

2nd Grade Quarter 1 Report Card Details

This quarter we will focus on the following standards:

ENGLISH/LANGUAGE ARTS

Reading Foundational Skills

- **Phonics and Word Recognition** - use decoding skills and recognize 190 sight words.
- **Fluency** - reading grade-level J text with appropriate accuracy, rate, expression and self-correction

Reading Literature

- **Key Ideas and Details** - literature comprehension (**ask** and **answer** who/what/when/ where/why/how questions); recount stories from diverse cultures and determine their central message/moral/lesson
- **Craft and Structure** - identify story structure describing the beginning, middle and end

Reading Informational

- **Key Ideas and Details** - nonfiction reading comprehension (**ask** and **answer** who/what/when/ where/why/how questions); set a purpose for reading and identify text types
- **Craft and Structure** -determine the meaning of unknown words and phrases

Writing

- **Text Types and Purposes** - write personal and fantasy narratives of the appropriate length and purpose including: a well-elaborated beginning/middle/end, a sequence of events using transitional words and provide a sense of closure
- **Production and Distribution of Writing** - With guidance and support, students are able to focus on a topic and strengthen writing as needed by revising and editing, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.
- **Handwriting**-Creates documents with legible handwriting; with proper formation (left to right, top to bottom, appropriate spacing and size.)

Language

- **Conventions of Standard English** - nouns (singular, plural, possessive, and collective) and verbs (focus on forming and using irregular past tense verbs), capitalization, ending punctuation, and spelling skills
- **Knowledge of Language** - compare formal and informal uses of English
- **Vocabulary Acquisition and Use** - use context clues to determine meaning of new words; root word knowledge; use prefixes to help determine meaning of new word; use glossary/dictionary to determine/clarify meanings

Speaking and Listening

- **Comprehension and Collaboration** - participate in collaborative discussions in a variety of settings/groupings by following agreed-upon rules for discussions and building on others' ideas; seek clarification/further explanation when needed; recount key ideas and details from information presented orally
- **Presentation of Knowledge and Ideas** - speak **clearly** and **audibly** using complete and coherent sentences with correct subject/verb agreement; recount experience with facts and relevant details

MATHEMATICS

Operations and Algebraic Thinking

- **Add and subtract within 20** - fluently solve single-digit math facts using mental strategies
- **Represent and solve problems involving addition and subtraction** - use addition/subtraction within 20 to solve a variety of one-step word problems with unknowns in all positions. For more information, see page 8 of the Georgia Standards of Excellence K-12 Mathematics Glossary at <https://www.georgiastandards.org/Georgia-Standards/Documents/Mathematics-Glossary-K-12.pdf>

Number and Operations in Base Ten

- **Understand place value** - read & write numbers up to 1,000 using numerals, number names & expanded form; count within 1,000; skip count by 5's, 10's & 100's within 1,000; model numbers using base-10 blocks; compare 3-digit numbers using $>$, $<$, or $=$

Measurement and Data

- **Represent and interpret data** - draw bar graphs and picture graphs; solve problems using information presented in a bar graph

Standards for Mathematical Practice

Students are given multiple opportunities to acquire and use skills that support the development of critical thinking and application in math. These "process skills" are taught within all of the above math standards. Your child will be developing the following "process skills" throughout the year: persevering in problem solving; communicating thinking and abstract reasoning; justifying answers; using tools, patterns, and objects to model and solve problems appropriately

The following assessment methods may be utilized to determine your child's progress toward mastery of the first quarter standards:

- ✓ common written assessments (formative and summative)
- ✓ student performance and participation during class activities and discussions
- ✓ performance tasks
- ✓ teacher observation (whole group and small group)
- ✓ one-on-one assessments (teacher and student)
- ✓ class work, projects, and writing samples

Students who *consistently demonstrate mastery* of standards through regular classroom instruction and assessment will receive a score of "3" (meets standard). Students who consistently demonstrate mastery *and independently demonstrate* the ability to *exceed* the standard may receive a score of 4 in a given area.