


School Year: 2012-13		Second Grade Report Card									
 Standards for Literature		Q1	Q2	Q3	Q4	Reading Standards for Informational Text		Q1	Q2	Q3	Q4
Key Ideas and Details						Key Ideas and Details					
<b>Purpose of Report:</b> <ul style="list-style-type: none"><li>Asks and answers such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</li><li>Recounts stories, including fables and folktales from diverse cultures, and determines their central message, lesson, or moral.</li><li>This report is designed to inform you about your student's progress toward achieving the North Carolina Essential Standards and/or the Common Core State Standards. The Standards establish high and challenging expectations for all students, and</li></ul>				<b>Purpose of Report:</b> <ul style="list-style-type: none"><li>Asks and answers such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</li><li>Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li><li>Describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li></ul>							
Craft and Structure						Craft and Structure					
<ul style="list-style-type: none"><li>Describes how the author and the illustrator use language (e.g., alliteration, rhyme, repeated lines) to convey rhythm and meaning in a story to be read aloud.</li><li>Recounts stories, including fables and folktales from diverse cultures, and determines their central message, lesson, or moral.</li><li>This report is designed to inform you about your student's progress toward achieving the North Carolina Essential Standards and/or the Common Core State Standards. The Standards establish high and challenging expectations for all students, and</li></ul>				<ul style="list-style-type: none"><li>Determines the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li><li>Describes how reasons support specific points the author makes in a text.</li><li>Compares and contrasts the most important points presented by two texts on the same topic.</li></ul>							
Integration of Knowledge and Ideas						Integration of Knowledge and Ideas					
<ul style="list-style-type: none"><li>Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li><li>Compares and contrasts two or more versions of the</li></ul>				<ul style="list-style-type: none"><li>Explains how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li><li>Describes how reasons support specific points the author makes in a text.</li></ul>							
Range of Reading and Level of Text Complexity						Range of Reading and Level of Text Complexity					
Reads and comprehends literature including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				Reads and comprehends literature including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.							
QTR 4 Comments:				QTR 4 Comments:							
Attendance		Quarter 1		Quarter 2		Quarter 3		Quarter 4		Year	
Absent											
Tardy											

Comprehension and Collaboration				
<ul style="list-style-type: none"> <li>Participates in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.               <ul style="list-style-type: none"> <li>Follows agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Builds on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Asks for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> </li> <li>Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>Asks and answers questions about what a speaker says in order to clarify comprehension, gathers additional information, or deepens understanding of a topic or issue</li> </ul>				
Presentation of Knowledge and Ideas				
<ul style="list-style-type: none"> <li>Tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>Creates audio recordings of stories or poems; adds drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>Produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul>				

Reading Standards: Foundational Skills		Q1	Q2	Q3	Q4
Phonics and Word Recognition					
<ul style="list-style-type: none"> <li>Knows and applies grade-level phonics and word analysis skills in decoding words.               <ul style="list-style-type: none"> <li>Distinguishes long and short vowels when reading regularly spelled one-syllable words.</li> <li>Knows spelling-sound correspondences for additional common vowel teams.</li> <li>Decodes regularly spelled two-syllable words with long vowels.</li> <li>Decodes words with common prefixes and suffixes.</li> <li>Identifies words with inconsistent but common spelling-sound correspondences.</li> <li>Recognizes and reads grade-appropriate irregularly spelled words.</li> </ul> </li> </ul>					
Fluency					
<ul style="list-style-type: none"> <li>Reads with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li>Reads on-level text with purpose and understanding.</li> <li>Reads on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>					

Writing Standards		Q1	Q2	Q3	Q4
Text Types and Purposes					
<ul style="list-style-type: none"> <li>Writes opinion pieces in which he/she introduces the topic or the book they are writing about that supports, states an opinion, supplies a reason for the opinion, uses linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provides a concluding statement or section.</li> <li>Writes informative / explanatory texts in which he/she introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section.</li> <li>Writes narratives in which he/she recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.</li> </ul>					
Production and Distribution of Writing					

<ul style="list-style-type: none"> <li>With guidance and support from adults and peers, focuses on a topic and strengthens writing as needed by revising and editing.</li> <li>With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ul>				
Research to Build and Present Knowledge				
<ul style="list-style-type: none"> <li>Participates in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> <li>Recalls information from experiences or gathers information from provided sources to answer a question.</li> </ul>				

Language Standards	Q1	Q2	Q3	Q4
Conventions of Standard English				
<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>Uses collective nouns (e.g., group).</li> <li>Forms and uses frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>Uses reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>Forms and uses the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>Uses adjectives and adverbs, and chooses between them depending on what is to be modified.</li> <li>Produces, expands, and rearranges complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>Capitalizes holidays, product names, and geographic terms.</li> <li>Uses commas in greetings and closing of letters.</li> <li>Uses an apostrophe to form contractions and frequently occurring possessives.</li> <li>Consults reference materials, including beginning dictionaries, as needed to check and correct spelling.</li> <li>Generalizes learned spelling patterns when writing words (e.g., cage → badge, boy → boil).</li> </ul>				
Knowledge of Language				
<ul style="list-style-type: none"> <li>Uses knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>Compares formal and informal uses of English.</li> </ul> </li> </ul>				
Vocabulary Acquisition and Use				
<p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>Uses sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determines the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>Uses knowledge of the meaning of compound words (e.g. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>Uses glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul> <p>Demonstrates understanding of word relationship and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>Identifies real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> <li>Distinguishes shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> </ul>				

Relates addition and subtraction to length				
<ul style="list-style-type: none"> <li>Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</li> <li>Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 1, 2, 3...and represent whole-number sums and differences within 100 on a number line diagram.</li> </ul>				
Works with time and money				
<ul style="list-style-type: none"> <li>Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</li> <li>Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cents sign.</li> </ul>				
Represents and Interprets data				
<ul style="list-style-type: none"> <li>Generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</li> </ul>				

Second Grade Social Studies				Q1	Q2	Q3	Q4	Geometry	Q1	Q2	Q3	Q4
-----------------------------	--	--	--	----	----	----	----	----------	----	----	----	----

Second Grade Science	Q1	Q2	Q3	Q4
Physical Science: Forces and Motion; Matter Properties, and Change				
<ul style="list-style-type: none"><li>• Understands the relationship between sound and vibrating objects.<ul style="list-style-type: none"><li>○ Illustrate how sound is produced by vibrating objects and columns of air.</li><li>○ Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.</li></ul></li><li>• Understands properties of solids and liquids and the changes they undergo<ul style="list-style-type: none"><li>○ Gives examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling.</li><li>○ Compares the amount (volume and weight) of water in a container before and after freezing.</li><li>○ Compares what happens to water left in an open container over time as to water left in a closed container.</li></ul></li></ul>				
Earth Science: Earth Systems, Structures, and Processes				
<ul style="list-style-type: none"><li>• Understands patterns of weather and factors that affect weather.<ul style="list-style-type: none"><li>○ Summarizes how energy from the sun serves as a source of light that warms the land, air and water.</li><li>○ Summarizes weather conditions using qualitative and quantitative measures to describe:<ul style="list-style-type: none"><li>○ Temperature, Wind Direction, Wind Speed, Precipitation</li></ul></li></ul></li><li>• Compare weather patterns that occur over time and relate observable patterns to time of day and time of year.</li><li>• Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.</li></ul>				
Life Science: Structure and Functions of Living Organisms				
<ul style="list-style-type: none"><li>• Understands animal life cycles.<ul style="list-style-type: none"><li>○ Summarizes the life cycle of animals:<ul style="list-style-type: none"><li>▪ Birth, Developing into an adult, Reproducing, Aging and death</li></ul></li></ul></li><li>• Remembers that organisms differ from or are similar to their parents based on the characteristics of the organism.<ul style="list-style-type: none"><li>○ Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs.</li></ul></li></ul>				