

2nd Grade Quarter 3 Report Card Details

Along with previously introduced standards, this quarter we will focus on:

ENGLISH/LANGUAGE ARTS

Reading Foundational Skills (at an increasing level of difficulty)

- **Phonics and Word Recognition** - use decoding skills and recognize 210 sight words
- **Fluency** - read Level L text with appropriate accuracy, rate, expression and self-correction

Reading Literature (at an increasing level of difficulty)

- **Key Ideas and Details** - comprehend literary text, recognize central message and character analysis
- **Craft and Structure** - identify story structure; elements of poetry; differences in points of view
- **Integration of Knowledge and Ideas** - use information from illustrations and words to demonstrate understanding of characters, setting, or plot; compare/contrast two or more versions of the same story

Reading Informational (at an increasing level of difficulty)

- **Key Ideas and Details** - comprehend informational text; recall specific details; author's purpose and text genre; identify main topic of a text and specific paragraphs within the text; describe connections between historical events, scientific ideas, or steps in technical procedures
- **Craft and Structure** - identify and use text features; determine the meaning of unknown words/phrases; identifying main purpose of a text and what the author wants to answer, explain or describe
- **Integration of Knowledge and Ideas** - explain how images contribute to and clarify text; compare/contrast important points presented by two texts on the same topic; describe how reasons support specific points an author makes (using evidence within a text)

Writing

- **Text Types and Purposes** - write opinion pieces stating an opinion/topic, supply reasons that support the opinion, use linking words, and provide a concluding statement
- **Production and Distribution of Writing** - with guidance and support, focus on a topic and strengthen writing as needed by revising and editing
- **Research to Build and Present Knowledge** - participate in shared research and writing projects; recall information from experiences or gather information from provided sources
- **Handwriting** - create documents with legible handwriting; with proper formation (left to right, top to bottom, appropriate spacing and size.)

Language

- **Conventions of Standard English** - use nouns, verbs, pronouns, adjectives, and adverbs; capitalization, ending punctuation, and spelling; commas and apostrophes; produce, expand and rearrange simple and compound sentences; use reference materials to check spelling
- **Knowledge of Language** - compare formal and informal uses of English
- **Vocabulary Acquisition and Use** - use context clues to determine meaning; 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/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; create audio recordings

MATHEMATICS

Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction** - use addition/subtraction within 20 to solve a variety of one- and two-step word problems
- **Add and subtract within 20** - fluently solve single-digit math facts using mental strategies

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 $=$
- **Use place value understanding and properties of operations to add and subtract**
 - add and subtract within 1,000 using a variety of strategies/models;
 - mentally add/subtract 10 or 100 to a given number 100-900
 - explain why addition/subtraction strategies work using place value and the properties of operations

Measurement and Data

- **Measure and estimate lengths in standard units** - measure length by selecting and using appropriate tools; compare lengths & measurements; understand the relative size of units in different systems of measurements

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 third 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 end-of-year standard may receive a score of 4 in a given area.