

Oral Language	Reading	Writing	Grammar & Punctuation	Spelling & Vocabulary
<p>Students read aloud with clarity, pausing between sentences, and are able to read a self-authored story or report with clarity, demonstrating an increased focus on expressive language skill development.</p> <p>Students orally explain a self-authored story or report with clarity, and orally respond to peer and adult critiques of self-authored story or report material. Complete thoughts are expressed clearly and confidently as students participate in class discussions.</p> <p>Students demonstrate increased social language skills as they show attentiveness with body language when others are speaking.</p> <p>Students are able to stay on topic.</p>	<p><b>Reading Skills</b> Students read grade-level chapter books, employing appropriate strategies for text and purpose. Word structure cues (e.g., root words, prefixes, suffixes, word chunks) are used when encountering unknown words.</p> <p>Students read silently and aloud with increased fluency, and self-correct for meaning.</p> <p>Students demonstrate an expanded vocabulary based on deciphering new words from context.</p> <p>Students identify own reading strategies and sets goals with guidance.</p> <p>Students make appropriate use of text organizers such as chapter titles and tables of contents.</p> <p>Students choose and read a variety of reading materials at independent reading levels, reading silently for increasingly longer periods of time (15-30 minutes).</p> <p><b>Comprehension and Analysis</b> Grade-level comprehension is demonstrated through oral and written summaries, compare and contrast of characters, and prediction of events and outcomes; and through response to literature as students make personal connections with facts, characters, and events.</p>	<p><b>Strategies and Applications</b> Students write short fiction and poetry, and a variety of short nonfiction pieces, such as facts about a topic, letters, and lists.</p> <p>Using prewriting strategies such as brainstorming and web graphic organizers, students organize writing in logical sequence around a central idea in fiction and nonfiction writing with guidance.</p> <p>Students edit writing for capitals and punctuation, and begin to consider suggestions from others about their own writing. Students begin to recognize and incorporate interesting language, and to listen to others' writing and offer feedback. With guidance, students add description and detail.</p> <p>Students publish final works with support.</p> <p>Students focus on writing legibly, spelling high frequency words correctly, and on editing for conventional spelling. With guidance, students identify their own writing strategies and set goals for improvement.</p> <p><b>Written Conventions</b> See Exit Goals Summary, Grammar; and Exit Goals Summary Punctuation.</p>	<p>Students understand formal parts of speech involving nouns and verbs, verb tense and proper usage.</p> <p>Students write sentences correctly within assignments.</p> <p>Students understand and respond to corresponding editing marks.</p>	<p>Scores 90% accuracy on weekly spelling tests.</p> <p>Demonstrates accuracy on self editing (circling words that may be misspelled).</p> <p>Demonstrates accuracy in using the dictionary to find the proper spelling, with guidance.</p> <p>Uses word resource book to spell plural forms, homophones, present and past participles of verb (ex. bounce, bouncing, bounced), verbs that change form (ex. go, went, gone) comparatives and superlatives (ex. red, redder, reddest), word families (ex. announce, announcement, announcing, announced).</p> <p>CRLP benchmark: spells at least 80% of the 120 words taken from the CRLP high frequency word list, homonym list, and word wall patterns (see list 3b).</p> <p>Primary and Elementary Spelling Inventory (Johnston): spells correctly 40/50 words and makes at least a 15 point gain in orthographic features.</p>

Editing Marks	Handwriting & Word Processing	Spanish	Math	Technology	Social Studies
<p>Students edit paragraph order for best organization, clarity, and impact.</p> <p>Students understand and respond to all corresponding and previously-presented editing marks used on the Gateway Editing Chart. (See Addendum.)</p>	<p>Continued success using Loops and Other Groups cursive program.</p> <p>Students develop automaticity in letter formation on cursive program.</p> <p>Students use cursive in application as well as mastery of automatic letter formation. Keyboarding with resource support for students with severe grapho-motor issues who have not fully mastered manuscript writing to the automatic level and will unlikely master cursive.</p> <p>Students become familiar with the placement of letter keys on the keyboard.</p> <p>Students will know how to find the keys from home key positions with correct finger placement.</p>	<p><b>Participation</b> Responds to teacher and peer questions by using phrases and simple guided sentences.</p> <p><b>Comprehension/Responses</b> Comprehends grade-level vocabulary and respond in simple phrases and sentences.</p> <p><b>Content/Vocabulary</b> Demonstrates knowledge of 60% of grade level vocabulary and 80% of previous grade vocabulary.</p> <p><b>Reading/Alphabet</b> Produces sounds of all vowels and most frequent consonants. Reads and comprehends simple sentences.</p> <p><b>Writing</b> Copies sentences and begins simple guided sentence writing.</p>	<p><b>Numbers and Operations</b> Students solve addition and subtraction multidigit number stories, and problems involving fractional parts. Students add and subtract multidigit numbers with fluency. Students identify place value in whole numbers up to 5 digits. Students use estimation to increase mental computational fluency. Students understand multiplication and division, and basic computational strategies.</p> <p><b>Algebra Concepts and Functions</b> Students create and solve more complex and multi-stage number stories. Students demonstrate knowledge of the relationship between multiplication and division to solve for an unknown number.</p> <p><b>Measurement and Geometry</b> Students measure accurately to the nearest <math>\frac{1}{4}</math> inch and centimeter. Students identify and construct right angles and 2-dimensional and 3-dimensional shapes. Students identify symmetric figures and draw lines of symmetry. Students calculate perimeter.</p> <p><b>Statistics, Data Analysis, Probability</b> Students construct and analyze frequency tables, graphs, and line plots.</p> <p><b>Mathematical Reasoning</b> Students set up more difficult problems, construct models, solve problems using calculations, and explain reasoning, employing grade-level skills.</p>	<p><b>General Computer Skills</b> Saves work to both a disk and hard drives without support.</p> <p>Uses basic painting and drawing tools.</p>	<p><b>Social and Interpersonal Skills</b> Knowing how to run and participate in class meetings.</p> <p>Kidpower; knows how to get help when needed.</p> <p><b>Community Awareness and Understanding</b> Understands the role of different cultures in the development of Santa Cruz.</p> <p>Understands the relative importance of local businesses in the Santa Cruz economy.</p> <p><b>Geographical, Cultural and Historical Understanding</b> Has an understanding of Ohlone history and culture.</p> <p>Understands the role of Spanish and Mission occupation.</p> <p>Understands the workings of ranches in 19<sup>th</sup> Century settlement of Santa Cruz.</p>

Science skills & Content	Art	Music	PE	Behavioral Expectations
<p><b>Physical Sciences</b> Students know sources of stored energy take many forms such as food (nutrition unit).</p> <p>Students know machines and living things convert stored energy to motion and heat (nutrition unit).</p> <p>Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects. (Ocean Week, MARE, HOIS)</p> <p>Students know matter is made up of small particles called atoms, too small to see with the naked eye. (Life Lab)</p> <p>Students know that light has a source and travels in direction. (Life Lab- 4<sup>th</sup> grade)</p> <p><b>Life Sciences</b> Students know plants and animals have structures that serve different functions in growth, survival, reproduction. (MARE)</p> <p>Students know examples of diverse life forms in different environments, such as grasslands and wetlands. (MARE)</p> <p>Students know living things cause changes in the</p>	<p>Demonstrates understanding of how to mix tints and shades for a work of art.</p> <p>Describes how foreground, middle ground, and background are used to create the illusion of space and create a work of art using these concepts.</p> <p>Identifies the different values in works of art and the environment.</p> <p>Creates a clay sculpture (such as an animal) fro a hollow form with the understanding that it has to be hollow to prevent explosion.</p> <p>Uses texture and color to evoke a certain mood in a painting.</p> <p>Understands that different styles of art, different subject matter and different art media can identify the cultures in which they are made.</p> <p>Perceives contrast in value in works of art.</p>	<p>Plays, composes, and improvises coherently in group instrumental setting.</p> <p>Plays 3-note recorder pieces Sings rounds and partner songs in good time and tune.</p> <p>Moves in varied and expressive ways to create dance segments of musical pieces.</p> <p>Pays attention to others' ideas, sounds, and movements, without losing track of her/his own.</p> <p>Generates own thoughts in various areas of criteria when evaluating performances.</p> <p>Accurately reads half, quarter, and eighth note rhythms.</p>	<p><b>Movement concepts</b> Chases, flees, and moves away from others in a constantly changing environment.</p> <p><b>Manipulative Skills</b> Continuously jumps forward and backward with jump rope.</p> <p>Can catch ball while moving. Rolls a ball for accuracy toward a target.</p> <p>Throws a ball overhand, accurately.</p> <p>Throws and catches with a partner while increasing distance and maintaining control.</p> <p>Kicks a ball to a stationary partner using the inside of the foot.</p> <p>Continuously strikes a ball upward using a paddle or racket.</p> <p>Continuously hand-dribbles a ball around obstacles and foot-dribbles a ball while traveling and changing direction.</p> <p><b>Knowledge of Movement Concepts</b> Explains how changing speed and direction can allow one person to move away from another.</p> <p>Explains and demonstrates the correct hand position when catching a ball.</p> <p>Explains the difference between throwing to a stationary partner and throwing to a moving partner.</p> <p>Identifies key elements for increasing accuracy in rolling and throwing a ball.</p> <p>Identifies the differences in dribbling</p>	<p>Waits until a conversation is stopped before talking.</p> <p>Asks if help needed when people appear to need help.</p> <p>Moves to side when passing others, makes space for others on sidewalks/paths.</p>

<p>environment in which they live: some of these detrimental to the organism or other organisms, and some are beneficial. (MARE, Life Lab)</p> <p><b>Earth Sciences</b> Students know the way in which the Moon's appearance changes during the four-week lunar cycle. (Life Lab/Scholastic News/MARE)</p> <p>Students know that the Earth is one of several planets that orbit the Sun and that the Moon orbits the Earth. (Scholastic News/Life Lab- 2<sup>nd</sup> and 4<sup>th</sup> grade/Seasons Walk with buddies)</p> <p>Students know the position of the Sun in the sky changes during the course of the day and from season to season. (Same as prior)</p> <p><b>Investigation/ Experimentation</b> (MARE/Crayfish/Life Lab) Students repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.</p> <p>Students differentiate</p>			<p>a ball while moving forward and changing direction.</p> <p>Demonstrates warm-up and cool-down exercises.</p> <p>Demonstrates how to correctly lift and carry objects.</p> <p>Lists flexibility exercises that should be avoided.</p> <p>Explains why a specific stretch is appropriate for a given physical activity.</p> <p><b>Psychological and Sociological Concepts</b> Lists the benefits of following and the risks of not following safety procedures and rules associated with physical activity.</p> <p>Uses appropriate movement cues and positive words of encouragement while coaching others in physical activities.</p> <p>Demonstrates respect for individual differences in physical abilities.</p> <p>Works in pairs or small groups to achieve an agreed-upon goal.</p>	
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evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.

Students collect data in an investigation and compare the result with the prediction.

Students predict the outcome of a simple investigation and compare the result with the prediction.

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