

2nd Grade Quarter 4 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 sight words
- **Fluency** - read level M text with appropriate accuracy, rate, expression and self-correction

Reading Literature (at an increasing level of difficulty)

- **Key Ideas and Details** - literature comprehension, recognizing central message, and character analysis
- **Craft and Structure** - identify story structure; elements of poetry; 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 nonfiction text; recall specific details; author's purpose and text genre; identifying 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; identify main purpose of a text and what the author wants to answer, explain/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, informative/explanatory texts, and narratives (This quarter is a mixture of all genres previously studied)
- **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** - Creates 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; commas, apostrophes and ending punctuation; 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; ask and answer questions about what a speaker says
- **Presentation of Knowledge and Ideas** - speak clearly & audibly using complete & coherent sentences with correct subject/verb agreement; recount experience with facts & relevant details; create audio recordings

MATHEMATICS

Operations and Algebraic Thinking

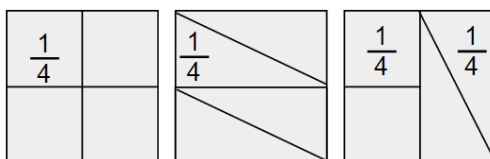
- Represent and solve problems involving addition and subtraction - use addition/subtraction within 100 to solve a variety of one- and two-step word problems
- Add and subtract within 20 - fluently solve single-digit math facts using mental strategies

Measurement and Data

- Relate addition and subtraction to length - solve word problems involving lengths; use number lines to measure and compare object lengths
- Represent and interpret data - use measurement data to make a line plot

Geometry

- Reason with shapes and their attributes
 - Recognize and draw shapes with specified attributes, such as the number of angles and/or faces (for triangles, quadrilaterals, pentagons, hexagons and cubes)
 - Partition a rectangle into rows/columns and count to find the total
 - Partition circles and rectangles into equal shares (e.g., halves, thirds, and fourths)
 - Recognize that equal shares of identical wholes need not have the same shape (e.g., see the figures below)



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 fourth 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.