

ACHIEVEMENT LEVELS

A = AT OR ABOVE - No assistance is needed, student independently demonstrates understanding.

Trimester 1 & 2: Student is expected to meet the standards if the present level of excellent & independent performance continues.

Trimester 3: Student consistently demonstrates excellent achievement of the standards. Student shows an in-depth knowledge of the concepts and skills included in the Common Core State Standards. Student makes insightful connection to other ideas and concepts. Student grasps, applies and extends the key concepts and skills.

M = MINIMAL ASSISTANCE IS NEEDED

Trimester 1 & 2: Student is expected to meet the standards if the present level of acceptable & minimally assisted performance continues.

Trimester 3: Student demonstrates acceptable achievement of the standards. Student shows a solid knowledge of the concepts and skills included in the Common Core State Standards. Student uses appropriate strategies to solve problems. Student grasps and applies key concepts and skills.

P = PROGRESSING: NEEDS ASSISTANCE

Trimester 1 & 2: Student is expected to meet the standards if the present level of performance consistently improves.

Trimester 3: Student demonstrates minimal achievement of the standards. Student shows partial understanding of the concepts and skills included in the Common Core State Standards. Student is beginning to demonstrate, grasp and apply an understanding of the concepts and skills.

N = NEEDS IMPROVEMENT

Trimester 1 & 2: Student is NOT expected to meet the standards unless the level of performance dramatically improves.

Trimester 3: Student demonstrates an extremely limited or unacceptable achievement of the standards. Student needs additional learning opportunities to achieve an increased understanding of the concepts and skills. Student has difficulty grasping, applying key concepts and skills.

X = NOT YET COVERED

WORK HABITS

C = CONSISTENTLY

MT = MOST OF THE TIME

S = SOMETIMES

R = RARELY

ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

Foundational Skills for Reading

Reads with Accuracy, Fluency, and Understanding in Grade Level Text: Students independently read increasingly challenging text appropriate for their reading level and the grade level. They are able to accurately read the text with expression at an appropriate rate and demonstrate understanding by retelling and/or responding to questions about the text.

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Reading Comprehension

Describes Plot, Setting, Character, Central Ideas, & Theme in Fiction: Students answer questions about stories and independently retell the major events of the plot, and to describe the settings, characters, problems, and solutions of stories. They identify the central message or theme of stories, and they discuss how characters respond to various events and challenges.

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Compares Two Versions of the Same Story: Students compare and contrast the plots, characters, and settings of two versions of the same story (e.g., Little Red Riding Hood & Lon Po Po).

Identifies Main Points and Supporting Facts in Nonfiction: Students ask and answer questions about information and identify the main topic and retell important details based on information in the words, the pictures, and any other charts. They describe how events, ideas, or steps are connected (e.g., which one was first, which one caused the other). They use text features (e.g., index) to locate key information to support their description.

Compares Two or More Sources of Information on the Same Topic: Students compare and contrast the most important information about a single topic from two different texts, including which details and ideas are the same and which are different.

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Writing

Writing: Students write opinions about a variety of topics and books in which they state an opinion, supply reasons for that opinion, use linking words (e.g., and, because), and provide a conclusion. After reading a number of books on a topic, they write informative pieces in which they introduce a topic, supply details, and provide a conclusion. They write narrative stories about personal experiences in which they describe what happened; use details to describe actions, thoughts, and feelings; use sequence words (e.g., after, later, earlier); and they provide a sense of closure to the event.

Uses Information & Resources to Respond to Questions in Writing: Students may recall information or use information from a text or other source to answer questions in writing. For example, they independently read a story and answer questions about that story.

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Strengthens Writing by Revising and Editing: Throughout the writing, students learn to maintain a consistent focus and they make improvements to their writing with guidance.

Language

Uses Correct Punctuation & Capitalization in Writing:

Students are expected to write names, dates, and beginnings of sentences with capital letters. In 2nd grade, they are held accountable for these earlier expectations and expected to capitalize holidays as well as the names of products and places. They continue to be held accountable for ending punctuation and learn to use commas in the greetings and closings of letters as well as an apostrophe to form contractions (e.g., can't) and possessives (e.g., John's).

Uses Correct Grammar When Writing and Speaking:

Students continue to work on the correct use of nouns and verbs. They learn many irregular plural nouns (e.g., feet, mice) and irregular verbs (was, sat), and they learn to use adjectives and adverbs to describe. They work on producing a variety of sentences.

Spells Words with Similar Sounds but Different Patterns:

Students learn that a variety of patterns may make the same sound in English (e.g., boy/boil; cage/badge).

Uses Taught Vocabulary When Speaking and Writing:

Students learn new words across the day in all subjects and are expected to use those new words when talking with others and when writing. This includes words that have more than one meaning (e.g., a can of tuna; you can do it), meanings of prefixes (re- in retell), compound words, and the precise meanings of words that have similar meanings (e.g., hop vs. jump).

Speaking and Listening

Participates in & Extends Academic Discussions that Include Multiple Exchanges:

Students learn how to discuss a variety of topics with others by not only sharing ideas but also responding to others' ideas in a conversation of multiple exchanges. They link their comments to the remarks of others.

Asks & Answers Questions to Clarify Understanding of a Speaker's Message:

They ask for clarification and further explanation when needed. They ask a speaker questions to make sure they understand. They also respond to others' requests for clarification by restating and/or adding more details.



MATHEMATICS

COMMON CORE STATE STANDARDS

Students count in 5s, 10s, and multiples of hundreds, tens, and ones and compare the sizes of these numbers. They understand numbers to 1,000 and recognize the value of each digit. They add and subtract numbers within 100 and solve problems within 1,000 using models, place value and the properties of operations. Students mentally calculate sums and differences for numbers with only tens or only hundreds. They measure lengths and recognize that the smaller the unit, the more units are needed to cover a given length. Students build, draw, and analyze 2-D and 3-D shapes, laying the foundation for later work with area and volume.

Here are some of the typical mathematical questions /tasks second graders work on in class. These are also great for asking/doing at home.

Operations and Algebraic Thinking

Without calculating...how do you know that $30 + 25$ has the same sum as $29 + 26$?

Show how to solve $570 - 390$ on a number line. Is 18 odd or even? How do you know?

Sara had some marbles. She lost 27 and now she has 40. How many did she start with?

Number and Operations in Base Ten

How many groups of 100 [or 1,000 or 10] are in 4,265? Draw a base-ten picture showing 625. What is left if you subtract 177?

Which number is greater? 374 or 403? How do you know?

Count by 100's [or 2s or 5s or 10s] from ___ to ___ [varying ranges].

Add in your head: What's $200 + 600$? [Or $50 + 30$]?

Measurement and Data

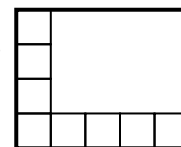
About what time is it? (To the nearest 5 minutes.) Show two ways to make \$1.80. Draw the bills and coins.

[Estimate or measure] How many units long [or tall] is [the room, your desk, or the driveway]? 10 people measured the length of their feet in cm. Put these 10 measurements on a line plot. [Note: Students learn to measure in these units: inches, feet, centimeters, and meters.]

Geometry

Finish drawing in the tiles in this rectangle.

Write an addition equation that shows how many tiles in all.



Draw a hexagon and a pentagon. Which one has more angles/sides?

Show how to cut this circle [or rectangle] into thirds [or halves, or fourths].