



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

## Understanding Your Child's Second Grade Report Card

Santa Monica-Malibu Unified School District is now using the Common Core State Standards (CCSS) in English language arts and mathematics. Your child's report card reflects his or her progress toward achieving these rigorous standards, as well as progress in other academic subject areas. Equally important, the report card provides information about your child's work habits and citizenship.

Rather than being graded on each Common Core State Standard (of which there are many), students are given marks on a strand or cluster of standards within a subject area. The marks used for academic subjects are as follows:

- **4 – Masters Standards:** The student demonstrates mastery of a strand or cluster of standards that are expected by the end of the school year. Mastery is a high bar, and generally not achieved until the end of the year.
- **3 – Approaching Mastery:** The student has mastered or nearly mastered some – but not all – of the standards within a strand or cluster. The student is well on the way toward mastery by the end of the year.
- **2 – Making Some Progress Toward Standards:** Since the beginning of the year, the student has demonstrated growth toward many of the standards within the strand or cluster. With continued work and support, the student may reach mastery by the end of the year.
- **1 – Making Little Progress Toward Standards:** The student has demonstrated little progress toward mastery since the beginning of the year. Considerable work and support will be needed in order for the student to achieve mastery.

Areas that have been taught during the reporting period are indicated with a  $\sqrt{\quad}$ . If many of the standards have not been addressed during the first reporting period, the student may receive N/A, meaning that that strand or cluster of standards is not assessed at this time.

During the winter reporting period, you will want to see your child “making some progress toward the standards” or, perhaps, “approaching mastery” of the standards. It is our goal to have students reach mastery of the CCSS by the end of the year. The teacher's comments will help to explain specific standards and areas in which your child demonstrates strengths and areas that need additional focus. As always, if you have questions or concerns about your child's progress, please discuss these with the classroom teacher.

This guide provides detailed explanation of the Common Core State Standards that are included on the report card. For more information about the Common Core, you may find the National PTA's website helpful: <http://pta.org/content.cfm?ItemNumber=2796>

# SECOND GRADE COMMON CORE STATE STANDARDS

## ENGLISH LANGUAGE ARTS AND LITERACY

### Reading Foundational Skills

#### Phonics and Word Analysis

Know and apply grade-level phonics and word analysis skills in decoding words:

- Distinguish long from short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams (*oa, ee, ai*).
- Decode regularly spelled two-syllable words with long vowels (*writing, hiker*).
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences. (*do, so*).
- Recognize and read grade-appropriate irregularly spelled words (*sometimes*).

#### Fluency

Read with sufficient accuracy and fluency to support comprehension:

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct words, rereading as necessary.

### Reading Literature

#### Key Ideas and Details

- Ask and answer questions (*who, what, where, when, why, how*) to demonstrate understanding of the text.
- Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.



#### Craft and Structure

- Describe how words and phrases supply rhythm and meaning in a story, poem, or song (*repeated phrases, rhyming, alliteration*).
- Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the story.
- Recognize differences in the points of view of characters.
- Use a different voice for each character when reading dialogue aloud.

#### Integration of Knowledge and Ideas

- Use information from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story by different authors or from different cultures.

#### Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature in the grades 2 – 3 range of text complexity proficiently, with support as needed at the high end of the range.

### Reading Informational Text

#### Key Ideas and Details

- Ask and answer questions (*who, what, where, when, why, how*) to demonstrate understanding of the text.
- Identify the main topic of a multi-paragraph text as well as the specific focus of each paragraph within the text.
- Describe the connection between a series of historical events, scientific ideas, or steps in a process from a text.



## Craft and Structure

- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (*captions, bold print, subheadings, glossaries, indexes, electronic menus, icons*) to locate key facts or information.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

## Integration of Knowledge and Ideas

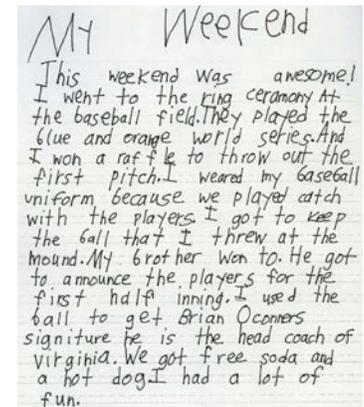
- Explain how specific images (*diagrams, maps, graphs*) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

## Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2 – 3 range of text complexity, with support as needed at the high end of the range.

## Writing

- Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings. Use temporal words (*first, then, finally*) to signal event order and provide a sense of closure.
- Write informative or explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement.
- Write opinion pieces that introduce a topic, state an opinion, and provide reasons that support the opinion. Use linking words (*because, and, also*) to connect opinion and reasons. Provide a concluding statement.
- Participate in shared research and writing projects on a given topic.
- Recall information from experiences or gather information from provided sources to answer a question.



## Language

### Conventions of Standard English

Demonstrate command of conventions of capitalization, punctuation, and spelling when writing:

- Use collective nouns (*herd, swarm, flock*).
- Form and use frequently occurring irregular plural nouns (*feet, children, teeth*).
- Use reflexive pronouns (*myself, ourselves*).
- Use the past tense of frequently occurring irregular verbs (*sat, told, went*).
- Use adjectives and adverbs appropriately (*good work; work well*).
- Produce, expand, and rearrange complete simple and compound sentences.
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words.
- Consult beginning dictionaries and other reference materials, as needed, to check and correct spelling.

### Vocabulary Acquisition and Usage

- Use a variety of strategies to determine or clarify the meaning of unknown and multiple meaning words based on grade 2 reading and content areas (*context clues, knowledge of prefixes and root words, knowledge of compound words, use of glossaries and beginning dictionaries*).
- Demonstrate an understanding of figurative language, word relationships and nuances in word meanings (*toss, throw, hurl*).

## Speaking and Listening

### Comprehension and Collaboration

- Participate in conversations about grade 2 topics with peers and adults in small and large groups.
- Follow rules for discussion (*listening to others and taking turns speaking*).



- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Retell key ideas and details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### Presentation of Knowledge and Ideas

- Tell a story or recount an experience with appropriate facts and relevant details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.

## MATHEMATICS

### Operations and Algebraic Thinking

#### Represent and solve problems involving addition and subtraction.

- Use addition and subtraction within 100 to solve one- and two-step word problems with situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. Use drawings and equations with a symbol for the unknown number to represent the problem.

#### Add and subtract within 20.

- Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two one-digit numbers.



#### Work with equal groups of objects to gain foundations for multiplication.

- Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by twos. Write an equation to express an even number as a sum of two equal addends.
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of equal addends.

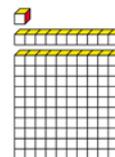
### Numbers and Operations in Base Ten

#### Understand place value.

- Understand that the three digits of a three-digit number represents amounts of hundreds, tens, and ones. ( $706 = 7$  hundreds,  $0$  tens, and  $6$  ones).
- Understand that 100 can be thought of as a bundle of ten tens, called a "hundred."
- Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds.
- Count to 1000. Skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers based on place value and use  $<$ ,  $>$ , and  $=$  symbols to record the results of the comparisons.

#### Use place value understanding and properties of operations to add and subtract.

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Add up to four two-digit numbers using strategies based on place value and properties of operations.
- Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method.
- Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and, sometimes it is necessary to compose or decompose tens or hundreds.
- Mentally add or subtract 10 or 100 to or from a given number 100 – 900.



- Explain why addition and subtraction strategies work, using place value and the properties of operations.

## Measurement and Data

### Measure and estimate length in standard units.

- Measure the length of an object by selecting and using appropriate tools (*rules, yardsticks, meter sticks, measuring tapes*).
- Measure the length of an object twice, using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.



### Relate addition and subtraction to length.

- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units using drawings and equations with a symbol for the unknown number to represent the problem.
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2... and represent whole-number sums and differences within 100 on a number line diagram.

### Work with time and money.

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols.

### Represent and interpret data.

- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph with a single-unit scale to represent a data set with up to four categories.
- Solve simple put-together, take apart, and compare problems using information presented in a bar graph.

## Geometry

### Reason with shapes and their attributes.

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition a rectangle into rows and columns of the same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc. Describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.

## Standards for Mathematical Practice

In addition to specifying specific grade level content and skills in mathematics, the Common Core State Standards identify eight mathematical practices that all students should use as they continue to develop as mathematicians.

**1. Make sense of problems and persevere in solving them.** Students in Grade 2 examine tasks (*problems*), can make sense of the meaning of the task and find a way to start the task. Grade 2 students also develop a foundation for problem solving strategies and become independently proficient on using those strategies to solve new tasks. In Grade 2, students' problem solving still relies on concrete objects and pictorial representations unless the CCSS refers to the word "fluently," which refers to mental math. Grade 2 students are expected to persevere while solving tasks. If students reach a point in which they are stuck, they can reexamine the task in a different way and continue to solve the task. Lastly, students complete a task by asking themselves the question, "Does my answer make sense?"

**2. Reason abstractly and quantitatively.** Students in Grade 2 make sense of quantities and their relationships while solving tasks. This involves two processes -- decontextualizing and contextualizing. In Grade 2, students represent situations by decontextualizing tasks into numbers and symbols. For example, in the task, "There are 25 children in the cafeteria and they are joined by 17 more children. If 19 of those children then leave, how many are still there," Grade 2 students are expected to translate that situation into the equation:  $25 + 17 - 19 = \underline{\quad}$  and then solve the task. Students also contextualize situations during the problem

solving process. For example, while solving the task above, students can refer to the context of the task to determine that they need to subtract 19 since 19 children leave. The processes of reasoning also apply to Grade 2 as students begin to measure with standard measurement units by determining the length of quantities based on particular units of measure.

**3. Construct viable arguments and critique the reasoning of others.** Students in Grade 2 accurately use definitions and previously established solutions to construct viable arguments about mathematics. In Grade 2 discussions about problem solving strategies, students constructively critique the strategies and reasoning of their classmates. For example, while solving  $74 + 18 - 37$ , students may use a variety of strategies, and after working on the task, can discuss and critique each others' reasoning and strategies, comparing the similarities and differences between strategies.

**4. Model with mathematics.** Students in Grade 2 model real-life mathematical situations with a number sentence or an equation, and check to make sure that their equation accurately matches the problem context. Grade 2 students still will rely on concrete objects and pictorial representations while solving problems, but the expectation is that they will also write an equation to model problem situations. Grade 2 students are expected to create an appropriate problem situation from an equation. For example, students are expected to create a story problem for the equation  $24 + 17 - 13 = \underline{\quad}$ .

**5. Use appropriate tools strategically.** Students in Grade 2 have access to and use tools appropriately. These tools may include place value (base ten) blocks, hundreds number boards, number lines, and concrete geometric shapes. Students also have experiences with calculators and virtual manipulatives. During classroom instruction, students have access to various mathematical tools and determine which tools are the most appropriate to use. For example, while solving  $28 + 17$ , students can explain why place value blocks are more appropriate than counters.

**6. Attend to precision.** Grade 2 students are precise in their communication, calculations, and measurements. In all mathematical tasks, students communicate clearly, using grade-level appropriate vocabulary and give precise explanations and reasoning regarding their process of finding solutions. For example, while measuring objects iteratively (*repetitively*), students check to make sure that there are no gaps or overlaps. During tasks involving number sense, students check their work to ensure the accuracy and reasonableness of solutions.

**7. Look for and make use of structure.** Students in Grade 2 carefully look for patterns and structures in the number system and other areas of mathematics. While solving addition and subtraction problems, students can apply the patterns of the number system to skip count by 10s from any given starting point. For example, students are expected to mentally reason that  $33 + 21$  is 33 plus 2 tens, which equals 53 and then an addition one which equals 54. While working in the Numbers in Base Ten domain, students work with the idea that 10 ones equals a ten, and 10 tens equals 1 hundred. Grade 2 students also make use of structure when they work with subtraction as missing addend problems. For example,  $50 - 33 = \underline{\quad}$  can be written as  $33 + \underline{\quad} = 50$  and can be thought of as how much more do I need to add to 33 to get to 50?

**8. Look for and express regularity in repeated reasoning.** Second graders begin to look for regularity in problem structures when solving mathematical tasks. For example, after solving two digit addition problems by decomposing (*breaking down*) numbers by place ( $33 + 25 = 30 + 20 + 3 + 5$ ), students may begin to generalize and frequently apply that strategy independently on future tasks. Students begin to look for strategies to be more efficient in computation, including doubles strategies and making a ten. Lastly, while solving all tasks, Grade 2 students accurately check for the reasonableness of their solutions during, and after completing the task.

