

North Kansas City Schools Parent Guide to the Grade Card



Grade 2 Parent Guide

Grade 2

Measurement Topics and Descriptions

Explanation of Reading Levels

(Fountas & Pinnell (1996) *Guided reading: Good first teaching for all children*. p.177; Jan Richardson (2016) *The Next Step Forward in Guided Reading*)

Emergent (EM) Description	Early (EA) Description	Transitional (TR) Description	Fluent (FL) Description
<p>Emergent Readers:</p> <ul style="list-style-type: none">heavily rely on information from picturesmay attend to and use some features of printmay notice how print is usedmay know some wordsuse the introduced language pattern of booksrespond to texts by linking meaning with their own experiencebegin to make links between their own oral language and print	<p>Early Readers:</p> <ul style="list-style-type: none">rely less on pictures and use more information from printhave increasing control of early reading strategyknow several frequently used words automaticallyread using more than one source of informationread familiar texts with phrasing and fluencyexhibit behaviors indicating strategies such as monitoring, searching, cross-checking, and self-correction	<p>Transitional Readers:</p> <ul style="list-style-type: none">have full control of early strategiesuse multiple sources of information while reading for meaningintegrate the use of cueshave a large core of frequently used wordsnotice pictures but rely very little on pictures to read the textfor the most part, read fluently with phrasingread longer, more complex texts	<p>Fluent Readers:</p> <ul style="list-style-type: none">use all sources of information flexiblysolve problems in an independent wayread with phrasing and fluencyextend their understanding by reading a wide range of texts for different purposesread for meaning, solving problems in an independent waycontinue to learn from readingread much longer, more complicated textsread a variety of genres

Reading Performance

Independent reading performance (what a child can do without support) will be reported out in two ways. The child's independent reading stage will be provided and whether their reading performance is at grade level (=), above grade level (+), or below grade level (-) expectations for that quarter.

English Language Arts

Reading Foundational Skills

Students will know and apply grade-level phonics and word analysis skills (distinguish long and short vowel sounds in one-syllable words; decode words with common prefixes and suffixes) in decoding words. Students will also read on-grade level text with purpose, accuracy and understanding.

Reading Fiction and Non-Fiction Text

Students will read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.

Writing

Students will compose a variety of texts (opinion, informative/explanatory, narrative) that supply reasons and/or facts and provide a sense of closure. Students will conduct research projects to build knowledge about a topic. With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.

Language

Students will demonstrate command of the conventions of standard English grammar, usage, and mechanics when writing, speaking, reading, and listening. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.

Listening and Speaking

Students will participate in collaborative conversations with diverse partners about *grade 2* topics and texts with peers and adults in small and larger groups. Students will also produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Mathematics

Number Sense and Operations in Base Ten

Students will understand three-digit numbers are composed of hundreds, tens and ones; understand that 100 can be thought of as 10 tens – called a “hundred”; count within 1000 by 1s, 10s and 100s starting with any number; read and write numbers to 1000 using number names, base-ten numerals and expanded form; compare two three-digit numbers using the symbols $>$, $=$ or $<$; demonstrate fluency with addition and subtraction within 100; add up to four two-digit numbers; add or subtract within 1000, and justify the solution; use the relationship between addition and subtraction to solve problems; add or subtract mentally 10

or 100 to or from a given number within 1000; and, write and solve problems involving addition and subtraction within 100.

Relationships and Algebraic Thinking

Students will demonstrate fluency with addition and subtraction within 20; determine if a set of objects has an odd or even number of members; and, find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.

Geometry and Measurement

Students will recognize and draw shapes having specified attributes, such as a given number of angles or sides; partition a rectangle into rows and columns of same-size squares and count to find the total number of squares; partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole; measure the length of an object by selecting and using appropriate tools; analyze the results of measuring the same object with different units; estimate lengths using units of inches, feet, yards, centimeters and meters; measure to determine how much longer one object is than another; use addition and subtraction within 100 to solve problems involving lengths that are given in the same units; represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line; tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.; describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock; find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately; and, find combinations of coins that equal a given amount.

Data and Statistics

Students will create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers; generate measurement data to the nearest whole unit, and display the data in a line plot; draw a picture graph or a bar graph to represent a data set with up to four categories; solve problems using information presented in line plots, picture graphs and bar graphs; and, draw conclusions from line plots, picture graphs and bar graphs.

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise we work to develop in our students. In doing so, we expect students to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and, look for and make use of regularity in repeated reasoning.

Science

Force and Motion

Students will describe forces and motion required to do work (ex. push, pull, gravity, and friction).

Properties of Matter

Students will describe and classify different kinds of materials by their observable properties (ex. Color, texture, hardness and flexibility), and analyze properties to determine which materials are best suited for an intended purpose.

Earth Science

Students will be able to identify where water is found on Earth both in liquid and solid form and be able to explain why it is in that form. Observe natural patterns in the world and be able to represent them on a map. Describe changes to the Earth both slowly and quickly (ex. Erosion, volcanoes, earthquakes, etc.).

Living Things

Students will plan and conduct investigations then record observations of relationships between different plants and animals in their habitats: Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. Animals and plants are dependent on each other, animals eat plants and animals disperse the seeds that pollinate plants.

Engineering, Technology and Application

Students will plan and carry out investigations in which they ask questions, identify a problem that needs to be solved and design a solution for the problem. Students generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria. Students will compare different solutions to decide which solution best solves the problem within the given constraints.

Social Studies

Democracy

Students will understand that citizen's rights, responsibilities, and decisions affect the common good and living peacefully together.

Economics

Students will understand that society makes decisions using trade and bartering. Students will understand that technology and transportation affect our lives.

Interactions Between Cultures and People.

Students will understand how their needs are met through family and friends.

Geography and Geographic Tools

Students understand that by using maps we gain information about the unique characteristics of our world, locations of landforms, and how it impacts peoples' lives. Students will understand that geographic features affect choices in homes, clothes, travel, and languages. Students will understand that Native American tribes developed unique identities based on the resources particular to the region in which they lived.

U.S. Documents and Symbols

Student will describe the importance of the Pledge of Allegiance.

Influential Individuals

Students will describe influential Native Americans specific to Missouri: Osage, Iowa, Missouri, and mound builders. Students will also compare and contrast the daily lives of Woodland and Plain Indians.

People, Places and the Environment

Students will understand how to classify regions by unifying characteristics such as political, climatic, language, and physical. Students will also understand why different groups of people tend to settle in one place more than another.