

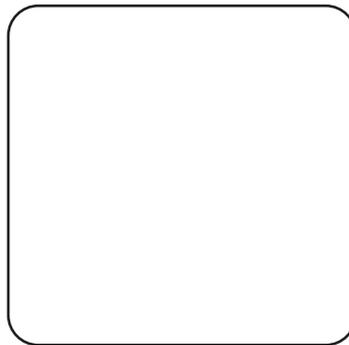


Understanding your child's **REPORT CARD**

For second grade



- Top 10 Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the first trimester
- Learning habit indicators with descriptions



**Trimester 1
2019-20**

Prepared for by the
Anoka-Hennepin Schools
Curriculum Department

TOP 10 TIPS

Understanding Your Child's Report Card

The goal of the report card is to provide meaningful information that families can use to team with teachers to support their children's learning.

- 1.** The report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from kindergarten through grade 12.
- 2.** Anoka Hennepin School District has written report card "indicators" that represent specific skills and or knowledge students must acquire for each reporting period. A "benchmark" measures the level of learning each child should achieve for each indicator.
- 3.** Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.
- 4.** Academic measures are as follows:
 - 4 - Exceeds standards
 - 3 - Meets district benchmark
 - 2 - Approaching district benchmark
 - 1 - Below district benchmark
- 5.** A grade of "3" is really good! The Minnesota Academic Standards represent a high level of learning so a grade of 3 represents a great accomplishment for a child.
- 6.** Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular standard during a marking period, there will be no grade on the report card for that trimester. Instead, NG (no grade) will appear in the box.
- 7.** Included in this booklet are descriptions of what your child should be able to do to meet each expectations. This also tells you which trimester it will be graded.

For example:
Report Card Indicator: Tells Time

Indicator Description:
⇒ Tells time to the quarter-hour
⇒ Distinguishes between a.m. and p.m.
- 8.** Your child will get marks for "learning habits". These include such things as "demonstrates on-task behaviors" and "demonstrates organizational skills." These marks will be:
 - + Consistently
 - +/- Sometimes
 - Rarely
- 9.** Learning habits are important because good habits help your child learn!
- 10.** The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

ACADEMIC MEASURES

4 - EXCEEDS STANDARD

Exceeds grade level expectations. The student consistently demonstrates the skill and/or understands concepts at a level exceeding expectations.

A "4" indicates the student has advanced understanding of the academic skills represented by this indicator. The student engages in further inquiry and extends learning. A "4" is difficult to obtain.

3 - MEETS DISTRICT BENCHMARK

Meets expectations for this reporting period. The student demonstrates the skill and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has proficient understanding.

We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated.

2 - APPROACHING DISTRICT BENCHMARK

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is partially proficient. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

1 - BELOW DISTRICT BENCHMARK

Does not meet expectations for this reporting period. The student seldom demonstrates the skill and/or understands concepts for this reporting period.

A "1" indicates the student has minimal understanding and that performance is inconsistent even with guidance and support.

NG - NO GRADE

Progress on these indicators is not reported this trimester.

What Should My Child Be Able to Do to Meet Expectations

(THESE DESCRIPTIONS REPRESENT A 3 FOR TRIMESTER 1)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Applies phonics and word analysis skills to support decoding

- ⇒ Hears and uses sound/letter correspondence
- ⇒ Blends sounds into words, includes VC, CVC, CVCe words
- ⇒ Blends common word families (*it, in, ip, ap, at, ad, ag, iss, ix, ug, eg, et, ot, et, ut, up, op, ox, og, ate, ake, ane, ade, ime, ine, ike, ite, one, ote, ost, ive, ide, ize, ice, oke, ome, ute, use, ube, dge, ge, lge, nge, rge*)
- ⇒ Identifies and reads initial consonant blends (*sp, gr, tw, sl, sn, st, fl, tr, cl*)
- ⇒ Identifies and reads final consonant blends (*st*)
- ⇒ Identifies and reads initial and medial short vowels
- ⇒ Decodes one-syllable words in isolation and context
- ⇒ Decodes multisyllabic words in isolation and in context using common syllabication patterns
- ⇒ Distinguishes between similarly spelled words
- ⇒ Identifies and reads high-frequency words, irregularly spelled words (*ball, blue, both, even, for, help, put, there, why, yellow, could, find, funny, green, how, little, one,*

or, see, sounds, boy, by, girl, he, here, she, small, want, were, what, another, done, into, move, now, show, too, water, year, your, all, any, goes, new, number, other, right, says, understands, work, because, cold, family, friends, have, know, off, picture, school, took, change, cheer, fall, five, look, open, should, their, won, yes, almost, buy, food, out, pull, saw, sky, straight, under, wash)

- ⇒ Identifies and reads regular plurals (-s, -es)
- ⇒ Distinguishes long and short vowels
- ⇒ Identifies and reads long vowels (*silent e*)
- ⇒ Identifies and reads hard/soft consonants (*c, g*)
- ⇒ Identifies and reads inflectional endings (-s, -es, -ed, -ing)
- ⇒ Decodes words with prefixes and suffixes (*re-, un-, dis-*)

Reads grade-level text accurately and fluently

- ⇒ Reads with expression to show emotion
- ⇒ Reads high-frequency words fluently
- ⇒ Emphasizes important words or phrases to show importance (intonation)
- ⇒ Uses punctuation to group words or phrases together (phrasing)
- ⇒ Uses punctuation to dictate expression

LITERATURE

LITERATURE = Students must independently read and respond to a broad range of genres and topics at Grade 2 text complexity

Asks and answers questions about key details in the text

- ⇒ Identifies key details-important parts of a story that help you to understand it
- ⇒ Identifies key details found in both the text and the illustrations
- ⇒ Uses key details to identify, visualize, and understand characters, setting, and important events.
- ⇒ Asks questions about misunderstandings in the text then look for answers in the passage

Describes how characters in a story respond to major events and challenges

- ⇒ Identifies the character, setting and events in a story
- ⇒ Uses the words of the story and the illustrations to help them form pictures in their mind about characters, settings and events
- ⇒ Identifies the most important things that happen in the story
- ⇒ Identifies the problem and how the characters try to solve it
- ⇒ Identifies the plot, think about the key events that happen in the beginning, middle and end of the story

INFORMATIONAL

INFORMATIONAL = Students must independently read and respond to a broad range of genres and topics at Grade 2 text complexity

Asks and answers questions to show understanding of key details

- ⇒ Recognizes when a text is unclear or difficult
- ⇒ Asks questions about key details that they want to know more about or that they think they have missed
- ⇒ Finds key details, thinking about the topic of the selection and looking for the key details about that topic
- ⇒ Looks in the text, photos, and captions for the key details about the topic
- ⇒ Generates questions for clarification or to gain information

Identifies the main topic and purpose of a text

- ⇒ Identifies key details and explain how they support the main idea
- ⇒ Uses the connection of key details to determine the main idea



WRITING

Writes to communicate effectively; opinion, informational, narrative

Genre Writing

- ⇒ Narrative: Friendly Letter- includes a heading and a greeting, uses a friendly tone, shares ideas and events with friends or family, includes a closing signature
- ⇒ Narrative: Personal Narrative- tells a true story of the writers life, uses words such as I, me, my and we, has a beginning, middle and end, uses time-order words to tell events in order
- ⇒ Informational: How-to- explains how something works or how to do something, lists numbered steps in an order that makes sense, uses time order words, gives clear details to support each step, ends with a concluding statement

Write to Sources

Narrative

- ⇒ Uses ideas from story
- ⇒ Uses supporting details
- ⇒ Uses descriptive details
- ⇒ Includes a strong beginning
- ⇒ Uses clues from the story
- ⇒ Includes certain elements in a diary entry
- ⇒ Uses precise words
- ⇒ Uses events to tell about a story/passage
- ⇒ Uses reasons to support evidence

Informative

- ⇒ Includes a strong beginning
- ⇒ Uses supporting details
- ⇒ Uses descriptive details
- ⇒ Uses sequence to support response
- ⇒ Includes a strong conclusion

Opinion

- ⇒ Uses ideas from the story
- ⇒ Uses supporting details
- ⇒ Uses descriptive details
- ⇒ Includes a strong beginning
- ⇒ Uses time-order words in sequence
- ⇒ Uses linking words to show opinion

Strengthens writing by revising and editing

- ⇒ Uses the writing process with guidance and support from peers and adults to develop and strengthen writing:
 - Prewriting
 - Draft
 - Revise
 - Edit and publish
 - Evaluate

Participates in research and writing projects; publishing using a variety of digital tools

- ⇒ Produces and shares research and writing projects using digital tools independently and in collaboration with peers

Recalls and gathers information from provided sources to answer questions

- ⇒ Interviews others to gain information
- ⇒ Uses reference materials, selection materials, and online sources to gain information
- ⇒ Uses a variety of relevant sources
- ⇒ Uses relevant personal experiences
- ⇒ Uses primary sources (*diaries, emails, personal photographs, personal videos and personal experiences*)
- ⇒ Citing or giving credit to person who told them the fact (*personal experience*)

LANGUAGE

Uses grammar and punctuation in writing and speaking; learns and applies spelling strategies to written work

- ⇒ Uses singular and plural nouns (-s, -es)
- ⇒ Includes a subject and predicate in sentences
- ⇒ Includes Sentence Capitalization
- ⇒ Includes correct punctuation at the end of a sentence (. ? !)
- ⇒ Capitalizes proper nouns
- ⇒ Includes quotation marks and the beginning and end of dialogue
- ⇒ Includes an apostrophe in a possessive noun
- ⇒ Expands and combines sentences
- ⇒ Uses commas appropriately
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (*spelling and high-frequency words*)
- ⇒ Spells untaught words phonetically

Applies strategies to understand or clarify the meaning of new words

Clarify Meaning of Unknown Words

- Inflectional Endings
- Root words
- Prefixes
- Suffixes

Real-Life Connections

Shades of Meaning

SPEAKING, LISTENING, AND VIEWING

Participates in discussions within a group effectively

Speaking Strategies

- ⇒ Waits for a person to finish before they speak
- ⇒ Raises hand for permission to speak
- ⇒ Asks others to share their ideas and opinions
- ⇒ Speaks one at a time
- ⇒ Respects others by not interrupting
- ⇒ Offers opinions even if different from others
- ⇒ Speaks in complete sentences
- ⇒ Stays on topic
- ⇒ Builds on ideas of others
- ⇒ Connects personal experiences to the conversation
- ⇒ Waits a few seconds after asking a question to give others a chance to respond

Listening Strategies

- ⇒ Asks the speaker questions when something is unclear
- ⇒ Looks at the speaker
- ⇒ Repeats others' ideas to check understanding
- ⇒ Respects others' opinions/ideas
- ⇒ Asks questions if something is unclear
- ⇒ Listens carefully to the speaker
- ⇒ Waits until someone is done talking to ask questions



Presents information and ideas effectively

Speaking Strategies

- ⇒ Supports thoughts by using evidence from research
- ⇒ Speaks in complete sentences
- ⇒ Explains visual to share information with a group
- ⇒ Tells key facts and details in a presentation
- ⇒ Stays on topic
- ⇒ Asks others to share ideas and opinions
- ⇒ Looks at the audience
- ⇒ Speaks clearly and slowly
- ⇒ Speaks loud enough for everyone to hear

**A "4" is not reported for this indicator.*

MATHEMATICS

NUMBER KNOWLEDGE

Understands place value to compare and represent whole numbers to 1000*

- ⇒ Reads and writes numbers to 300 represented with numerals, number names and expanded form
- ⇒ Demonstrates an understanding that the digits in a 3-digit number represents amounts of hundreds, tens, and ones
- ⇒ Finds 10 more than a given 2-digit number, represented on the number line
- ⇒ Compares 2-digit numbers; order 2-digit numbers
- ⇒ Demonstrate an understanding that 100 can be represented as a bundle or group of 10 tens, called a hundred

Develops fluency with addition and subtraction facts to 20*

- ⇒ Uses strategies to add and subtract within 20
- ⇒ Strategies students may use:
 - Add Zero
 - Count On/Back
 - Make Ten
 - Break Ten
 - Doubles
 - Doubles +/-1
 - Take Half
- ⇒ Demonstrate understanding of subtraction as an unknown-addend problem
- ⇒ Fluently add with sums to 20 using mental strategies
- ⇒ Fluently subtract with minuends to 12 using models and mental strategies
- ⇒ Recall from memory all sums of two 1-digit numbers

Uses a variety of strategies to add and subtract multi-digit numbers

- ⇒ Fluently add and subtract within 100 using strategies based on place value, properties of operations, or the relationship between addition and subtraction
- ⇒ Add up to four two-digit numbers using strategies based on place value and properties of operations
- ⇒ Represent whole-number sums and differences within 100 on a number line diagram
- ⇒ Solve one and two-step addition story problems with sums to 100 involving situations of adding to and putting together, with unknowns in all positions; solve one and two-step subtraction story problems with minuends to 100 involving situations taking from, taking apart and comparing, with unknowns in all positions
- ⇒ Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units



ALGEBRAIC FOUNDATIONS

Uses rules to identify, describe and create patterns to solve problems*

- ⇒ Creates number and shape patterns
- ⇒ Skip-counts by 5s, 10s, and 100s within 1,000
- ⇒ Uses addition to find the total number of objects arranged in a rectangular array with up to 5 rows and columns

Represents and solves problems with addition, subtraction and unknowns

- ⇒ Uses addition and subtraction within 100 to solve one and two-step story problems by using drawings and equations with a symbol for the unknown number to represent the problem

GEOMETRY AND MEASUREMENT

Tells time to the quarter hour and distinguishes between AM and PM*

- ⇒ Tell time and write time to the nearest quarter hour on analog and digital clocks; use a.m. and p.m.

**A "4" is not reported for this indicator.*

SOCIAL STUDIES

Citizenship: Rules, rights and responsibilities

Rules, rights and responsibilities

- ⇒ Explains what is a right, a rule and a responsibility
- ⇒ Explains why citizens should carry out their responsibilities
- ⇒ Compares and contrasts rules, rights and responsibilities at home and school
- ⇒ Explains why constitutions, rules or laws are important to a group

Voting:

- ⇒ Identifies rules that keep a voting process fair
- ⇒ Explains why voting is important
- ⇒ Demonstrates voting skills

Constitution:

- ⇒ Explains the importance of the constitution

History: Anishinaabe and Dakota

Note: This unit will be taught in any of the three trimesters based on the rotation of curriculum resources

- ⇒ Compares and contrasts daily life of Anishinaabe people during different seasons
- ⇒ Uses and creates a timeline of Dakota and/or Anishinaabe life based on the four seasons
- ⇒ Uses and creates a timeline (*calendar stick*) to chronicle school/personal events
- ⇒ Compares and contrasts life pre and post European contact

- ⇒ Uses an artifact or historical record to describe how Dakota and/or Anishinaabe people's lives have changed over time
- ⇒ Describes how the culture of the Anishinaabe reflects the history, daily life or beliefs of its people
- ⇒ Compares and contrasts two or more versions of the same story by different authors or from different cultures

Geography: Understanding maps and the Environment

Note: This unit will be taught in any of the three trimesters based on individual school curriculum schedules

- ⇒ Creates a sketch map to illustrate spatial information from a setting in a story (*roads, bodies of water and cities*)
- ⇒ Describes spatial information found on a map or globe (*cities, boundaries, equator, bodies of water and mountain ranges*)
- ⇒ Locates key features on a map (*state, equator, pole, oceans and landforms*)
- ⇒ Uses cardinal directions to describe relationships between features on a map or globe (*e.g. North, South, East and West*)
- ⇒ Provides examples of landforms and landmarks
- ⇒ Uses maps, photos and geographic tools to identify landforms and landmarks
- ⇒ Uses maps and geographic tools to locate landforms and landmarks
- ⇒ Uses maps to answer questions about where people live
- ⇒ Identifies causes and consequences of human impact on the environment
- ⇒ Identifies how the environment affects the way people live (*clothing, shelter, food choices, etc*)

Economics: Decision Making

Note: This unit will be taught in either trimester 1 or 2 based on the rotation of curriculum resources

- ⇒ Identifies different forms of money
- ⇒ Classifies resources as natural, capital or human resources
- ⇒ Selects the best choice to reach a goal and explains why the choice is important
- ⇒ Identifies the costs and benefits in making a choice
- ⇒ Describes the trade-off of a choice
- ⇒ Describes the opportunity cost of a choice

SCIENCE

Solids and liquids

- ⇒ Uses the inquiry process to question, observe and investigate the interactions of objects
- ⇒ Uses the steps in the engineering design process to identify a need or problem, select appropriate materials based on their properties, and explain how the designed items benefit people
- ⇒ Describes what objects are made of and describe their physical properties such as: color, size, shape, weight, texture, flexibility and strength
- ⇒ Observes, records and recognizes that water can be a solid or a liquid, can change from one state to another, and that the amount of water stays the same when it melts or freezes
- ⇒ Observes and recognizes that not all materials respond the same way to what is done to them

HEALTH

Understands concepts and topics

Note: Instruction will occur throughout the year and not every concept will be reported Trimester 1

- ⇒ Recognizes emotions and expresses them in a healthy way by:
 - Demonstrating an understanding of individual differences
 - Knowing conflict resolution skills
 - Knowing how friends and family influence health
- ⇒ Uses age-appropriate personal strategies such as:
 - Bus safety
 - Playground safety
 - Bike safety
 - Fire safety
 - Personal safety

ART

Understands and demonstrates tints and shades in relation to color

- ⇒ Knows the differences between tints and shades
- ⇒ Knows how to create tints and shades





MUSIC

Note: Indicators will not be marked until enough data has been gathered to make a designation of progress toward the standard

Sings with accurate pitch

- ⇒ Sings melodic passages in an established range (*sometimes using solfège - sol-mi*) while maintaining correct vocal technique

Plays/improvises on instruments

- ⇒ Plays short melodies while maintaining a steady beat
- ⇒ Uses proper playing technique

Reads notation/demonstrates concepts

- ⇒ Interprets known and new rhythmic and melodic symbols into sound
- ⇒ Creates using the elements of music (*pitch, rhythm, form*)
- ⇒ Identifies the elements of music while listening

PHYSICAL EDUCATION

Understands concepts

- ⇒ Explains activities that change heart rate
- ⇒ Demonstrates knowledge of rules, safety practices and procedures of specific activities

Skill performance

Note: Not all the skills listed below will be part of the skill performance indicator in Trimester 1

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, striking and other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games and large group activities*)
- ⇒ Demonstrates locomotor skills (*may include running, skipping, galloping, hopping, sliding, leaping, jumping and spatial awareness*)



Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
Demonstrates organizational skills	<ul style="list-style-type: none"> ⇒ Comes prepared with belongings and has materials ready for class ⇒ Keeps materials organized
Works well with others	<ul style="list-style-type: none"> ⇒ Respectful with words & actions ⇒ Listens when others are speaking ⇒ Actively participates in a group ⇒ Resolves conflict respectfully ⇒ Cooperates with others
Demonstrates on-task behaviors	<ul style="list-style-type: none"> ⇒ Follows classroom routines ⇒ Listens and follows directions ⇒ Maintains focus during independent work and group activities
Makes responsible choices	<ul style="list-style-type: none"> ⇒ Follows school & classroom rules ⇒ Demonstrates self-control during a variety of situations
Completes work	<ul style="list-style-type: none"> ⇒ Completes classwork and homework on time ⇒ Demonstrates effort and does best work ⇒ Uses time effectively
Applies Handwriting	<ul style="list-style-type: none"> ⇒ Demonstrates learned skills ⇒ Applies handwriting to daily work ⇒ Writes legibly
Makes responsible choices (K-3 Science)	<ul style="list-style-type: none"> ⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively
Makes responsible choices (Art)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task, and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules ⇒ Works cooperatively with others
Makes responsible choices (Music)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules
Makes responsible choices (PE)	<ul style="list-style-type: none"> ⇒ Comes prepared for class (tennis shoes) ⇒ Meets class expectations ⇒ Engages in activities with effort ⇒ Respectful personal and social behaviors ⇒ Cooperates with others
LEARNING HABIT INDICATORS: + Consistently; + / - Sometimes; - Rarely	