



2nd Grade Standards-Based Report Card



Information for Parents Overview/Explanation

Every child grows and develops through stages at his/her own rate. Children in the same grade may differ widely. However, there are expectations (standards) for students to have mastered by the end of each year. This pamphlet reflects expectations in each curriculum area. The bold print on this document reflects the statements on the report card. The bullet points provide further explanation and concrete examples of each report card statement. Each trimester your child's teacher is looking for evidence that your child has mastered these skills so they can report that information to you. When families and teachers work together as partners, our children have the best opportunity to learn and succeed in school.



The State of Illinois requires that students receive instruction and master learning standards at each grade level. Achievement and learning behaviors are reported separately. A standards-based report card uses numerical levels to indicate performance based on student work when it is compared to models that meet the standards.

4 = Exceeds standard

3 = Meets standard

2 = Does not yet meet standard

1 = Warning: Significantly below standard

NA = Standard not addressed this trimester

ACADEMIC READINESS AND ENGAGEMENT

- **Prepared**
 - Follows teacher's instructions.
 - Brings necessary materials.
- **Participates**
 - Engages in class activities, both individually and with others.
 - Asks and answers questions.
- **Collaborates**
 - Works in pairs or groups.
 - Shares responsibly and interacts respectfully.
 - Makes decisions with others through compromise.
 - Completes tasks with others.

LIFE READINESS

- **Respectful**
 - Recognizes and listens to different perspectives.
 - Can describe similarities and differences between self and others.
 - Is accepting of people who are different from oneself.
 - Makes positive choices when interacting with others.
- **Responsible**
 - Can solve conflicts peacefully with adult support.
 - Can explain how one's actions affect others.
 - Takes ownership of one's own actions.
 - Listens to direction.
- **Safe**
 - Can identify own emotions and responds appropriately.
 - Works well with other students.
 - Can explain the rules and understands their importance.

PLANNING INQUIRIES AND SOLVING PROBLEMS

Inquiry skills, science and engineering practices, and standards for mathematical practice.

- **Asking questions and making sense of problems:** Makes sense of problems, constructs compelling questions, and determine helpful types of sources.
 - **Inquiry Skill - Creating Essential Questions:** Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
 - **Inquiry Skill - Determining Helpful Sources:** Explore facts from various sources that can be used to answer the developed questions.
- **Gathering sources and using evidence:** Gather sources to use as evidence in order to support claims.
 - **Inquiry Skill - Gathering and Evaluating Sources:** Gather information from one or two sources with guidance and support from adults and/or peers.
 - **Inquiry Skill - Developing Claims and Using Evidence:** Evaluate a source by distinguishing between fact and opinion.
- **Communicating conclusions and taking evidence-based action:** Make informed inferences, determines actions supported by evidence, and is able to critique the reasoning of others.
 - **Inquiry Skill - Communicating Conclusions:** Ask and answer questions about arguments and explanations.
 - **Inquiry Skill - Taking Informed Action:** Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- **Perseverance and growth mindset:** Demonstrates perseverance throughout the learning process, seeking assistance and guidance in the face of adversity.

READING LEVEL

Reading below grade-level (BLW), reading at grade level (AT), or reading above grade-level (ABV).

- Determined by student's benchmark on the spelling and word recognition assessment (Reading Horizon Discovery).
- Other Measures may include: Lexile or Fountas and Pinnell.

INTEGRATED LITERACY

CROSSCUTTING CONCEPTS: Analyze texts, multimedia, and first-hand experiences through the appropriate Crosscutting Concept in order to make predictions or to draw inferences.

• Trimester One

- **Patterns:** Look for ways that things are the same, how things repeat in predictable ways, or how things can be grouped together.
- **Structure and Function:** Describe how the way things are designed relate to what they do.

• Trimester Two

- **Stability and Change:** Recognizing that some things stay the same while others change, and that while some things change quickly, others may change slowly.
- **Systems and System Models:** Describe how several parts work together to make something larger function.

• Trimester Three

- **Scale, Proportion, and Quantity:** Recognize differences in size and amount between objects and the magnitude of the differences in size and amount.
- **Cause and Effect:** Identify relationships between events and explain why these relationships exist.
- **Flows, Cycles, and Conservation:** Following an object, idea, or individual as it moves through a series of events noting the way it changes and the ways it remains the same.

SCIENCE CONCEPTS: Understands the concepts of life, physical, and earth/space science, and their interconnectedness.

• Trimester One

- **Physical Science:** Explain that types of objects exist with different properties, and can be solids or liquid depending on temperature.

- **Physical Science:** Explain how different properties allows things to be used for different purposes.
- **Physical Science:** Explain that small objects can be put together to make larger objects.
- **Physical Science:** Explain that changing the temperature of something can cause it to change, and that sometimes this change can be reversed, while other times it cannot.

• Trimester Two

- **Earth and Space Science:** Explain that some events in Earth's history happen quickly, while others happen slowly.

• Trimester Three

- **Life Science:** Explain that plants need water and light to grow, and need animals to reproduce and move seeds.
- **Life Science:** Explain that different animals on Earth have different types of plants and animals, and animals are found both on land and in water.
- **Earth and Space Science:** Use maps to identify locations of objects and shapes of land masses and water.
- **Earth and Space Science:** Explain that water is found in multiple places on Earth and can be a solid or a liquid.
- **Earth and Space Science:** Explain that wind and water can create changes to Earth's surface.

SOCIAL SCIENCE CONCEPTS: Understands the concepts of civics, economics and financial literacy, geography, history, and their interconnectedness.

• Trimester 1

- **Civics: civic and political institutions:** Explain what governments are and some of their functions.
- **Civics: processes, rules and laws:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Trimester Two

- **History: perspectives:** Compare individuals and groups who have shaped a significant historical change.
- **History: historical sources and evidence:** Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.

INTEGRATED LITERACY

SOCIAL SCIENCE CONCEPTS (CONTINUED):

- **History: change, continuity, and context:** Explain the significance of our national holidays and the heroism and achievements of the people associated with them.
- **Economics: economic decision making:** Demonstrate how our choices can affect ourselves and others in positive and negative ways.
- **Economics: economic decision making:** Explain the role of money in making exchange easier.
- **Economics: exchange and markets:** Compare the goods and services that people in the local community produce and those that are produced in other communities.
- **Economics: financial literacy:** Explain that money can be saved or spent on goods and services.

• Trimester Three

- **Geography: geographic representations:** Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.
- **Geography: human-environment interaction:** Identify some cultural and environmental characteristics of your community and compare to other places.
- **Geography: human population:** Explain how people in your community use local and distant environments to meet their daily needs.

READING CONCEPTS: Reads closely to determine key ideas and details in a variety of grade level texts (Literature and Informational).

- Asks and answers such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recounts stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describes how characters in a story respond to major events and challenges.
- Identifies the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

READING CONCEPTS: Uses knowledge of words to comprehend text.

- Describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Determines the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Knows and uses various text features to locate key facts or information in a text efficiently.
- Identifies the main purpose of a text, including what the author wants to answer, explain, or describe.

READING CONCEPTS: Integrates various print resources to make connections, comparisons, and understand text.

- Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compares and contrasts two or more versions of the same story by different authors or from different cultures.
- Explains how specific images contribute to and clarify a text.
- Describes how reasons support specific points the author makes in a text.
- Compares and contrasts the most important points presented by two texts on the same topic.

FOUNDATIONAL LITERACY

In grade 2, student foundational literacy skills focus on the following criteria:

- Reads with purpose and understanding of 2nd grade material.
- Understands spoken words and sounds.
- Uses foundational literacy skills to decode (read) words.
- Reads between 40-60 words per minute by the end of trimester one.

FOUNDATIONAL LITERACY (CONTINUED)

- Reads between 74-94 words per minute by the end of trimester two.
- Reads between 90-110 words per minute by the end of trimester three.

WRITING

Writes opinion, informative/explanatory, and narrative pieces for a variety of audiences.

- Uses topic sentence, supporting information, and closing statement to create a variety of writing genres: informative, opinion, narrative.

Develops and strengthens writing by planning, revising, editing, and rewriting.

- Adds details to writing.
- Uses matching noun and verb combinations.
- Uses adjectives.
- Capitalizes dates and names of people.
- Uses end punctuation.
- Transfers foundational literacy skills to writing.

Uses technology to produce and publish writing as well as to interact and collaborate with others.

- Uses the internet, Google, or microsoft for producing, publishing writing, and collaboration.

Writes on various topics and for various purposes.

- Narrative, Opinion, Informative.
- Writing in response to reading.
- Communication (email, Google...).

Demonstrates use of standard English grammar when writing or speaking.

- Communicates effectively in formal and informal writing.
- Speaks effectively for situations and audiences.
- Continues conversation through multiple exchanges.
- Asks and answers questions, gets clarification.
- Follows group norms for discussions.
- Produces complete sentences appropriate to task and situation.

MATHEMATICS

In Grade 2, student learning focuses on four critical areas:

- Extending understanding of base-ten notation: This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing.
- Building fluency with addition and subtraction within 100.
- Using standard units of measure.
- Describing and analyzing shapes. Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes.

MUSIC

Interprets, refines, and presents musical selections.

- Uses feedback to improve performance.
- Performs a variety of written music with appropriate expression.
- Demonstrates understanding of music vocabulary and notation.
- Revises personal musical ideas.

Creates and develops personal musical ideas.

- Creates music based on musical decisions.
- Improvises rhythms and melodies for a specific purpose.
- Justifies choices when creating or improvising music.
- Notates or records musical ideas.

Responds to music using a variety of strategies.

- Selects music based on personal preferences.
- Identifies the feelings or ideas being expressed in a piece of music.
- Uses musical knowledge and vocabulary to explain musical preferences.
- Identifies and demonstrates expressive qualities in music.
- Uses criteria to evaluate a performance.

Explores connections between music and the world.

- Explains how music connects to society, culture, or personal experience.
- Identifies and explains the purpose of various types of music.
- Selects and shares music with peers.

VISUAL ARTS

Conceptualizes and generates artistic work.

- Uses a variety of media safely and correctly to create art, including found or recycled objects.
- Creates art that represents a variety of natural and man-made environments.
- Synthesizes ideas from a variety of sources and selects appropriate materials to create art.
- Works with others to solve artistic challenges and design problems.

Explores and demonstrates the relationship between art and the world.

- Describes the relationship between art and life experiences.
- Identifies places or objects of personal significance.
- Creates artwork based on observation places, objects, events, experiences, and beliefs.
- Explores the various uses of art throughout history, representing the role of art in various traditions.

Applies criteria to analyze and interpret art.

- Uses art vocabulary and descriptive language to identify and describe the subject of artwork.
- Uses art vocabulary to talk about personal artistic choices.

PHYSICAL EDUCATION

Demonstrates understanding of movement patterns and concepts.

- Understands and demonstrates control for fundamental movement patterns and manipulative skills.
- Performs basic movement patterns at moderate to vigorous level during physical activity.
- Understands and demonstrates spatial awareness.

Identifies and demonstrates health-enhancing activities and describes the effects of physical activity on the body.

- Identifies characteristics of health and skill related fitness.
- Participates in physical activity to increase fitness levels.
- Identifies and explains the effects of physical activity.
- Identifies and works to meet a realistic fitness goal.

Follows directions and demonstrates safe movement during activities and gameplay.

- Demonstrates safe movement and follows directions with teacher reinforcement.
- Works independently and collaboratively to complete a task.