

Second Grade

The Family Report Card Guide is intended to provide additional information about what students learn in each grade level. The report card is a reflection of student performance based on grade level expectations. If you have additional questions about your student's progress, please reach out to their classroom teacher.

Math

Frequently Asked Questions
What is fluency? Fluency is the ability to apply procedures/strategies efficiently, flexibly, and accurately to solve problems involving addition and subtraction. It is possible for a student to be fluent even if they have not memorized all of their facts. For example, a student might think of $5 + 7$ as $5 + 5 + 2$, which equals 12. They might not have produced the answer from memory, but they did use a strategy that was efficient, flexible, and accurate.
What <i>math facts</i> do second graders learn? Second graders learn to add and subtract within 20. By the end of the year, they know from memory all sums of two one-digit numbers.
What do second graders learn about <i>place value, addition, and subtraction</i>? (Number and Operations) Students learn about the ones, tens, and hundreds place values. They fine-tune their abilities to add and subtract within 100 and extend their understanding to addition and subtraction within 1,000. This requires both regrouping ("carrying") and unbundling ("borrowing").
How are second graders <i>measuring length</i>? (Measurement and Data) Students learn to formally measure using a ruler (centimeter and inch) for the first time.
What does it mean to <i>reason with shapes and their attributes</i>? (Geometry) Students develop a deeper understanding of shapes by identifying, creating and describing shapes based on their attributes (sides, angles, faces). They are introduced to a classification category for the first time (quadrilaterals).

Literacy

Literacy: Foundational Skills
What does it mean to utilize <i>grade-level phonics and word analysis skills</i>? <i>Phonics</i> refers to the relationship between sounds and the letters that represent them. <i>Word analysis</i> is the process of breaking down words into smaller parts to understand their meaning, pronunciation, and structure. Using phonics and word-analysis skills allow students to better read and write. By the end of first semester, second grade students should be able to use the following phonics patterns and word analysis skills: • Previously Learned First Grade Phonics Skills: Blends, Digraphs, Floss Rule, Phonograms, Long-Vowel Silent-e

(See first grade phonics section for more information)

- **Predictable Vowel Teams:** Two or more letters side by side that are pronounced as 1 vowel sound, in an expected way. Examples include: /oa/ as in “boat,” /ai/ as in “rain,” or /aw/ as in “crawl.”
- **Unpredictable Vowel Teams:** Two or more letters side by side that are pronounced as 1 vowel sound. Some vowel teams spelled with 2 letters side by side can be pronounced 2 different ways. Examples include: /ow/ as in “snow” and “owl,” or /ea/ in “bread” and “bead.”
- **Prefixes:** A group of letters added to the beginning of a word to change its meaning. Understanding prefixes helps students analyze words to better understand their meaning. Examples include: re- as in “recycle” or dis- as in “disagree”
- **Suffixes:** A group of letters added to the end of the word to change its meaning. Understanding suffixes helps students analyze words to better understand their meaning. Examples include: -ive as in “reflective.”

By the end of second semester, second grade students should be able to use the following phonics patterns and word analysis skills:

- **Unpredictable Vowel Teams** (Continued from Semester 1)
- **Vowel-R:** The vowel-r pattern has 1 vowel followed by the consonant r, which affects the way the vowel sound is pronounced. Examples include: -ar as in “bark” or -or as in “corn.”
- **Silent Letters:** Silent letter patterns have 2 consonants side by side with 1 consonant remaining silent. Examples include: kn- as in “know” or -mb as in “comb.”
- **Complex Consonants:** Consonants or groups of consonants that have different spellings but are pronounced with the same sound. Examples include: -ck as in “back” or -dge as in “edge.”
- **Prefixes** (Continued from Semester 1)
- **Suffixes** (Continued from Semester 1)

What does it mean to read grade-level text accurately and fluently with purpose?

This refers to a student's ability to read and comprehend appropriate and decodable second-grade level text. **Accurately** refers to correctly identifying and pronouncing words while reading. **Fluently** refers to the pace, how fast or slow, in which a student reads. **With purpose** refers to a student's ability to understand why they are reading a text to help them better understand what they are reading, such as to learn more information about a topic.

Literacy: Written Expression

What does written expression include?

Written expression effectively conveys ideas, thoughts, and feelings through writing.

Narrative: Development & Organization

Students tell stories by describing events with details about actions, thoughts, and feelings, using words that show the order of events, and concluding the story to give it a sense of closure.

Informative/Explanatory: Development & Organization

Students write informative pieces by starting with a topic, using facts and definitions to explain, and ending with a conclusion.

Opinion: Development & Organization

Students write opinion pieces by introducing the topic or book, stating their opinion, giving reasons with words like “because” and “also” to connect them, and finishing with a concluding statement.

Literacy: Language

What does it mean to use learned spelling patterns in writing?

Learned spelling patterns are combinations of letters or letter sequences students have been taught through direct phonics instruction (see “What are grade level phonics skills?” for specific patterns covered each semester). As a result of this direct phonics instruction, students should be able to read and write words with these taught phonics patterns.

Understanding and utilizing these patterns serve as a basis for accurate and efficient spelling. Once these learned spelling patterns are taught, it is expected that a student is able to correctly spell and write words with these patterns.

What is *academic vocabulary* while speaking and/or writing?

Academic vocabulary means the specific words and phrases students must learn to understand, talk and write about school subjects. These words are more complex than everyday language and are essential for success in various academic subjects.

SEL

Frequently Asked Questions

Why are we assessing students in Social Emotional Learning (SEL)?

It is important to have a holistic view of a student’s development beyond academic skills. While teachers monitor the development of their student’s SEL skills, they are able to determine which students may need support in certain areas. Teachers are then able to target necessary skills for their students to develop such as; self-control, empathy, cooperation, and problem solving which are skills that are foundational to academic success. Grading social-emotional learning in elementary school is essential for fostering holistic development, identifying areas of growth, setting expectations, encouraging improvement, and preparing students for future success.

Where can I find more information about the Washington State SEL Standards?

[Washington State SEL Standards, Benchmarks, and Indicators](#)

The benchmarks and indicators for the standards are in grade level bands (K-3). Is my 2nd grade student assessed at the same level as a kindergarten student?

A student is assessed in comparison to their same-aged peers in the developmental continuum of SEL skills.

What does it mean to regulate emotions?

Recognizing how you are feeling and expressing that feeling in a safe and respectful way. Regulating emotions does not mean suppressing feelings. Rather it is about finding appropriate outlets for how you are feeling. Regulating emotions also involves the use of coping strategies and other problem-solving skills.

Students are taught to:

- 1) Stop- Notice you are feeling uncomfortable
- 2) Name your Feeling- Use an I-feel statement to self or someone else
- 3) Calm Down- Use a strategy that is safe and respectful (breathing, counting, positive self-talk)

What does it mean to take the perspective and empathize with others?

Understanding and considering another person's thoughts, feelings, and point of view. This is explained to students as putting yourself in someone else's shoes. Students are taught to look for clues about how someone else is feeling by noticing facial expressions, body language and what the situation is. Then, they are to think about how they might feel in a similar situation and how their feelings might be the same or different from others. Students are also taught to think about what they can do next after they notice how someone else is feeling.

What is self-efficacy?

Confidence that you have the skills, knowledge, and resilience to succeed in most academic and social situations. This also involves persevering when faced with a challenge or a task and viewing mistakes as opportunities for learning.

What does it mean if my student is scored as developing in a Social-Emotional Learning Skill?

A student who requires a significant amount of support and prompting compared to same-aged peers would receive a score of developing. With this significant level of teacher support the student rarely demonstrates these skills independently (0-33% of the time).

What does it mean if my student is scored as sometimes in a Social-Emotional Learning Skill?

A student requires a moderate level of support and prompting compared to same-aged peers. With this increased level of teacher support the student sometimes demonstrates these skills independently (34-67% of the time).

What does it mean if my student is scored as consistently in a Social-Emotional Learning Skill?

A student requires a minimal level of support and prompting compared to same-aged peers. With this level of teacher support the student almost always demonstrates these skills independently (68-100% of the time).

What resources do teachers use to teach Social-Emotional Learning?

All classroom teachers K-5 have access to a curriculum called Second Step. This curriculum covers all of the SEL standards and benchmarks through the teaching of four main units.

1. Skills for Learning: Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.
2. Empathy: Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
3. Emotion Management: Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. Problem Solving: Students learn a process for solving problems with others in a positive way

[Second Step Family Letter](#)

Science

Frequently Asked Questions
What is the definition of “claim”? An assertion; a statement believed to be true; an answer to the phenomena (scientific concept being studied) question.
What is the definition of “evidence”? The data, scientific concepts, and facts that are used to support the claim.