

## ESSENTIAL STANDARDS (continued)

### HISTORY-SOCIAL SCIENCE

- Students differentiate between things that happened long ago and yesterday. They demonstrate map skills by labeling a simple map of North America. They identify essential map elements: compass rose, legend, and titles. They understand how the United States make and carry out their laws. They understand the importance of heroes from long ago and how the recent past makes a difference in other's lives. They also understand the roles of buyers and sellers of goods and services.

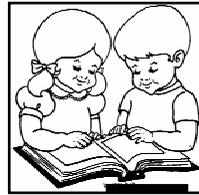
### SCIENCE

- **Physical Sciences**  
Students understand that the motion of objects can be observed and measured.
- **Life Sciences**  
Students know that plants and animals have predictable life cycles.
- **Earth Sciences**  
Students learn that the earth is made of materials that have distinct properties and that these materials provide resources for human activities. Students recognize that scientific progress is made by asking meaningful questions and conducting careful investigations.

### **SUGGESTED HOME LEARNING ACTIVITIES**

#### ENGLISH-LANGUAGE ARTS

1. Read to/with your child at home. (Ask questions).
2. Listen to your child retell stories; discuss daily events.
3. Practice writing activities, letter writing, stories, and lists.



#### MATHEMATICS

1. Use Flash Cards to practice the + and – math facts to 20.
2. Practice telling time to the nearest 5 minutes.
3. Practice counting mixed coins.

$$9 + 9 = 18$$

$$18 - 9 = 9$$

# GRADE 2



## Parent Guide to Academic Content Standards and Report Card

Dear Parents/Guardians:

Well-communicated standards provide you with the information to have a better understanding of what your child is expected to learn in the core subject areas in this grade level. This guide provides additional information about the essential standards for English-Language Arts, Math, History-Social Science, and Science on the Standards-Aligned Report Card. In an effort to share the most information about your child's performance, an explanation and/or a description for the grades on the report card are also given.

#### ACHIEVEMENT GRADES FOR CONTENT AREAS

The trimester grades for English-Language Arts: Reading; English-Language Arts: Writing; and Mathematics encompass student progress on all subheadings listed under the main standards. Please note that the trimester grades do not represent a mathematical average of the subheading marks. The grades provide more of an evaluation of the student's overall progress towards the expected end of year grade level standards.

#### PROGRESS TOWARDS END OF YEAR GRADE LEVEL STANDARDS

The State of California expects students at this grade level to have mastered the identified standards by the end of the school year (exit level standards). Students have the entire school year to master the grade level standards. The numerical marks for each trimester indicate your child's progress towards mastery of these **exit level standards**.

A "3" is considered appropriate progress at the end of the first and second trimesters; however, a "3" at the end of the school year (third trimester) indicates that the standard has not been met, because the student is only approaching grade level in that standard. A student that is receiving a "2" or "1" in the standards is below grade level and requires intervention and assistance. A plan should be developed and discussed with the teacher.

## PROGRESS MARKS

### **5 = Advanced – exceeds grade level standards**

The student completes excellent work for this grade level. The student consistently meets and often exceeds the expected end-year standard. With relative ease, the student grasps, applies, and extends key concepts, processes, and skills above the grade level.

### **4 = Proficient – meets grade level standards**

The student completes work with a suitable/appropriate quality befitting this grade level. The student regularly meets the expected end-year standard. S/He regularly grasps and applies key concepts, processes, and skills at the grade level.

### **3 = Basic – approaching grade level standards**

The student completes work which may demonstrate some understanding of the grade level tasks. The student is beginning to, and sometime does, meet the expected end-year standard. S/He is beginning to grasp and apply key concepts, processes, and skills for the grade level but still produces work that is not consistently at the grade level.

### **2 = Below grade level standards**

The student completes work which demonstrates a minimal understanding of the grade level tasks. The student usually does not meet the expected end-year standard.

### **1 = Far below grade level standards**

The student completes work which demonstrates little understanding of the grade level tasks. The student does not meet the expected end-year standard and is working below grade level.

### **NA = Not Assessed (at this time)**

This standard has not yet been addressed during the reporting period and students will not be assessed for this grade level standard at this grading period.

### **X = Indicates difficulty**

An “X” inside a small “floating” box indicates that the student is having difficulty with the listed standard. This could be a reason why the numeric progress mark is low.

## INSTRUCTIONAL READING LEVEL

This reading level represents the student’s decoding as well as comprehension skill level on a reading scale. The descriptive part of the year (“Beg.” for Beginning, “Mid.” for Middle, and “End”) is written along with the grade level at which the student is reading. The benchmark for a student to be proficient is to be on grade level (reading at the “End” of the student’s grade level) at the end of the third trimester. If the student is reading considerably above grade level, the word “Above” will be written.

## ESSENTIAL STANDARDS

### **GRADE 2**

### **ENGLISH-LANGUAGE ARTS**

#### **➤ Reading**

*Word Analysis, Fluency, and Systematic Vocabulary Development:* Students understand the basic features of reading. They need to be able to use letter patterns, phonics, syllabication and word parts to achieve oral fluency and silent reading. To be successful, they need to understand and use common abbreviations, plurals, antonyms, synonyms, prefixes, suffixes, and multiple meaning words.

*Reading Comprehension:* Students read and understand grade-level appropriate material. As they read, students need to use comprehension strategies that include: predicting, inferring, monitoring, clarifying, questioning, evaluating, and summarizing. To be successful, they need to understand what the author is trying to say, ask good questions to build understanding, determine cause and effect as well as recall facts and details from a story.

*Literary Response and Analysis:* Students read and respond to a wide variety of children’s literature. They can compare and contrast plots, settings and characters, generate alternate endings to stories, and compare and contrast different versions of the same story. Students identify the rhythm, rhyme, and alliteration in poetry.

#### **➤ Writing**

*Writing Strategies and Applications:* Students write clear and coherent sentences and paragraphs that develop a main idea. Their writing is organized and focused on one topic. They use the dictionary and thesaurus while writing. Students are able to improve their original paragraph through the editing process. The paragraph is written with neat and correct handwriting. In addition, students will write compositions and friendly letters that explain familiar objects, events, and experiences. The compositions must move in a logical sequence of events, describing the setting, characters, objects, and events in detail. The friendly letter must include the date, greeting, body, closing, and signature.

*Written Language Conventions:* Students consistently write in complete sentences with correct grammar and punctuation. They are able to distinguish between complete and incomplete sentences as well as use correct word order when writing a sentence. Students can identify and correctly use nouns and verbs in writing. They can use commas in friendly letters, dates, and words in a series. Furthermore, they use quotation marks correctly. Students capitalize all proper nouns, days of the week, months, titles, initials of people, and words at the beginning of a sentence. They spell high frequency words, short vowel, long vowel, consonant blends, and r-controlled vowel words correctly.

#### **➤ Listening and Speaking**

Students listen carefully and respond appropriately to oral communication.

### **MATHEMATICS**

➤ By the end of grade two, students understand place value, number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see their geometric attributes. They collect and analyze data and verify the answers.