

Monrovia Unified School District

REPORT CARD GUIDE FOR FAMILIES- Second Grade Information

The following information will assist you in understanding your child's Common Core State Standards-based report card. Multiple pieces of evidence, including classwork, homework, tests, and projects are used to assess how well your student is progressing in meeting the standards for second grade. **A student's grade will be determined by his/her progress toward meeting standards and goals set for the end of the school year. Therefore, it will be normal for marks to be lower in the beginning of the year and show improvement as students come to master standards.**

Report card marks are numerical and are described as:

4 -Advanced: Thoroughly demonstrates proficiency; grasps, applies, and extends key concepts and skills

3-Proficient: Demonstrates proficiency; grasps and applies key concepts, processes, and skills with few errors

2-Partial: Beginning to grasp and apply key concepts, processes and skills

1-Minimal: Minimal progress toward understanding the key concepts, processes and skills, struggling even with assistance

N/A or *: Standard not taught or assessed at this time

Below is a list of skills your student is working toward mastering this year in second grade. Your student's report card reflects how far he/she has progressed in each area. This form provides a line item description of each area of the report card. Each skill is followed in parenthesis by a reference to its specific Common Core State Standard. For more details regarding Common Core State Standards (CCSS), please see the California Department of Education website under the Students and Parents tab <http://www.cde.ca.gov/re/cc/> or corestandards.org.

LANGUAGE ARTS

Reading Standards for Literature and Informational Text

Key Ideas and Details

Student can...

- tell who, what, where, when, why and how after reading stories. (RL.2.1)
- retell a story. (RL.2.2)
- tell how characters in a story respond to parts in a story. (RL.2.3)
- tell who, what, where, when, why and how after reading nonfiction. (RI.2.1)
- find the main idea in a section of nonfiction. (RI.2.2)
- tell how events in history are connected. (RI.2.3)
- understand science steps and ideas in nonfiction. (RI.2.3)

KEY TO CCSS ABBREVIATIONS:

English Language Arts Standards
RL= Reading Literature
RI=Reading Informational Text
RF=Reading Foundational Skills
W=Writing
SL=Speaking and Listening
L=Language

Therefore, RL.2.2 refers to:

- Reading Literature
- 2nd grade
- standard number 2

Craft and Structure

Student can...

- understand how words in a story can sound like music. (RL.2.4)
- find and understand the beginning, middle and end of a story. (RL.2.5)
- tell about the points of view of different characters. (RL.2.6)
- understand words in nonfiction. (RI.2.4)
- use text features to help him/her understand nonfiction. (RI.2.5)
- understand what the author is trying to teach. (RI.2.6)

Integration of Knowledge and Ideas

Student can...

- use words and pictures to help tell about the characters, setting and plot. (RL.2.7)
- compare and contrast ways of telling the same story. (RL.2.9)
- use diagrams and pictures to help understand nonfiction. (RI.2.7)
- find reasons to support the main idea of nonfiction. (RI.2.8)
- compare and contrast the main idea of two nonfiction texts. (RI.2.9)

Reading Comprehension

Student consistently can...

- read and understand second grade fiction (RL.2.10)
- read and understand second grade nonfiction (RI.2.10)

Foundational Skills

Word Recognition and Phonics

Student can...

- tell the difference between long and short vowels. (RF.2.3)
- read second grade words. (RF.2.3)
- read prefixes and suffixes. (RF.2.3)
- spell second grade words. (RF.2.3)

Reading Fluency

Student can...

- read with expression. (RF.2.4)
- read accurately. (RF.2.4)
- re-read to understand what words mean. (RF.2.4)

Writing

Text Types and Purposes

Student can write different types of writing, he/she can...

- write to persuade. (W.2.1)
- write to teach. (W.2.2)
- write to tell a story. (W.2.3)

Production and Distribution

With support, student can improve his/her writing by...

- developing and organizing writing to fit the task and purpose. (W.2.4)
- revising and editing his/her writing. (W.2.5)
- publishing his/her writing. (W.2.6)

Research to build and present knowledge

Student can use research to help his/her writing, student can...

- record what is found when reading. (W.2.7)
- work with a partner to research. (W.2.7)
- record science observations. (W.2.7)
- remember what has been taught to answer a question. (W.2.8)
- interview people to answer a question. (W.2.8)

Writes routinely

Student can...

- write on a regular basis with stamina for different tasks, purposes, and audiences. (W.2.10)

Speaking and Listening

Comprehension and Collaboration

Student can understand and talk about what he/she hears, student can...

- follow rules for discussions. (SL.2.1)
- participate in conversations with others. (SL.2.1)
- ask questions during discussions. (SL.2.1)
- tell about the key ideas and details after listening or reading. (SL.2.2)
- give and follow three- and four-step oral directions. (SL.2.2)
- ask and answer a question about what a speaker says. (SL.2.3)

Presentation of Knowledge and Ideas

Student can share what he/she knows, student can...

- tell a story aloud. (SL.2.4)
- plan and deliver narrative presentations. (SL.2.4)
- record what he/she is reading out loud. (SL.2.5)
- draw to share what he/she is reading or has done. (SL.2.5)
- answer questions out loud in complete sentences. (SL.2.6)

Language

Conventions of Standard English

Student can use proper English when writing and speaking; student can...

- create readable, printed documents. (L.2.1)
- use collective nouns (ex. a group of people, a pride of lions). (L.2.1)
- use plural nouns. (L.2.1)
- use reflexive pronouns (himself, myself, ourselves). (L.2.1)
- use irregular verbs (sat, hid, told). (L.2.1)
- use adjectives and adverbs correctly. (L.2.1)
- write complete second grade sentences. (L.2.1)
- join two sentences together (compound sentences.) (L.2.1)
- capitalize proper nouns. (L.2.2)
- use commas in greetings and closings of letters. (L.2.2)
- use apostrophes in contractions. (L.2.2)
- use apostrophes in possessives. (L.2.2)
- use spelling patterns when writing words. (L.2.2)
- use a dictionary to check and correct spelling. (L.2.2)

Knowledge of Language

Student can use what he/she knows about language in different situations, student can...

- write, speak, read and listen by using what he/she knows. (L.2.3)
- compare formal and informal uses of English. (L.2.3)

Vocabulary Development

Student can figure out what words mean and use them in different situations, student can...

- use context clues to help understand new words. (L.2.4)
- use prefixes to help learn new words. (L.2.4)
- use root words to help learn new words. (L.2.4)
- use small words to help learn compound words. (L.2.4)
- use dictionaries and glossaries to help understand new words. (L.2.4)
- use my senses to help describe things.. (L.2.5)
- tell the difference between similar verbs. (L.2.5)
- use adjectives to describe nouns. (L.2.6)
- use adverbs to describe verbs. (L.2.6)

MATHEMATICS

Operations and Algebraic Thinking (OA)

Students can...

- use strategies to solve addition word problems. (2.OA.1)
- use strategies to solve subtraction word problems. (2.OA.1)
- add fluently within 20. (2.OA.2)
- subtract fluently within 20. (2.OA.2)
- group objects to tell if a number is odd or even. (2.OA.3)
- use repeated addition to help understand multiplication. (2.OA.4)
- use repeated subtraction and equal group sharing to help understand division. (2.OA.6)

KEY TO CCSS ABBREVIATIONS:

Math standards are written in the following order:

Grade.Domain.standard

Therefore, 2.MD.1 refers to:

- 2nd grade
- Measurement and Data
- Standard number 1

Numbers and Operations in Base Ten (NBT)

Student can use number sense and place value to help in understanding math, student can...

- understand and use hundreds, tens and ones. (2.NBT.1)
- count to 1,000 using 1s, 5s, 10s and 100s. (2.NBT.2)
- read and write numbers to 1,000 in different ways. (2.NBT.3)
- compare three-digit numbers using $<$, $=$, and $>$. (2.NBT.4)
- add and subtract three-digit numbers. (2.NBT.5)
- add more than two big numbers. (2.NBT.6)
- add and subtract with regrouping. (2.NBT.7)
- estimate using numbers up to 1000. (2.NBT.7)
- make reasonable estimates when adding and subtracting. (2.NBT.7)
- add and subtract tens and hundreds in his/her head. (2.NBT.8)
- explain why he/she needs to use addition or subtraction to help solve problems. (2.NBT.9)

Measurement and Data (MD)

Using measurement and data, student can...

- use different tools to measure objects. (2.MD.1)
- compare the length of an object using two different units of measurement. (2.MD.2)
- estimate the lengths of objects and verify the reasonableness of the estimates. (2.MD.3)
- compare the length of two different objects. (2.MD.4)
- use addition and subtraction to solve measurement problems. (2.MD.5)
- make and use a number line. (2.MD.6)
- tell time to five minutes. (2.MD.7)
- understand a.m. and p.m. (2.MD.7)
- tell how many minutes in an hour, days in a month, weeks in a year. (2.MD.7)
- count money to help solve word problems. (2.MD.8)
- make a table to organize data. (2.MD.9)
- use a table to make a line plot. (2.MD.9)
- make a graph. (2.MD.10)

Geometry (G)

Using geometry to assist in understanding math, student can...

- name and draw shapes (triangles, quadrilaterals, pentagons, hexagons and cubes.). (2.G.1)
- find the area of a rectangle. (2.G.2)
- divide shapes into equal parts. (2.G.3)
- use fractions to describe the equal parts of a shape. (2.G.3)