

# San Pasqual Union School

Kindergarten Report Card

2023-2024

**Student Name**

Attendance	<u>1st</u>	<u>2nd</u>	<u>3rd</u>
Days Absent			
Days Tardy			

**Explanation of Grading System**

- 4 - Student consistently meets grade level expectations independently for this trimester and is working at a level beyond what is expected at this point in the year or standards at a grade level above.
- 3 - Student consistently meets grade level expectations independently for this trimester
- 2 - Student is progressing with additional supports toward grade level expectations for this trimester
- 1 - Student demonstrates limited evidence of grade level expectations even with additional supports for this trimester
- NA - Not assessed at this time

READING	<u>1st</u>	<u>2nd</u>	<u>3rd</u>
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Literature			
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- Ask and answer questions about unknown words in a text.
- Ask and answer questions about key details, retell familiar stories, including key details, and identify characters, settings, and major events in a story.
- Compare and contrast the adventures and experiences of characters in familiar stories

Informational Text			
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- Identify the front cover, back cover, and title page of a book.
- Ask and answer questions about key details, identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions about unknown words in a text.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in an differences between two texts on the same topic

FOUNDATIONAL SKILLS	<u>1st</u>	<u>2nd</u>	<u>3rd</u>
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Print Concepts			
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- Demonstrate understanding of the organization and basic features of a print
- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented by specific written sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

<b>Phonological Awareness</b>			
<ul style="list-style-type: none"> <li>• Demonstrate understanding of spoken words, syllables, and sounds.</li> <li>• Recognize and produce rhyming words.</li> <li>• Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds in CVC words</li> <li>• Add or substitute individual sounds in simple, one-syllable words to make new words.</li> <li>• Blend two to three phonemes into recognizable words.</li> </ul>			
<b>Phonics and Word Recognition</b>			
<ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</li> <li>• Associate the long and short sounds with common spellings for the five major vowels.</li> <li>• Read common high-frequency words by sight</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the differing letters</li> </ul>			
<b>Fluency</b>			
<ul style="list-style-type: none"> <li>• Read emergent-reader texts with purpose and understanding.</li> </ul>			
<b>WRITING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Types of Writing</b>			
<ul style="list-style-type: none"> <li>• Composes opinion, narrative, and informative writing pieces that are clear and coherent, and are appropriate to the task and purpose.</li> <li>• Uses appropriate capitalization, punctuation, and spacing</li> <li>• Uses knowledge of letter sounds to write words and sentences</li> </ul>			
<b>Production and Distribution of Writing</b>			
<ul style="list-style-type: none"> <li>• Writing strategies demonstrate increased control in letter formation both in capital and lowercase letters.</li> <li>• Respond to questions &amp; suggestions from peers &amp; add details to strengthen writing</li> <li>• Produces &amp; publishes writing independently and/or in collaboration with peers.</li> </ul>			
<b>Research to Build and Present Knowledge</b>			
<ul style="list-style-type: none"> <li>• Participate in shared research and writing projects</li> <li>• Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>			
<b>SPEAKING AND LISTENING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about kindergarten topics</li> <li>• Follow agreed-upon rules for discussions (listening to others &amp; taking turns).</li> <li>• Continue a conversation through multiple exchanges</li> <li>• Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details</li> </ul>			
<b>Presentation of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>• Describe familiar people, places, things, and events &amp; with support, provide details.</li> <li>• Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• Speak audibly and express thoughts, feelings, and ideas clearly</li> </ul>			

<b>LANGUAGE</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Conventions</b>			
<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Print many upper- and lowercase letters.</li> <li>• Use frequently occurring nouns and verbs and form plural nouns orally by adding /s/ or /es/</li> <li>• Understand and use question words</li> <li>• Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with).</li> <li>• Produce and expand complete sentences in shared language activities</li> </ul>			
<b>Vocabulary Acquisition and Use</b>			
<ul style="list-style-type: none"> <li>• Uses a variety of strategies to determine meaning of unknown words and phrases.</li> <li>• With guidance and support from adults, explore word relationships in word meanings.</li> <li>• Uses words acquired through conversations, reading and being read to</li> </ul>			
<b>MATHEMATICS</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Counting &amp; Cardinality</b>			
<ul style="list-style-type: none"> <li>• Count to 100 by ones and by tens.</li> <li>• Count forward beginning from a given number within the known sequence</li> <li>• Write numbers from 0 to 20.</li> <li>• Represent a number of objects with a written numeral 0–20</li> <li>• Understand the relationship between numbers and quantities</li> <li>• Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration</li> <li>• Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group</li> <li>• Compare two numbers between 1 and 10 presented as written numerals</li> </ul>			
<b>Operations and Algebraic Thinking</b>			
<ul style="list-style-type: none"> <li>• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</li> <li>• Represent addition and subtraction in multiple ways (objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations).</li> <li>• Solve addition and subtraction word problems, and add and subtract within 10</li> <li>• Decompose numbers less than or equal to 10 into pairs in more than one way</li> <li>• For any number from 1 to 9, find the number that makes 10 when added to the number</li> <li>• Fluently add and subtract within 5.</li> </ul>			
<b>Numbers and Operations in Base Ten</b>			
<ul style="list-style-type: none"> <li>• Work with numbers 11–19 to gain foundations for place value</li> </ul>			
<b>Measurement and Data</b>			
<ul style="list-style-type: none"> <li>• Describe measurable attributes of objects, such as length or weight.</li> <li>• Directly compare/contrast two objects with a measurable attribute in common</li> <li>• Classify objects into given categories; count and sort the numbers of objects</li> </ul>			
<b>Geometry</b>			
<ul style="list-style-type: none"> <li>• Describe objects in the environment using names of shapes, and describe the relative positions of these objects ( above, below, beside, in front, behind, and next to)</li> <li>• Correctly name shapes regardless of their orientations or overall size.</li> <li>• Identify shapes as two-dimensional (“flat”) or three-dimensional (“solid”).</li> <li>• Analyze, compare, create, and compose shapes.</li> </ul>			

<b>SOCIAL STUDIES, SCIENCE &amp; TECHNICAL SUBJECTS</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
C - Consistent D - Developing N - Needs Improvement			
Science			
Social Studies			
Physical Education			
VAPA			

<b>Support Services</b>
Academic Tier II Support: <input type="checkbox"/> Reading Intervention <input type="checkbox"/> EL Intervention
Social Emotional Support: <input type="checkbox"/> Social Skills Group <input type="checkbox"/> Counseling

<b>SOAR Skills</b>				
C - Consistent D - Developing N - Needs Improvement				
<b>Skill</b>	<b>Indicators</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Safe	<ul style="list-style-type: none"> <li>Follows school and classroom rules</li> <li>Effectively uses classroom resources and technology</li> <li>Demonstrates self-control and appropriate behavior</li> </ul>			
On Task	<ul style="list-style-type: none"> <li>Stays focused, engaged, &amp; makes productive use of time</li> <li>Turns assignments in on time</li> <li>Demonstrates organizational skills with work and materials</li> <li>Demonstrates flexible thinking and problem solving</li> <li>Shows resiliency when faced with a challenge</li> </ul>			
Accepting	<ul style="list-style-type: none"> <li>Accepts responsibility for personal choices</li> <li>Collaborates effectively with others</li> <li>Actively listens and contributes to group discussions</li> </ul>			
Respectful	<ul style="list-style-type: none"> <li>Demonstrates respect for self, peers, and adults</li> <li>Asks for help when appropriate</li> <li>Communicates respectfully and effectively with others</li> </ul>			

**COMMENTS: 1st Reporting Period**

**COMMENTS: 2nd Reporting Period**

**COMMENTS: 3rd Reporting Period**

# San Pasqual Union School

First Grade Report Card

2023-2024

**Student Name**

Attendance	1st	2nd	3rd
Days Absent			
Days Tardy			

**Explanation of Grading System**

4 -Student consistently meets or exceeds grade level expectations for this trimester.  
 3 -Student is developing steadily in grade level expectations for this trimester  
 2 - Student is progressing with additional supports toward grade level expectations for this trimester  
 1 - Student demonstrates limited evidence of grade level expectations even with additional supports for this trimester  
 NA - Not assessed at this time

C - Consistent   D - Developing   N - Needs Improvement

READING	1st	2nd	3rd
<b>Literature</b>			
<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>Describe characters, settings, and major events in a story, using key details.</li> <li>Identify words &amp; phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>Explain major differences between books that tell stories and books that give information</li> <li>Identify who is telling the story at various points in a text.</li> <li>Compare and contrast the adventures and experiences of characters in stories.</li> <li>With prompting and support, read prose and poetry</li> </ul>			
<b>Informational Text</b>			
<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text.</li> <li>Identify the main topic and retell key details of a text.</li> <li>Describe the connection between two individuals, events, ideas, or pieces of information</li> <li>Ask &amp; answer questions to help determine/clarify meaning of words and phrases in a text.</li> <li>Know and use various text structures (e.g., sequence) and text features</li> <li>Use the illustrations and details in a text to describe its key ideas.</li> <li>Identify the reasons an author gives to support points in a text.</li> <li>Identify basic similarities in and differences between two texts on the same topic</li> <li>With prompting and support, read informational texts</li> </ul>			
<b>Foundational Skills</b>			
<b>Print Concepts</b>			
<ul style="list-style-type: none"> <li>Demonstrate understanding of the organization and basic features of print.</li> </ul>			

<ul style="list-style-type: none"> <li>Recognize the distinguishing features of a sentence</li> </ul>			
<ul style="list-style-type: none"> <li><b>Phonological Awareness</b></li> </ul>			
<ul style="list-style-type: none"> <li>Demonstrate understanding of spoken words, syllables, and sounds</li> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds, including consonant blends.</li> <li>Isolate &amp; pronounce initial, medial vowel, and final sounds in spoken single-syllable words</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds</li> </ul>			
<ul style="list-style-type: none"> <li><b>Phonics and Word Recognition</b></li> </ul>			
<ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>Know the spelling-sound correspondences for common consonant digraphs.</li> <li>Decode regularly spelled one-syllable words.</li> <li>Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>Read words with inflectional endings.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ul>			
<ul style="list-style-type: none"> <li><b>Fluency</b></li> </ul>			
<ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension</li> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, rate, &amp; expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding</li> </ul>			
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>Engages effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly</li> </ul>			
<b>Presentation of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>Presents information with appropriate facts and relevant, descriptive details</li> <li>Creates and adds visual displays, drawings, or audio recordings to stories or presentations to clarify or develop main ideas, when appropriate</li> <li>Speaks clearly, with appropriate pace, volume, and expression</li> </ul>			
<b>WRITING</b>			
<b>Types of Writing</b>			
<ul style="list-style-type: none"> <li>Composes opinion, narrative, and informative writing pieces that are clear and coherent, and are appropriate to the task and purpose.</li> <li>Uses appropriate capitalization, punctuation, and spacing</li> <li>Uses knowledge of letter sounds to write words and sentences</li> </ul>			
<b>Production and Distribution of Writing</b>			
<ul style="list-style-type: none"> <li>Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>Use a variety of digital tools to produce and publish writing</li> </ul>			
<b>Research to Build and Present Knowledge</b>			
<ul style="list-style-type: none"> <li>Participate in shared research and writing projects</li> <li>Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>			
<b>SPEAKING &amp; LISTENING</b>			
<b>Comprehension and Collaboration</b>			

- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask and answer questions about key details in a text read aloud or information from a speaker to clarify or gather more information

<b>Presentation of Knowledge and Ideas</b>			
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- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- Add drawings or other visuals to descriptions to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation

<b>LANGUAGE</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
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<b>Conventions</b>			
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- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences
- Use personal (subject, object), possessive, and indefinite pronouns
- Use verbs to convey a sense of past, present, and future
- Use frequently occurring adjectives, conjunctions, and prepositions
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns
- Spell untaught words phonetically, drawing on phonemic awareness

<b>Vocabulary Acquisition and Use</b>			
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- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words understanding of figurative language, word relationships, and nuances in word meanings

<b>MATHEMATICS</b>			
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<b>Operations and Algebraic Thinking</b>			
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- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20
- Apply associative & communicative properties as strategies to add and subtract
- Understand subtraction as an unknown-addend problem
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers

<b>Numbers and Operations in Base Ten</b>			
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- Extend the counting sequence; Count to at least 120
- Understand that the two digits of a two-digit number represent amounts of tens and ones
- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .
- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10
- Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- Given a two-digit number, mentally find 10 more or 10 less than the number
- Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90

### Numbers and Operations-Fractions

- Uses understanding of fractions to solve addition, subtraction, multiplication, and division problems

### Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- Tell and write time in hours and half-hours using analog and digital clocks
- Represent and interpret data.

### Geometry

- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes
- Compose 2D or 3D shapes to create a composite shape and compose new shapes
- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases

### SOCIAL STUDIES, SCIENCE & TECHNICAL SUBJECTS

1st 2nd 3rd

C - Consistent D - Developing N - Needs Improvement

Science

Social Studies

Physical Education

VAPA

### Support Services

Academic Tier II Support:  Reading Intervention  EL Intervention

Social Emotional Support:  Social Skills Group  Counseling

### SOAR Skills

Skill	Indicators	1st	2nd	3rd
Safe	<ul style="list-style-type: none"> <li>• Follows school and classroom rules</li> <li>• Effectively uses classroom resources and technology</li> <li>• Demonstrates self-control and appropriate behavior</li> </ul>			
On Task	<ul style="list-style-type: none"> <li>• Stays focused, engaged, &amp; makes productive use of time</li> <li>• Turns assignments in on time</li> <li>• Demonstrates organizational skills with work and materials</li> </ul>			

	<ul style="list-style-type: none"> <li>• Demonstrates flexible thinking and problem solving</li> <li>• Shows resiliency when faced with a challenge</li> </ul>			
Accepting	<ul style="list-style-type: none"> <li>• Accepts responsibility for personal choices</li> <li>• Collaborates effectively with others</li> <li>• Actively listens and contributes to group discussions</li> </ul>			
Respectful	<ul style="list-style-type: none"> <li>• Demonstrates respect for self, peers, and adults</li> <li>• Asks for help when appropriate</li> <li>• Communicates respectfully and effectively with others</li> </ul>			

**COMMENTS: 1st Reporting Period**

**COMMENTS: 2nd Reporting Period**

**COMMENTS: 3rd Reporting Period**

# San Pasqual Union School

Second Grade Report Card

2023-2024

**Student Name**

<b>Attendance</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Days Absent			
Days Tardy			

## Explanation of Grading System

4 - Student consistently meets or exceeds grade level expectations for this trimester.

3 - Student is developing steadily in grade level expectations for this trimester

2 - Student is progressing with additional supports toward grade level expectations for this trimester

1 - Student demonstrates limited evidence of grade level expectations even with additional supports for this trimester

NA - Not assessed at this time

<b>READING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Literature</b>			
<ul style="list-style-type: none"><li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li><li>• Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li><li>• Describe how characters in a story respond to major events and challenges.</li><li>• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</li><li>• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</li></ul>			
<b>Informational Text</b>			
<ul style="list-style-type: none"><li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li><li>• Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li><li>• Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li><li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li><li>• Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li><li>• Describe how reasons support specific points the author makes in a text.</li><li>• Compare and contrast the most important points presented by two texts on the same topic.</li></ul>			
<b>WRITING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>

<b>Informative Writing</b>			
<ul style="list-style-type: none"> <li>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> </ul>			
<b>Narrative Writing</b>			
<ul style="list-style-type: none"> <li>Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</li> </ul>			
<b>Opinion Writing</b>			
<ul style="list-style-type: none"> <li>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</li> </ul>			
<b>SPEAKING AND LISTENING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</li> <li>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> </ul>			
<b>Presentation of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</li> <li>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>			

<b>LANGUAGE</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Conventions</b>			
<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Use knowledge of language and its conventions when writing, speaking, reading, or listening</li> </ul>			
<b>Vocabulary Acquisition and Use</b>			
<ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</li> <li>Demonstrate understanding of word relationships.</li> <li>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</li> </ul>			
<b>MATHEMATICS</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Operations and Algebraic Thinking</b>			
<ul style="list-style-type: none"> <li>Represent and solve problems involving addition and subtraction.</li> <li>Add and subtract within 20.</li> <li>Work with equal groups of objects to gain foundations for multiplication.</li> </ul>			
<b>Numbers and Operations in Base Ten</b>			

<ul style="list-style-type: none"> <li>• Understand place value.</li> <li>• Use place value understanding and properties of operations to add and subtract.</li> </ul>				
<b>Measurement and Data</b>				
<ul style="list-style-type: none"> <li>• Measure and estimate lengths in standard units.</li> <li>• Relate addition and subtraction to length.</li> <li>• Work with time and money.</li> <li>• Represent and interpret data.</li> </ul>				
<b>Geometry</b>				
<ul style="list-style-type: none"> <li>• Reason with shapes and their attributes.</li> </ul>				
<b>SOCIAL STUDIES, SCIENCE &amp; TECHNICAL SUBJECTS</b>		<b>1st</b>	<b>2nd</b>	<b>3rd</b>
C - Consistent D - Developing N - Needs Improvement				
Science				
Social Studies				
Physical Education				
VAPA				

<b>Support Services</b>	
Academic Tier II Support: <input type="checkbox"/> Reading Intervention <input type="checkbox"/> EL Intervention	
Social Emotional Support: <input type="checkbox"/> Social Skills Group <input type="checkbox"/> Counseling	

<b>SOAR Skills</b>				
C - Consistent D - Developing N - Needs Improvement				
Skill	Indicators	1st	2nd	3rd
Safe	<ul style="list-style-type: none"> <li>• Follows school and classroom rules</li> <li>• Effectively uses classroom resources and technology</li> <li>• Demonstrates self-control and appropriate behavior</li> </ul>			
On Task	<ul style="list-style-type: none"> <li>• Stays focused, engaged, &amp; makes productive use of time</li> <li>• Turns assignments in on time</li> <li>• Demonstrates organizational skills with work and materials</li> <li>• Demonstrates flexible thinking and problem solving</li> <li>• Shows resiliency when faced with a challenge</li> </ul>			
Accepting	<ul style="list-style-type: none"> <li>• Accepts responsibility for personal choices</li> <li>• Collaborates effectively with others</li> <li>• Actively listens and contributes to group discussions</li> </ul>			
Respectful	<ul style="list-style-type: none"> <li>• Demonstrates respect for self, peers, and adults</li> <li>• Asks for help when appropriate</li> <li>• Communicates respectfully and effectively with others</li> </ul>			

**COMMENTS: 1st Reporting Period**

**COMMENTS: 2nd Reporting Period**

**COMMENTS: 3rd Reporting Period**

# San Pasqual Union School

Third Grade Report Card

2023-2024

**Student Name**

<b>Attendance</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Days Absent			
Days Tardy			

**Explanation of Grading System**

4 -Student consistently meets or exceeds grade level expectations for this trimester.  
3 -Student is developing steadily in grade level expectations for this trimester  
2 - Student is progressing with additional supports toward grade level expectations for this trimester  
1 - Student demonstrates limited evidence of grade level expectations even with additional supports for this trimester  
NA - Not assessed at this time

<b>READING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Literature</b>			
<ul style="list-style-type: none"><li>• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li><li>• Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</li><li>• Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li><li>• Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li><li>• Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story</li></ul>			
<b>Informational Text</b>			
<ul style="list-style-type: none"><li>• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li><li>• Determine the main idea of a text; recount the key details and explain how they support the main idea.</li><li>• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li><li>• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li><li>• Compare and contrast the most important points and key details presented in two texts on the same topic.</li></ul>			
<b>Range of Reading and Level of Text Complexity</b>			



<ul style="list-style-type: none"> <li>• Read and comprehend grade level texts independently and proficiently.</li> </ul>			
<b>Informative Writing</b>			
<ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• Conduct short research projects that build knowledge about a topic.</li> </ul>			
<b>Narrative Writing</b>			
<ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>• Write narratives that move logically through sequence of events and include clear characters, setting, details, dialogue, and transitional phrases.</li> </ul>			
<b>Opinion Writing</b>			
<ul style="list-style-type: none"> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>• Introduce the topic, state an opinion, and create an organized structure that lists reasons to support the opinion. Use linking words and phrases to connect the reasons. Provide a concluding statement.</li> </ul>			
<b>SPEAKING AND LISTENING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</li> </ul>			
<b>Presentation of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>• Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>			

<b>LANGUAGE</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Conventions</b>			
<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>			
<b>Vocabulary Acquisition and Use</b>			
<ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>• Demonstrate understanding of word relationships.</li> </ul>			
<b>MATHEMATICS</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Operations and Algebraic Thinking</b>			
<ul style="list-style-type: none"> <li>• Represent and solve problems involving multiplication and division.</li> <li>• Understand properties of multiplication and the relationship between multiplication and division.</li> <li>• From memory, fluently multiply and divide within 100.</li> <li>• Solve problems involving the four operations, and identify and explain patterns in arithmetic.</li> </ul>			

<b>Numbers and Operations in Base Ten</b>			
<ul style="list-style-type: none"> <li>• Round to the nearest 10 and 100.</li> <li>• Fluently add and subtract within 100.</li> </ul>			
<b>Numbers and Operations-Fractions</b>			
<ul style="list-style-type: none"> <li>• Identify and represent fractions on a number line.</li> <li>• Express fractions as whole numbers.</li> <li>• Compare two fractions with the same numerator or denominator.</li> <li>• Recognize and generate equivalent fractions.</li> </ul>			
<b>Measurement and Data</b>			
<ul style="list-style-type: none"> <li>• Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</li> <li>• Represent and interpret data.</li> <li>• Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</li> <li>• Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</li> </ul>			
<b>Geometry</b>			
<ul style="list-style-type: none"> <li>• Reason with shapes and their attributes.</li> </ul>			
<b>SOCIAL STUDIES, SCIENCE &amp; TECHNICAL SUBJECTS</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
C - Consistent D - Developing N - Needs Improvement			
Science			
Social Studies			
Physical Education			
VAPA			

<b>Support Services</b>
Academic Tier II Support: <input type="checkbox"/> Reading Intervention <input type="checkbox"/> EL Intervention
Social Emotional Support: <input type="checkbox"/> Social Skills Group <input type="checkbox"/> Counseling

<b>SOAR Skills</b>				
C - Consistent D - Developing N - Needs Improvement				
Skill	Indicators	1st	2nd	3rd
Safe	<ul style="list-style-type: none"> <li>• Follows school and classroom rules</li> <li>• Effectively uses classroom resources and technology</li> <li>• Demonstrates self-control and appropriate behavior</li> </ul>			
On Task	<ul style="list-style-type: none"> <li>• Stays focused, engaged, &amp; makes productive use of time</li> <li>• Turns assignments in on time</li> <li>• Demonstrates organizational skills with work and materials</li> <li>• Demonstrates flexible thinking and problem solving</li> <li>• Shows resiliency when faced with a challenge</li> </ul>			
Accepting	<ul style="list-style-type: none"> <li>• Accepts responsibility for personal choices</li> <li>• Collaborates effectively with others</li> <li>• Actively listens and contributes to group discussions</li> </ul>			
Respectful	<ul style="list-style-type: none"> <li>• Demonstrates respect for self, peers, and adults</li> </ul>			

	<ul style="list-style-type: none"><li>• Asks for help when appropriate</li><li>• Communicates respectfully and effectively with others</li></ul>			
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**COMMENTS: 1st Reporting Period**

**COMMENTS: 2nd Reporting Period**

**COMMENTS: 3rd Reporting Period**

# San Pasqual Union School

Fourth Grade Report Card

2023-2024

**Student Name**

<b>Attendance</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Days Absent			
Days Tardy			

<b>Explanation of Grading System</b>
4 - Student consistently meets or exceeds grade level expectations for this trimester.
3 - Student is developing steadily in grade level expectations for this trimester
2 - Student is progressing with additional supports toward grade level expectations for this trimester
1 - Student demonstrates limited evidence of grade level expectations even with additional supports for this trimester
NA - Not assessed at this time

<b>READING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Literature</b>			
<ul style="list-style-type: none"><li>Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li><li>Determines a theme of a story, drama, or poem from details in the text; summarize the text.</li><li>Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li><li>Compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations</li><li>Compares and contrasts the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</li></ul>			
<b>Informational Text</b>			
<ul style="list-style-type: none"><li>Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</li><li>Determines the main idea of a text and explain how it is supported by key details; summarize the text.</li><li>Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</li><li>Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li></ul>			
<b>WRITING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Informative Writing</b>			
<ul style="list-style-type: none"><li>Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly</li></ul>			

<b>Narrative Writing</b>			
<ul style="list-style-type: none"> <li>Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</li> </ul>			
<b>Opinion Writing</b>			
<ul style="list-style-type: none"> <li>Writes opinion pieces on topics or texts, supporting a point of view with reasons and information</li> </ul>			
<b>SPEAKING &amp; LISTENING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>Engages effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly</li> </ul>			
<b>Presentation of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>Presents information with appropriate facts and relevant, descriptive details</li> <li>Creates and adds visual displays, drawings, or audio recordings to stories or presentations to clarify or develop main ideas, when appropriate</li> <li>Speaks clearly, with appropriate pace, volume, and expression</li> </ul>			

<b>LANGUAGE</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Conventions</b>			
<ul style="list-style-type: none"> <li>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking. Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>			
<b>Vocabulary Acquisition and Use</b>			
<ul style="list-style-type: none"> <li>Determines or clarifies the meaning of unknown and multiple meaning words and phrases based on grade level reading and content</li> <li>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>			
<b>MATHEMATICS</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Operations and Algebraic Thinking</b>			
<ul style="list-style-type: none"> <li>Uses the four operations with whole numbers to solve problems</li> <li>Generates and analyze patterns</li> </ul>			
<b>Numbers and Operations in Base Ten</b>			
<ul style="list-style-type: none"> <li>Generalizes place value understanding for multi-digit numbers</li> <li>Use place value understanding and properties of operations to perform multi-digit arithmetic</li> </ul>			
<b>Numbers and Operations-Fractions</b>			
<ul style="list-style-type: none"> <li>Extends understanding of fraction equivalence and ordering</li> <li>Understands decimal notation for fractions, and compare decimal fractions.</li> </ul>			
<b>Measurement and Data</b>			
<ul style="list-style-type: none"> <li>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit</li> <li>Represent and interpret data.</li> </ul>			

• Geometric measurement: understand concepts of angle and measure angles			
<b>Geometry</b>			
• Draw and identify lines and angles, and classify shapes by properties of their lines and angles			
<b>SOCIAL STUDIES &amp; SCIENCE</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Science			
Social Studies			
<b>TECHNICAL SUBJECTS</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
C - Consistent D - Developing N - Needs Improvement			
Physical Education			
VAPA			

<b>Support Services</b>	
Academic Tier II Support: <input type="checkbox"/> Reading Intervention <input type="checkbox"/> EL Intervention	
Social Emotional Support: <input type="checkbox"/> Social Skills Group <input type="checkbox"/> Counseling	

<b>SOAR Skills</b>				
C - Consistent D - Developing N - Needs Improvement				
Skill	Indicators	1st	2nd	3rd
Safe	<ul style="list-style-type: none"> <li>Follows school and classroom rules</li> <li>Effectively uses classroom resources and technology</li> <li>Demonstrates self-control and appropriate behavior</li> </ul>			
On Task	<ul style="list-style-type: none"> <li>Stays focused, engaged, &amp; makes productive use of time</li> <li>Turns assignments in on time</li> <li>Demonstrates organizational skills with work and materials</li> <li>Demonstrates flexible thinking and problem solving</li> <li>Shows resiliency when faced with a challenge</li> </ul>			
Accepting	<ul style="list-style-type: none"> <li>Accepts responsibility for personal choices</li> <li>Collaborates effectively with others</li> <li>Actively listens and contributes to group discussions</li> </ul>			
Respectful	<ul style="list-style-type: none"> <li>Demonstrates respect for self, peers, and adults</li> <li>Asks for help when appropriate</li> <li>Communicates respectfully and effectively with others</li> </ul>			

**COMMENTS: 1st Reporting Period**

**COMMENTS: 2nd Reporting Period**

**COMMENTS: 3rd Reporting Period**



# San Pasqual Union School

Fifth Grade Report Card

2023-2024

**Student Name**

<b>Attendance</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Days Absent			
Days Tardy			
<b>Explanation of Grading System</b>			
4 - Student consistently meets or exceeds grade level expectations for this trimester			
3 - Student is developing steadily in grade level expectations for this trimester			
2 - Student is progressing with additional supports toward grade level expectations for this trimester			
1 - Student demonstrates limited evidence of grade level expectations even with additional supports for this trimester			
NA - Not assessed at this time			

<b>READING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Literature</b>			
<ul style="list-style-type: none"><li>• Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences</li><li>• Determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text</li><li>• Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text</li><li>• Describes how a narrator's or speaker's point of view influences how events are described</li><li>• Compares and contrasts stories in the same genre on their approaches to similar themes and topics</li></ul>			
<b>Informational Text</b>			
<ul style="list-style-type: none"><li>• Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</li><li>• Determines two or more main idea(s) of a text and explains how they are supported by key details; summarizes the text</li><li>• Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text</li><li>• Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably</li></ul>			
<b>WRITING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Informative Writing</b>			
<ul style="list-style-type: none"><li>• Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly</li></ul>			
<b>Narrative Writing</b>			

<ul style="list-style-type: none"> <li>Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</li> </ul>			
<b>Opinion Writing</b>			
<ul style="list-style-type: none"> <li>Writes opinion pieces on topics or texts, supporting a point of view with reasons and information</li> </ul>			
<b>SPEAKING AND LISTENING</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>Engages effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly</li> </ul>			
<b>Presentation of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>Presents information with appropriate facts and relevant, descriptive details</li> <li>Creates and adds visual displays, drawings, or audio recordings to stories or presentations to clarify or develop main ideas, when appropriate</li> <li>Speaks clearly, with appropriate pace, volume, and expression</li> </ul>			

<b>LANGUAGE</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Conventions</b>			
<ul style="list-style-type: none"> <li>Demonstrates command of the conventions of grade level capitalization and punctuation</li> <li>Uses academic vocabulary and demonstrates command of the conventions of grammar and usage when writing or speaking</li> <li>Spells grade level appropriate words correctly in daily writing</li> </ul>			
<b>Vocabulary Acquisition and Use</b>			
<ul style="list-style-type: none"> <li>Determines or clarifies the meaning of unknown and multiple meaning words and phrases based on grade level reading and content</li> <li>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings</li> </ul>			
<b>MATHEMATICS</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>Operations and Algebraic Thinking</b>			
<ul style="list-style-type: none"> <li>Writes and interprets numerical expressions</li> <li>Analyzes numerical patterns and relationships</li> </ul>			
<b>Numbers and Operations in Base Ten</b>			
<ul style="list-style-type: none"> <li>Understands the place value system</li> <li>Solves problems with multi-digit whole numbers</li> <li>Solves problems with decimals to thousandths</li> </ul>			
<b>Numbers and Operations-Fractions</b>			
<ul style="list-style-type: none"> <li>Uses understanding of fractions to solve addition, subtraction, multiplication, and division problems</li> </ul>			
<b>Measurement and Data</b>			
<ul style="list-style-type: none"> <li>Understands concepts of volumes and relates volume to multiplications and to addition</li> <li>Understands how to convert among different size standards</li> </ul>			
<b>Geometry</b>			
<ul style="list-style-type: none"> <li>Graphs points on the coordinate plane to solve problems</li> <li>Classifies two-dimensional figures based on properties</li> </ul>			
<b>SOCIAL STUDIES and SCIENCE</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>

Science			
Social Studies			
<b>TECHNICAL SUBJECTS</b>	<b><u>1st</u></b>	<b><u>2nd</u></b>	<b><u>3rd</u></b>
C - Consistent D - Developing N - Needs Improvement			
Visual and Performing Arts			
Physical Education			

<b>Support Services</b>
Academic Tier II Support: <input type="checkbox"/> Reading Intervention <input type="checkbox"/> EL Intervention
Social Emotional Support: <input type="checkbox"/> Social Skills Group <input type="checkbox"/> Counseling

<b>SOAR Skills</b>				
C - Consistent D - Developing N - Needs Improvement				
Skill	Indicators	1st	2nd	3rd
Safe	<ul style="list-style-type: none"> <li>Follows school and classroom rules</li> <li>Effectively uses classroom resources and technology</li> <li>Demonstrates self-control and appropriate behavior</li> </ul>			
On Task	<ul style="list-style-type: none"> <li>Stays focused, engaged, &amp; makes productive use of time</li> <li>Turns assignments in on time</li> <li>Demonstrates organizational skills with work and materials</li> <li>Demonstrates flexible thinking and problem solving</li> <li>Shows resiliency when faced with a challenge</li> </ul>			
Accepting	<ul style="list-style-type: none"> <li>Accepts responsibility for personal choices</li> <li>Collaborates effectively with others</li> <li>Actively listens and contributes to group discussions</li> </ul>			
Respectful	<ul style="list-style-type: none"> <li>Demonstrates respect for self, peers, and adults</li> <li>Asks for help when appropriate</li> <li>Communicates respectfully and effectively with others</li> </ul>			

**COMMENTS: 1st Reporting Period**

**COMMENTS: 2nd Reporting Period**

**COMMENTS: 3rd Reporting Period**