

2nd Grade Report Card Scoring Guides

2026-2027

K I R K W O O D
S C H O O L D I S T R I C T





The Kirkwood School District uses scoring guides to describe three levels of student performance based on the approved curriculum. These guides are designed to provide specific and understandable feedback about student progress in line with the Kirkwood curricular standards and expectations. Each learning strand on the quarterly report card is named in the scoring guides, and they also explain the differences in performance levels.

The report card explains student performance using the following indicators:

- 3—Meeting: The student consistently meets the expectations of the report card strand
- 2—Approaching: The student is sometimes able to meet expectations of the report card strand
- 1—Beginning: The student is not yet meeting the expectations of the report card strand independently

The expected performance for all students is a "3," which signifies that they are meeting the expectations of the report card strand. However, it is important to recognize that all students learn at their own pace. Students that are not yet meeting expectations continue to have learning opportunities throughout the school year.

We want to ensure a partnership by clearly communicating each child's academic journey. If you have any questions or need further explanations, don't hesitate to reach out to your child's teacher or principal. Your partnership in supporting your child's learning is truly appreciated.

English Language Arts

Phonics

2.RF.3.A.a: Develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including: single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs.

2.RF.3.A.c: Develop phonics in the reading process by decoding regularly spelled two syllable words with long vowels.

2.RF.3.A.h: Develop phonics in the reading process by using common syllable patterns to decode words including r-controlled vowels.

2.RF.3.A.i: Develop phonics in the reading process by reading irregularly spelled high-frequency words.

Q1		Q2		Q3		Q4	
Use decoding skills and sight words to read appropriate text.							
3	I can regularly use decoding skills and sight words to read appropriate text.	3	I can regularly use decoding skills and sight words to read appropriate text.	3	I can regularly use decoding skills and sight words to read appropriate text.	3	I can regularly use decoding skills and sight words to read appropriate text.
2	I can sometimes use decoding skills and sight words to read appropriate text.	2	I can sometimes use decoding skills and sight words to read appropriate text.	2	I can sometimes use decoding skills and sight words to read appropriate text.	2	I can sometimes use decoding skills and sight words to read appropriate text.
1	I need help to use decoding skills and sight words to read appropriate text.	1	I need help to use decoding skills and sight words to read appropriate text.	1	I need help to use decoding skills and sight words to read appropriate text.	1	I need help to use decoding skills and sight words to read appropriate text.

Reading Comprehension - Read Appropriate Text							
2.R.2.A.a: Read, infer, analyze, and draw conclusions to describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.							
2.R.3.A.a: Read, infer and draw conclusions to identify the main idea of sections of text and distinguish it from the topic.							
2.R.3.C.a: Read, infer and draw conclusions to explain main ideas and supporting details.							
2.R.2.A.b: Read, infer, analyze, and draw conclusions to describe the main characters in works of fiction, including their traits, motivations, and feelings.							
Q1		Q2		Q3		Q4	
Read, infer, analyze and draw conclusions to comprehend an appropriate text.							
3	I can consistently read, infer, analyze, and draw conclusions to comprehend an appropriate text.	3	I can consistently read, infer, analyze, and draw conclusions to comprehend an appropriate text.	3	I can consistently read, infer, analyze, and draw conclusions to comprehend an appropriate text.	3	I can consistently read, infer, analyze, and draw conclusions to comprehend an appropriate text.
2	I can sometimes read, infer, analyze, and draw conclusions to comprehend an appropriate text.	2	I can sometimes read, infer, analyze, and draw conclusions to comprehend an appropriate text.	2	I can sometimes read, infer, analyze, and draw conclusions to comprehend an appropriate text.	2	I can sometimes read, infer, analyze, and draw conclusions to comprehend an appropriate text.
1	I need help to read, infer, analyze, and draw conclusions to comprehend an appropriate text.	1	I need help to read, infer, analyze, and draw conclusions to comprehend an appropriate text.	1	I need help to read, infer, analyze, and draw conclusions to comprehend an appropriate text.	1	I need help to read, infer, analyze, and draw conclusions to comprehend an appropriate text.

Students need to independently read the text and respond to questions.

Summative Assessments:

- refer to retelling portion of the decoding assessment for text that a student reads independently

Formative Assessments:

- conferring- using [Nell Duke's Protocol LTR-WWW](#)
- Reading journals/ story maps (day-to-day work from UOS)
- CFAs created through PLC process

Reading Comprehension - Skills in Response to Text							
2.R.1.A.c: Develop and demonstrate reading skills in response to text by seeking clarification, and using information/ facts and details about texts and supporting answers with evidence from text.							
2.R.1.A.d: Develop and demonstrate reading skills in response to text by retelling a story's beginning, middle, and end and determining their central message, lesson or moral.							
Q1		Q2		Q3		Q4	
Develop and demonstrate reading skills in response to an appropriate text.							
3	I can consistently develop and demonstrate reading skills in response to an appropriate text.	3	I can consistently develop and demonstrate reading skills in response to an appropriate text.	3	I can consistently develop and demonstrate reading skills in response to an appropriate text.	3	I can consistently develop and demonstrate reading skills in response to an appropriate text.
2	I can sometimes develop and demonstrate reading skills in response to an appropriate text.	2	I can sometimes develop and demonstrate reading skills in response to an appropriate text.	2	I can sometimes develop and demonstrate reading skills in response to an appropriate text.	2	I can sometimes develop and demonstrate reading skills in response to an appropriate text.
1	I need help to develop and demonstrate reading skills in response to an appropriate text.	1	I need help to develop and demonstrate reading skills in response to an appropriate text.	1	I need help to develop and demonstrate reading skills in response to an appropriate text.	1	I need help to develop and demonstrate reading skills in response to an appropriate text.

Vocabulary

2.R.1.B.c: Develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple-meaning word in text.

Q1	Q2		Q3		Q4	
	Use context clues to determine the meaning of new words or multiple-meaning words.					
	3	I can consistently use context clues to determine the meaning of multiple-meaning words.	3	I can consistently use context clues to determine the meaning of multiple-meaning words.	3	I can consistently use context clues to determine the meaning of multiple-meaning words.
	2	I can sometimes use context clues to determine the meaning of multiple-meaning words.	2	I can sometimes use context clues to determine the meaning of multiple-meaning words.	2	I can sometimes use context clues to determine the meaning of multiple-meaning words.
	1	I need help to use context clues to determine the meaning of multiple-meaning words.	1	I need help to use context clues to determine the meaning of multiple-meaning words.	1	I need help to use context clues to determine the meaning of multiple-meaning words.

Writing

2.W.1.B.a: Appropriate to genre type, develop a draft from prewriting by: a: sequencing ideas into clear and coherent sentences.

2.W.1.B.b: Appropriate to genre type, develop a draft from prewriting by: b: generating paragraphs with one main idea.

2.W.1.B.c: Appropriate to genre type, develop a draft from prewriting by: c: creating evidence of a beginning, middle and end.

2.W.1.B.d: Appropriate to genre type, develop a draft from prewriting by: d: addressing an appropriate audience.

Q1		Q2		Q3		Q4	
Apply the writing process (planning, drafting, revising and editing)							
3	I can independently and accurately apply the writing process (planning, drafting, revising, and editing).	3	I can independently and accurately apply the writing process (planning, drafting, revising, and editing).	3	I can independently and accurately apply the writing process (planning, drafting, revising, and editing).	3	I can independently and accurately apply the writing process (planning, drafting, revising, and editing).
2	With support, I can accurately apply the writing process (planning, drafting, revising, and editing).	2	With support, I can accurately apply the writing process (planning, drafting, revising, and editing).	2	With support, I can accurately apply the writing process (planning, drafting, revising, and editing).	2	With support, I can accurately apply the writing process (planning, drafting, revising, and editing).
1	I am working towards accurately applying the writing process (planning, drafting, revising, and editing).	1	I am working towards accurately applying the writing process (planning, drafting, revising, and editing).	1	I am working towards accurately applying the writing process (planning, drafting, revising, and editing).	1	I am working towards accurately applying the writing process (planning, drafting, revising, and editing).

Writing

2.W.2.B.b: Write informative/ explanatory texts that use facts and definitions to develop points in generating paragraphs.

2.W.2.A.b: Write opinion texts that state an opinion about the topic or text and provide reasons for the opinion.

2.W.2.C.a: Write fiction or nonfiction narratives and poems that establish a situation/topic based on the student's experience or imagination.

Q1		Q2		Q3		Q4	
Write narratives that establish a topic based on the student's experience or imagination.		Write informative texts with leads, transitions, and endings		Write opinion texts with an argument and evidence to support		Use literary elements to write poetry	
3	I can independently and accurately use literary elements to write narratives.	3	I can independently and accurately write informative texts with leads, transitions, and endings.	3	I can independently and accurately write opinion texts with an argument and evidence to support.	3	I can independently and accurately use literary elements to write poetry.
2	With support, I can accurately use literary elements to write narratives	2	With support, I can accurately write informative texts with leads, transitions, and endings.	2	With support, I can accurately write opinion texts with an argument and evidence to support.	2	With support, I can accurately use literary elements to write poetry.
1	I am working towards accurately using literary elements to write narratives.	1	I am working towards accurately writing informative texts with leads, transitions, and endings.	1	I am working towards accurately writing opinion texts with an argument and evidence to support.	1	I am working towards accurately using literary elements to write poetry.

Writing - Apply the Research Process

2.W.3.A.d: Apply research process to gather evidence from available sources, literary and informational.

2.W.3.A.e: Apply research process to record basic information from literary and informational texts in simple visual format.

Q1	Q2	Q3	Q4	
			Research using a variety of sources	
			3	I can consistently research using a variety of sources.
			2	I can sometimes research using a variety of sources.
			1	I need help to research using a variety of sources.

Spelling

2.L.1.B.f: In written text spell words using irregular spelling patterns.

2.L.1.B.c: In written text use apostrophes correctly for contractions.

Q1		Q2		Q3		Q4	
Apply grade-level spelling patterns		Apply grade-level spelling patterns		Apply grade-level spelling patterns		Apply grade-level spelling patterns	
3	I can consistently apply grade-level spelling patterns.	3	I can consistently apply grade-level spelling patterns.	3	I can consistently apply grade-level spelling patterns.	3	I can consistently apply grade-level spelling patterns.
2	I can sometimes apply grade-level spelling patterns.	2	I can sometimes apply grade-level spelling patterns.	2	I can sometimes apply grade-level spelling patterns.	2	I can sometimes apply grade-level spelling patterns.
1	I need help to apply grade-level spelling patterns.	1	I need help to apply grade-level spelling patterns.	1	I need help to apply grade-level spelling patterns.	1	I need help to apply grade-level spelling patterns.

Grammar

2.L.1.A.h: In speech and written form, apply standard English grammar to produce simple declarative, imperative, exclamatory, and interrogative sentences.

2.L.1.B.d: In written text capitalize weeks, days, months, holidays.

Q1		Q2		Q3		Q4	
Write complete sentences with correct punctuation and capitalization.							
3	I can consistently write complete sentences with correct punctuation and capitalization.	3	I can consistently write complete sentences with correct punctuation and capitalization.	3	I can consistently write complete sentences with correct punctuation and capitalization.	3	I can consistently write complete sentences with correct punctuation and capitalization.
2	I can sometimes write complete sentences with correct punctuation and capitalization.	2	I can sometimes write complete sentences with correct punctuation and capitalization.	2	I can sometimes write complete sentences with correct punctuation and capitalization.	2	I can sometimes write complete sentences with correct punctuation and capitalization.
1	I need help to write complete sentences with correct punctuation and capitalization.	1	I need help to write complete sentences with correct punctuation and capitalization.	1	I need help to write complete sentences with correct punctuation and capitalization.	1	I need help to write complete sentences with correct punctuation and capitalization.

Math

Fluently Add and Subtract Numbers Within 20

2.RA.A.1: Add and subtract within 20. Demonstrate fluency with addition and subtraction within 20.

DESE Fluency Definition: [Mathematical fluency](#) is more than a quick answer on a timed test. Students demonstrate fluency when they do mathematics using an appropriate strategy in a reasonable amount of time, knowing multiple processes and can apply or adapt strategies to find a correct solution.

Derived Fact Strategies

- Making 10
- Pretend a 10
- Near Doubles

Q1		Q2		Q3		Q4	
Fluently Add and Subtract Numbers Within 20 (0, 1, 2; doubles)		Fluently Add and Subtract Numbers Within 20 (10+__ and subtraction counterparts)		Fluently Add and Subtract Numbers Within 20 (Derived facts)		Fluently Add and Subtract Numbers Within 20 (All facts within 20)	
3	I can consistently solve +/- 0, 1, 2 and doubles combinations within 20 fluently.	3	I can consistently solve 10+__ combinations within 20 fluently.	3	I can consistently use derived fact strategies to solve combinations within 20 fluently.	3	I can consistently solve any combination within 20 fluently.
2	I can sometimes solve +/- 0, 1, 2 and doubles combinations within 20 fluently.	2	I can sometimes solve 10+__ combinations within 20 fluently.	2	I can sometimes use derived fact strategies to solve combinations within 20 fluently.	2	I can sometimes solve combinations within 20 fluently.
1	I need help to solve +/- 0, 1, 2 and doubles combinations within 20 fluently.	1	I need help to solve 10+__ combinations within 20 fluently.	1	I need help to use derived fact strategies to solve combinations within 20 fluently.	1	I need help to solve combinations within 20.

Solve Problems and Draw Conclusions from Graphs					
2.DS.A.4: Solve problems using information presented in line plots, picture graphs and bar graphs.					
2.DS.A.5: Draw conclusions from line plots, picture graphs and bar graphs.					
Q1		Q2		Q3	Q4
Solve Problems and Draw Conclusions from Information Presented in Picture and Bar Graphs		Solve Problems and Draw Conclusions from Information Presented in Line Plots			
3	I can consistently solve problems and draw conclusions using information represented in picture graphs and bar graphs.	3	I can consistently solve problems and draw conclusions using information represented in line plots.		
2	I can sometimes solve problems and draw conclusions using information represented in picture graphs and bar graphs.	2	I can sometimes solve problems and draw conclusions using information represented in line plots.		
1	I need help to solve problems and draw conclusions using information represented in picture graphs and bar graphs.	1	I need help to solve problems and draw conclusions using information represented in line plots.		

Find the Value of a Given Set of Money				
2.GM.D.12: Find the value of combinations of dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ appropriately.				
Q1		Q2	Q3	Q4
Find the Value of a Given Set of Money				
3	I can consistently find the value of a group of coins and dollars and use the \$ and ¢ symbols appropriately.			
2	I can sometimes find the value of a group of coins and dollars and use the \$ and ¢ symbols appropriately.			
1	I need help to find the value of a group of coins and dollars and use the \$ and ¢ symbols appropriately.			

Measure and Estimate Length				
2.GM.B.5: Analyze the results of measuring the same object with different units.				
Q1		Q2	Q3	Q4
		Measure and Estimate Length		
		3 I can consistently analyze the results of measuring the same object in different units.		
		2 I can sometimes analyze the results of measuring the same object in different units.		
		1 I need help to analyze the results of measuring the same object in different units.		

Use Relationship Between Addition and Subtraction to Solve Problems				
2.NBT.B.9: Use the relationship between addition and subtraction to solve problems.				
Q1	Q2		Q3	Q4
			Use Relationship Between Addition and Subtraction to Solve Problems	
			3 I can consistently use the relationship between addition and subtraction to solve problems.	
			2 I can sometimes use the relationship between addition and subtraction to solve problems.	
			1 I need help to use the relationship between addition and subtraction to solve problems.	

Solve Addition Problems				
2.NBT.B.8: Add or subtract within 1000, and justify the solution.				
Q1	Q2		Q3	Q4
	Add within 100			Add within 1,000
	3	I can consistently add within 100 and show my thinking.		3 I can consistently add within 1,000 and show my thinking.
	2	I can sometimes add within 100 and show my thinking.		2 I can sometimes add within 1,000 and show my thinking.
	1	I need help to add within 100 and show my thinking.		1 I need help to add within 1,000 and show my thinking.

Solve Subtraction Problems				
2.NBT.B.8: Add or subtract within 1000, and justify the solution.				
Q1	Q2		Q3	Q4
	Solve Subtraction Problems within 100			Solve Subtraction Problems within 1000
	3	I can consistently subtract within 100 and show my thinking.		3 I can consistently subtract within 1,000 and show my thinking.
	2	I can sometimes subtract within 100 and show my thinking.		2 I can sometimes subtract within 1,000 and show my thinking.
	1	I need help to subtract within 100 and show my thinking.		1 I need help to subtract within 1,000 and show my thinking.

Represent Sums and Differences on a Number Line				
2.GM.C.9: Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.				
Q1	Q2		Q3	Q4
			Represent Sums and Differences on a Number Line	
			3 I can consistently represent addition and subtraction on a number line.	
			2 I can sometimes represent addition and subtraction on a number line.	
			1 I need help to represent addition and subtraction on a number line.	

Understand Place Value of Three-Digit Numbers				
2.NBT.A.1: Understand three-digit numbers are composed of hundreds, tens, and ones.				
Q1	Q2	Q3		Q4
		Understand Place Value of Three-Digit Numbers		
		3	I can consistently compose and decompose three-digit numbers in multiple ways.	
		2	I can sometimes compose and decompose three-digit numbers in multiple ways.	
		1	I need help to compose and decompose three-digit numbers in multiple ways.	

Compare Numbers				
2.NBT.A.5: Compare two three-digit numbers using the symbols >, =, <.				
Q1	Q2	Q3		Q4
		Compare Numbers		
		3	I can consistently compare 2 three-digit numbers using the symbols >, =, or <.	
		2	I can sometimes compare 2 three-digit numbers using the symbols >, =, or <.	
		1	I need help to compare 2 three-digit numbers using the symbols >, =, or <.	

Partition Shapes

2.GM.A.3.a: Demonstrate that equal shares of identical wholes need not have the same shape.

Q1	Q2	Q3		Q4
		Partition Shapes		
		3	I can consistently partition circles and rectangles into two, three, or four equal shares and explain how equal shares of wholes can look differently.	
		2	I can sometimes partition circles and rectangles into two, three, or four equal shares and explain how equal shares of wholes can look differently.	
		1	I need help to partition circles and rectangles into two, three, or four equal shares and explain how equal shares of wholes can look differently.	

Develop Foundation for Multiplication and Division				
2.RA.B.3: Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.				
Q1	Q2	Q3	Q4	
			Develop Foundation for Multiplication and Division	
			3	I can consistently find the total number of objects in an array and write a matching equation as a sum of equal addends.
			2	I can sometimes find the total number of objects in an array and write a matching equation as a sum of equal addends.
			1	I need help to find the total number of objects in an array and write a matching equation as a sum of equal addends.

Science

Second Grade: Helping Seeds Travel	
2.LS2.A.1: Plan and conduct investigations on the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water).	
2.LS2.A.2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	
Semester 1	Semester 2
Helping Seeds Travel: Identify and describe the parts of a plant and develop a model to explain the function of certain plant parts.	
3 I can consistently identify and describe the parts of a plant and develop a model to explain the function of certain plant parts.	
2 I can sometimes identify and describe the parts of a plant and develop a model to explain the function of certain plant parts.	
1 I need help to identify and describe the parts of a plant and develop a model to explain the function of certain plant parts.	

Second Grade: Helping Seeds Travel	
2.PS1.A.2: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	
Semester 1	Semester 2
Helping Seeds Travel: Determine which materials have the properties that are best suited for an intended purpose.	
3 I can consistently determine which materials have the properties that are best suited for an intended purpose.	
2 I can sometimes determine which materials have the properties that are best suited for an intended purpose.	
1 I need help to determine which materials have the properties that are best suited for an intended purpose.	

Second Grade: A Home for a Penguin		
2.PS1.A.1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.		
2.ETS1.A.1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		
Semester 1	Semester 2	
	A Home for Penguin: Use observable properties of materials to design simple solutions to problems.	
	3	I can consistently use observable properties of materials to design simple solutions to problems.
	2	I can sometimes use observable properties of materials to design simple solutions to problems.
	1	I need help to use observable properties of materials to design simple solutions to problems.

IDEA Lab

Second Grade: Engineering Design-Grids and Games		
2.ETS1.B.1: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.		
Semester 1		Semester 2
IDEA Lab: Create a sketch, drawing, or model to show how an object's shape helps it work to solve a problem.		
3	I can consistently create a sketch, drawing, or model to show how an object's shape helps it work to solve a problem.	
2	I can sometimes create a sketch, drawing, or model to show how an object's shape helps it work to solve a problem.	
1	I need help to create a sketch, drawing, or model to show how an object's shape helps it work to solve a problem.	

Second Grade: Engineering Design-Grids and Games		
2.ETS1.C.1: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		
Semester 1		Semester 2
IDEA Lab: Compare test results of two designs to identify their strengths and weaknesses in solving a problem.		
3	I can consistently compare test results of two designs to identify their strengths and weaknesses in solving a problem.	
2	I can sometimes compare test results of two designs to identify their strengths and weaknesses in solving a problem.	
1	I need help to compare test results of two designs to identify their strengths and weaknesses in solving a problem.	

Second Grade: The Changing Earth		
K.ESS3.C.1: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.		
2.ESS2.B.1: Develop a model to represent the shapes and kinds of land and bodies of water in an area.		
4.ESS2.B.1: Analyze and interpret data from maps to describe patterns of Earth's features.		
Semester 1	Semester 2	
	IDEA Lab: Create models and use maps to explore land and water features, and share solutions to protect the environment.	
	3	I can consistently create models and use maps to explore land and water features, and share solutions to protect the environment.
	2	I can sometimes create models and use maps to explore land and water features, and share solutions to protect the environment.
	1	I need help to create models and use maps to explore land and water features, and share solutions to protect the environment.

Second Grade: The Changing Earth		
2.ESS1.C.1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.		
2.ESS2.A.1: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.		
Semester 1	Semester 2	
	IDEA Lab: Gather information to show that Earth events happen quickly or slowly and explore ways to prevent wind or water from changing the land.	
	3	I can consistently gather information to show that Earth events happen quickly or slowly and explore ways to prevent wind or water from changing the land.
	2	I can sometimes gather information to show that Earth events happen quickly or slowly and explore ways to prevent wind or water from changing the land.
	1	I need help to gather information to show that Earth events happen quickly or slowly and explore ways to prevent wind or water from changing the land.

Social Studies

Civics: Explain the Roles of Citizens, Laws, and Rights Within a Community				
Missouri Priority Standards embedded throughout all units				
2.TS.7.A.a: Describe and analyze primary and secondary social studies sources in a classroom discussion with guidance and support.				
2.TS.7.B.b: Use visual tools and informational texts to communicate information.				
2.TS.7.D.a: Share research about a social studies topic.				
2.TS.7.E.abc: Develop supporting questions about social studies topics, with assistance. Describe a process to answer those questions. Discuss types of sources that would be helpful in exploring social studies' questions.				
2.TS.7.C.a: Explain the difference between fact and opinion in social studies' topics.				
2.TS.7.C.b: Explain the concept of point of view in social studies' topics.				
Missouri Learning Standards				
2.PC.1.B.a: Explain and give examples of how laws and rules are made and changed within a community.				
2.PC.1.C: Explain how individual rights are protected within a community.				
2.PC.1.D.a: Analyze how being an active and informed citizen makes a difference in your community.				
2.PC.1.D.b: List the consequences of citizens not actively participating in their communities.				
Q1		Q2	Q3	Q4
Civics: Explain the roles of citizens, laws, and rights within a community				
3	I can consistently explain the roles of citizens, laws, and rights within a community.			
2	I can sometimes explain the roles of citizens, laws, and rights within a community.			
1	I need help to explain the roles of citizens, laws, and rights within a community.			

Government: Identify the Levels, Officials, and Functions in Government				
2.GS.2.D: Identify and explain the concept of branches and functions of government.				
2.GS.2.C: Distinguish responsibilities and powers of government officials at various levels and branches of government in authoritative decisions.				
2.PC.1.F.a: Describe the importance of the Pledge of Allegiance.				
Q1		Q2	Q3	Q4
Government: Identify the levels, officials, and functions in government				
3	I can consistently identify the levels, officials, and functions in government.			
2	I can sometimes identify the levels, officials, and functions in government.			
1	I need help to identify the levels, officials, and functions in government.			

Geography: Create and Use Different Types of Maps

2.EG.5.A.a: Read and construct maps with title and key.

2.EG.5.A.b: Identify the properties and use of different types of maps for various purposes.

2.EG.5.B.ab: Name and locate regions in your community and the world.

2.EG.5.C.ab: Identify and describe physical characteristics of the student's region in Missouri and the world.

Q1		Q2		Q3	Q4
Geography: Create and use different types of maps		Geography: Create and use different types of maps			
3	I can consistently create and use different types of maps.	3	I can consistently create and use different types of maps.		
2	I can sometimes create and use different types of maps.	2	I can sometimes create and use different types of maps.		
1	I need help to create and use different types of maps.	1	I need help to create and use different types of maps.		

Geography: Describe The Regions of Our Community, State, and World

2.EG.5.F.a: Define the concept of regions as places which have unifying political, physical or cultural characteristics.

2.EG.5.C.ab: Identify and describe physical characteristics of the student's region in Missouri and the world.

2.EG.5.F.b: Identify examples of different regions in Missouri.

2.EG.5.G: Explain how geography affects the way people live today.

2.EG.5.F.c: Describe why people of different groups settle more in one place or region than another.

2.EG.5.B.b: Name and locate the regions in your community.

Q1	Q2	Q3	Q4
	Geography: Describe the regions of our community, state, and world		
	3	I can consistently describe the regions of our community, state, and world.	
	2	I can sometimes describe the regions of our community, state, and world.	
	1	I need help to describe the regions of our community, state, and world.	

Culture: Describe Characteristics of Our Community, State, and World			
2.PC.1.F.a: Describe the importance of the Pledge of Allegiance.			
2.PC.1.F.b: Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials.			
2.EG.5.G: Explain how geography affects the way people live today.			
2.EG.5.C.c: Describe human characteristics of the student's region in Missouri.			
2.RI.6.A: Describe cultural characteristics of regions in the state.			
2.TS.7.C.b: Explain the concept of point of view in social studies' topics.			
Q1	Q2		Q3
	Culture: Describe characteristics of our community, state, and world		
	3	I can consistently describe characteristics of our community, state, and world.	
	2	I can sometimes describe characteristics of our community, state, and world.	
	1	I need help to describe characteristics of our community, state, and world.	

History: Compare Communities Over Time				
2.H.3.A: Compare the culture and people in our community across multiple time periods.				
2.EG.5.B.b: Name and locate the regions in your community.				
2.EG.5.C.c: Describe human characteristics of the student’s region in Missouri (population composition, architecture, economic and recreation activities, relationship to water).				
2.H.3.B: Compare and contrast the changing habitats, resources, art, and daily lives of Native American people in regions of the U.S.				
2.RI.6.C: Recall stories and songs that reflect the cultural history of people from various regions in the United States including regional folk figures, Native American legends and African American folktales.				
2.RI.6.D: Describe how regions commemorate cultural heritage.				
2.PC.1.F.b: Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials.				
Q1	Q2	Q3		Q4
		History: Compare communities over time		
		3	I can consistently compare communities over time.	
		2	I can sometimes compare communities over time.	
		1	I need help to compare communities over time.	

Culture: Research the Impact of Influential Historical Figures					
2.PC.1.E: Describe the character traits and civic attitudes of inventors and pioneers in their field who influenced progress in the nation.					
2.H.3.C: Describe the contributions of inventors or pioneers in their field who influenced progress in our nation.					
2.TS.7.A.b: Select and use artifacts to share information on social studies' topics.					
Q1	Q2	Q3		Q4	
		Culture: Research the impact of influential historical figures		Culture: Research the impact of influential historical figures	
		3	I can consistently research the impact of influential historical figures.	3	I can consistently research the impact of influential historical figures.
		2	I can sometimes research the impact of influential historical figures.	2	I can sometimes research the impact of influential historical figures.
		1	I need help to research the impact of influential historical figures.	1	I need help to research the impact of influential historical figures.

Economics: Identify Examples of Income, Labor, Wages, and Cost-Benefit Situations

2.E.4.A.d: Explain the relationship of income, labor and wages (and how technology influences/changes/affects the relationship).

2.E.4.B: Describe a personal cost-benefit situation.

2.E.4.A.a: Describe consumption and production and the relationship to goods and services within your region.

2.E.4.A.b: Demonstrate how people use money to buy and sell goods and services.

2.E.4.A.c: Demonstrate how people barter to exchange goods and services.

Q1		Q2		Q3		Q4	
						Economics: Identify examples of income, labor, wages, and cost-benefit situations	
						3	I can consistently identify examples of income, labor, wages, and cost-benefit situations.
						2	I can sometimes identify examples of income, labor, wages, and cost-benefit situations.
						1	I need help to identify examples of income, labor, wages, and cost-benefit situations.

History: Describe How and Why Communication and Transportation Has Evolved Over Time				
2.EG.5.E.a: Describe different types of communication and transportation and identify their advantages and disadvantages.				
2.EG.5.E.b: Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.				
Q1	Q2	Q3	Q4	
			History: Describe how and why communication and transportation has evolved over time	
			3	I can consistently describe how and why communication and transportation has evolved over time.
			2	I can sometimes describe how and why communication and transportation has evolved over time.
			1	I need help to describe how and why communication and transportation has evolved over time.

Social Emotional Learning

Self-Awareness: Recognize and Understand Emotions, Thoughts and Values in One's Self

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose, such as:

- Practice a growth mindset
- Link feelings, values, and thoughts to a given situation
- Persevere through challenges
- Identify my emotions

Q1		Q2		Q3		Q4	
Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self				Recognize and understand emotions, thoughts and values in one's self	
3	I can consistently practice a growth mindset, link feelings, values, and thoughts to a given situation, and persevere through challenges.	3	I can consistently identify my emotions, link feelings, values, and thoughts to a given situation.			3	I can consistently identify my emotions, link feelings, values, and thoughts to a given situation, and persevere through challenges.
2	I can sometimes practice a growth mindset, link feelings, values, and thoughts to a given situation, and persevere through challenges.	2	I can sometimes identify my emotions, link feelings, values, and thoughts to a given situation.			2	I can sometimes identify my emotions, link feelings, values, and thoughts to a given situation, and persevere through challenges.
1	I need help practicing a growth mindset, linking feelings, values, and thoughts to a given situation, and persevering through challenges.	1	I need help to identify my emotions, link feelings, values, and thoughts to a given situation.			1	I need help identifying my emotions, link feelings, values, and thoughts to a given situation, and persevere through challenges.

Self-Management: Manage One's Emotions, Thoughts and Actions

The ability to manage one's emotions, thoughts and actions effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals, such as:

- Use planning and organizational skills
- Demonstrate ways to deal with unexpected emotions
- Identify and use stress-management strategies

Q1		Q2		Q3		Q4	
Manage one's emotions, thoughts and actions		Manage one's emotions, thoughts and actions				Manage one's emotions, thoughts and actions	
3	I can consistently use planning and organizational skills, demonstrate ways to deal with unexpected emotions, and identify and use stress-management strategies.	3	I can consistently use planning and organizational skills and demonstrate ways to deal with unexpected emotions.			3	I can consistently demonstrate ways to deal with unexpected emotions as well as identify and use stress-management strategies.
2	I can sometimes use planning and organizational skills, demonstrate ways to deal with unexpected emotions, and identify and use stress-management strategies.	2	I can sometimes use planning and organizational skills and demonstrate ways to deal with unexpected emotions.			2	I can sometimes demonstrate ways to deal with unexpected emotions as well as identify and use stress-management strategies.
1	I need help using planning and organizational skills, demonstrating ways to deal with unexpected emotions, and identifying and using stress-management strategies.	1	I need help using planning and organizational skills and demonstrating ways to deal with unexpected emotions.			1	I need help demonstrating ways to deal with unexpected emotions as well as identifying and use stress-management strategies.

Social Awareness: Understand and Empathize With Others, Including Those From Diverse Backgrounds

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings and recognize family, school, and community resources and supports, such as:

- Take others' perspectives
- Demonstrate empathy and compassion
- Show concern for the feelings of others
- Recognize social cues and norms in different settings

Q1	Q2	Q3		Q4	
		Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds	
		3	I can consistently take others' perspectives, demonstrate empathy and compassion, and show concern for the feelings of others.	3	I can consistently take others' perspectives and recognize social cues and norms in different settings.
		2	I can sometimes take others' perspectives, demonstrate empathy and compassion, and show concern for the feelings of others.	2	I can sometimes take others' perspectives and recognize social cues and norms in different settings.
		1	I need help to take others' perspectives, demonstrate empathy and compassion, and show concern for the feelings of others.	1	I need help to take others' perspectives and recognize social cues and norms in different settings.

Relationship Skills: Initiate and Maintain Healthy and Supportive Relationships

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed, such as:

- Develop positive relationships
- Get along with people who are similar to and different from me
- Resolve conflicts constructively
- Practice teamwork and collaborative problem-solving

Q1	Q2	Q3		Q4	
		Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships	
		3	I can consistently develop positive relationships and get along with people who are similar to and different from me.	3	I can consistently resolve conflicts constructively and practice teamwork and collaborative problem-solving.
		2	I can sometimes develop positive relationships and get along with people who are similar to and different from me.	2	I can sometimes resolve conflicts constructively and practice teamwork and collaborative problem-solving.
		1	I need help to develop positive relationships and get along with people who are similar to and different from me.	1	I need help to resolve conflicts constructively and practice teamwork and collaborative problem-solving.

Responsible Decision-Making: Making Caring And Constructive Choices

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being, such as:

- Demonstrate curiosity and open-mindedness when solving a problem
- Identify solutions for personal and social problems
- Evaluate personal and interpersonal impacts
- Make a reasoned judgment after considering the outcomes
- Anticipate and evaluate the consequences of one's actions

Q1		Q2		Q3		Q4	
Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices	
3	I can consistently demonstrate curiosity and open-mindedness when solving a problem.	3	I can consistently identify solutions for personal and social problems and evaluate personal and interpersonal impacts.	3	I can consistently make a reasoned judgment after considering the outcomes.	3	I can consistently identify solutions for personal and social problems and anticipate and evaluate the consequences of one's actions.
2	I can sometimes demonstrate curiosity and open-mindedness when solving a problem.	2	I can sometimes identify solutions for personal and social problems and evaluate personal and interpersonal impacts.	2	I can sometimes make a reasoned judgment after considering the outcomes.	2	I can sometimes identify solutions for personal and social problems and anticipate and evaluate the consequences of one's actions.
1	I need help to demonstrate curiosity and open-mindedness when solving a problem.	1	I need help to identify solutions for personal and social problems and evaluate personal and interpersonal impacts.	1	I need help to make a reasoned judgment after considering the outcomes.	1	I need help to identify solutions for personal and social problems and anticipate and evaluate the consequences of one's actions.

