some writing strategies. | Student is able to write for various purposes with independence. Ideas are related to the topic and/or purpose for writing. Student applies many writing strategies. |
| **2** | With prompting and support, student is able to write for various purposes. | With prompting and support, student is able to write for various purposes and attempts to apply some writing strategies. | With prompting and support, student is able to write for various purposes is able to apply one or more writing strategies. |
| **1** | With additional prompting and support, student continues to have difficulty writing for various purposes. | With additional prompting and support, student continues to have difficulty writing for various purposes and applying writing strategies. | With additional prompting and support, student continues to have difficulty writing for various purposes and applying writing strategies. |

AREA OF ASSESSMENT: Revises writing by elaborating to focus on meaning and details

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to revise writing using multiple strategies within all writing genres with independence. | |
| **3** |  | Student is able to revise writing using one or two strategies within all writing genres with independence. | Student is able to revise writing using two or more strategies within all writing genres with independence. |
| **2** |  | With prompting and support, student is able to revise writing using one or two strategies within all writing genres. | With prompting and support, student is able to revise writing using two or more strategies within all writing genres. |
| **1** |  | With additional prompting and support, student continues to have difficulty revising writing using one or two strategies within all writing genres. | With additional prompting and support, student continues to have difficulty revising writing using one or two strategies within all writing genres. |

**Conventions of Standard English**

AREA OF ASSESSMENT: Demonstrates command of capitalization, punctuation, grammar, and spelling when writing

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to follow the rules of capitalization, punctuation, and grammar with independence. Student exceeds grade level spelling taught to date. | | |
| **3** | Student is able to follow the rules of capitalization, punctuation, and grammar with independence, as well as apply grade level spelling skills taught to date. | | |
| **2** | With prompting and support, student is able to follow the rules of capitalization, punctuation, and grammar, as well as apply grade level spelling skills taught to date. | | |
| **1** | With additional prompting and support, student continues to have difficulty following the rules of capitalization, punctuation, and grammar, as well as applying grade level and below level spelling. | | |

**Speaking and Listening**

AREA OF ASSESSMENT: Participates on topic and appropriately in collaborative conversations

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to participate in collaborative conversations (one-on-one, small group, and whole group), build on other’s ideas, explain his/her own ideas, encourage others to participate, and attentively listen with independence. | | |
| **3** | Student is able to participate in collaborative conversations (one-on-one, small group, and whole group), build on other’s ideas, and explain his/her own ideas, and attentively listen. | | |
| **2** | With prompting and support, student is able to participate in collaborative conversations (one-on-one, small group, and whole group) and explain his/her own ideas and listen. | | |
| **1** | With additional prompting and support, student continues to have difficulty engaging in collaborative conversations (one-on-one, small group, and whole group), explaining his/her own ideas, and listening. | | |

**Operations and Algebraic Thinking**

AREA OF ASSESSMENT: Adds and subtracts within 20 (using mental strategies)

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to demonstrate fluency using mental strategies to solve addition and subtraction facts beyond 20 with independence. | Student is able to demonstrate fluency using mental strategies to solve addition and subtraction facts beyond 50 with independence. | Student is able to demonstrate fluency using mental strategies to solve addition and subtraction facts to 100 and beyond with independence. |
| **3** | Student is able to demonstrate fluency using mental strategies to solve addition and subtraction facts up to and including 20 with independence. | Student is able to demonstrate fluency using mental strategies to solve addition and subtraction facts up to and/or beyond 20 with independence. | Student is able to demonstrate fluency using mental strategies to solve addition and subtraction facts beyond 20 with independence. |
| **2** | With prompting and support, student is able to demonstrate some fluency using mental strategies to solve addition and subtraction facts up to and including 20. | With prompting and support, student is able to demonstrate some fluency using mental strategies to solve addition and subtraction facts up to and including 20. | With prompting and support, student is able to demonstrate some fluency using mental strategies to solve addition and subtraction facts up to and/or beyond 20. |
| **1** | With additional prompting and support, student continues to have difficulty developing fluency using mental strategies to solve addition and subtraction facts up to and including 20. | With additional prompting and support, student continues to have difficulty developing fluency using mental strategies to solve addition and subtraction facts up to and including 20. | With additional prompting and support, student continues to have difficulty developing fluency using mental strategies to solve addition and subtraction facts up to and including 20. |

AREA OF ASSESSMENT: Works with equal groups of objects to gain foundations for multiplication

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to consistently recognize and solve situations that involve multiplication with independence. | Student is able to consistently recognize and solve situations that involve multiplication with independence. |
| **3** |  | Student is able to recognize whether a group of objects (up to 20) has an odd or even amount and create a visual representation to model repeated addition with independence. | Student is able to recognize whether a group of objects (20 and beyond) has an odd or even amount and create a visual representation to model repeated addition with independence. |
| **2** |  | With prompting and support, student is able to recognize whether a group of objects (up to 20) has an odd or even amount and create a visual representation to model repeated addition. | With prompting and support, student is able to recognize whether a group of objects (up to and beyond 20) has an odd or even amount and create a visual representation to model repeated addition. |
| **1** |  | With additional prompting and support, student continues to have difficulty recognizing whether a group of objects (up to 20) has an odd or even amount and creating a visual representation to model repeated addition. | With additional prompting and support, student continues to have difficulty recognizing whether a group of objects (up to and beyond 20) has an odd or even amount and creating a visual representation to model repeated addition. |

**Numbers and Operations in Base Ten**

AREA OF ASSESSMENT: Uses place value understanding to regroup with addition and subtraction

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to use place value understanding of 1000s,100s, 10s, and 1s to add and subtract within 100, and solve multi-step word problems with independence. | Student is able to use place value understanding beyond 1000s, 100s, 10s, and 1s to add and subtract beyond 1000, and solve multi-step word problems, explaining why the chosen strategy is effective, with independence. | |
| **3** | Student is able to use place value understanding of 100s, 10s, and 1s to add and subtract within 100, and solve 1-step word problems with independence. | Student is able to use place value understanding of 1000s, 100s, 10s, and 1s to add and subtract within 1000 or content taught to date, and solve multi-step word problems with independence. | |
| **2** | With prompting and support, student is able to use place value understanding of 100s, 10s, and 1s to add and subtract within 100, and solve 1-step word problems. | With prompting and support, student is able to use place value understanding of 1000s, 100s, 10s, and 1s to add and subtract within 100 or content taught to date, and solve multi-step word problems. | |
| **1** | With additional prompting and support, student continues to have difficulty using place value understanding of 100s, 10s, and 1s to add and subtract within 100, and solve 1-step word problems. | With additional prompting and support, student continues to have difficulty using place value understanding of 1000s, 100s, 10s, and 1s to add and subtract within 100 or content taught to date, and solve multi-step word problems with content taught to date. | |

**Measurement and Data**

AREA OF ASSESSMENT: Tells time and solves problems involving time

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Not assessed at this time | Student is able to tell time to the nearest minute using both analog and digital clocks, differentiate between a.m. and p.m., and demonstrate knowledge of elapsed time with independence. |
| **3** |  |  | Student is able to tell time to the nearest five minutes using both analog and digital clocks, differentiate between a.m. and p.m., and demonstrate some knowledge of elapsed time with independence. |
| **2** |  |  | With prompting and support, student is able to tell time to the nearest five minutes using both analog and digital clocks, and differentiate between a.m. and p.m. |
| **1** |  |  | With additional prompting and support, student continues to have difficulty telling time to the nearest five minutes using both analog and digital clocks. |

AREA OF ASSESSMENT: Represents and interprets data

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to represent, read, and interpret data from line plots, picture, and bar graphs, as well as solve problems and create and answer questions using the data from graphs with independence. | |
| **3** |  | Student is able to represent, read, and interpret data from line plots, picture, and bar graphs, as well as solve problems using the data from graphs with independence. | |
| **2** |  | With prompting and support, student is able to represent, read, and interpret data from line plots, picture, and bar graphs, as well as solve problems using the data from graphs. | |
| **1** |  | With additional prompting and support, student continues to have difficulty representing, reading, and interpreting data from line plots, picture, and bar graphs, as well as solving problems using the data from graphs. | |

AREA OF ASSESSMENT: Counts money and solves problems involving money

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to count, draw, and solve word problems involving money up to and over one dollar with independence. | |
| **3** |  | Student is able to recognize and count values up to one dollar using dollar bills, quarters, dimes, nickels, and pennies, using cent and dollar symbols, with independence. | |
| **2** |  | With prompting and support, student is able to recognize and count values up to one dollar using dollar bills, quarters, dimes, nickels, and pennies, using cent and dollar symbols. | |
| **1** |  | With additional prompting and support, student continues to have difficulty recognizing and counting values up to one dollar. | |

AREA OF ASSESSMENT: Measures and estimates length in standard units

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Not assessed at this time | Student is able to make reasonable estimates of length and accurately measure objects with multiple tools with independence. |
| **3** |  |  | Student is able to make reasonable estimates of length and use a ruler to measure objects with independence. |
| **2** |  |  | With prompting and support, student is able to make reasonable estimates of length and use a ruler to measure object. |
| **1** |  |  | With additional prompting and support, student continues to have difficulty making reasonable estimates of length and using a ruler to measure objects. |

AREA OF ASSESSMENT: Relates addition and subtraction to length

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time |  | Student is able to compare the lengths of multiple objects (long, longer, longest; short, shorter, shortest) with independence. |
| **3** |  |  | Students is able to compare the lengths of two objects (long, longer; short, shorter) with independence. |
| **2** |  |  | With prompting and support, student is able to compare the length of two objects (long, longer; short, shorter). |
| **1** |  |  | With additional prompting and support, student continues to have difficulty comparing the length of two objects (long, longer; short, shorter). |

**Geometry**

AREA OF ASSESSMENT: Recognizes shapes and describes their attributes

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time |  | Student is able to identify, draw, and describe many shapes, and accurately solve problems involving the attributes of shapes with independence. |
| **3** |  |  | Student is able to identify and describe many shapes, and accurately solve most problems involving the attributes of shapes with independence. |
| **2** |  |  | With prompting and support, student is able to identify and describe many shapes, and solve some problems involving the attributes of shapes. |
| **1** |  |  | With additional prompting and support, student continues to have difficulty identifying and describing shapes, and solving problems involving the attributes of shapes. |

Area of Assessment: Partitions shapes into halves, thirds, and fourths

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time |  | Student is able to partition shapes and write the corresponding fractions for halves, thirds, fourths, and more with independence. |
| **3** |  |  | Student is able to partition shapes and write the corresponding fractions for halves, thirds, and fourths with independence. |
| **2** |  |  | With prompting and support, student is able to partition shapes and write the corresponding fractions for halves, thirds, and fourths. |
| **1** |  |  | With additional prompting and support, student continues to have difficulty partitioning shapes and writing corresponding fractions for halves, thirds, and fourths. |

**Science**

Based on Next Generation Science Standards (NGSS), K-4 students will develop a greater capacity for connecting knowledge across the physical, space, earth, and life sciences. Students will begin to form connections between concepts and skills while carrying out investigations and constructing explanations.

Topics of study in Grade 2 include:

* Interdependent Relationships in Ecosystems
* Earth’s Systems: Processes that Shape the Earth
* Structure and Properties of Matter
* Engineering Design

**Social Studies**

Based on the Connecticut Social Studies Frameworks, K-4 students will develop a greater appreciation and understanding of our school, the town of Woodstock, the state of Connecticut, and regions of the United States. The four disciplines across the grades are economics, geography, history, and civics.

Topics of study in Grade 2 include:

* Perspectives and Diversity in our World
* Democratic Principles and Values
* People and Groups Who Make a Difference in Society
* Rights and Responsibilities of Citizens in Society
* Using Evidence to Learn About the Past
* How and What We Remember About the Past
* Connecting the Past and Today