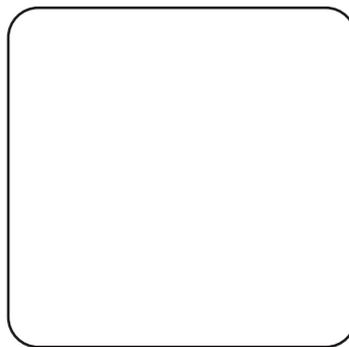


Understanding your child's **REPORT CARD**

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 second trimester
- Learning habit indicators with descriptions



**Trimester 2
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 2)

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, CVVC words
- ⇒ Blends common word families (*itch, atch, ath, aph, ain, eak, eigh, ight, old, oak, eat, ief, unny, ube, ute, ule*)
- ⇒ Identifies and reads initial consonant blends
- ⇒ Identifies and reads final consonant blends
- ⇒ 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 (*baby, early, eight, isn't learn, seven, start, these, try, walk, bird, far, field, flower, grow, leaves, light, orange, ready, until, about, around, good, great, idea, often, part, second, two, world, also, apart, begin, either, hundred, over, places, those, which, without, better, group, long, more, only, our, started, three,*

who, won't, after, before, every, few, first, hear, hurt, old, special, would, America, beautiful, began, climbed, come, country, didn't, give, live, turned, below, colors, don't down, eat, many, morning, sleep, through, very, animal, away, building, found, from, Saturday, thought, today, toward, watch)

- ⇒ Identifies and reads compound words, contractions (*'s, 're, 'll, 've, n't*)
- ⇒ Uses knowledge of spelling patterns to identify syllables
- ⇒ Identifies and reads regular plurals (*-s, -es*)
- ⇒ Distinguishes long and short vowels
- ⇒ Identifies and reads long vowels (*silent e, vowel teams*) (*a, ai, ay, ea, ei, eigh, ey, i, y, igh, ie, o, ia, ow, oe, e, ee, ea, ie, y, ey, e_e, u_e, ew, ue, u*)
- ⇒ Identifies and reads r-controlled vowels (*er, ir, ur, or*)
- ⇒ Identifies and reads initial consonant digraphs (*ch, sh, ph, th, wh*)
- ⇒ Identifies and reads medial and final consonant digraphs (*-tch, ng, ch, sh, ph, th*)
- ⇒ Identifies and distinguishes letter-sounds (*initial, medial, final*)
- ⇒ Identifies and reads words with silent letters (*wr, kn, gn, mb, sc*)
- ⇒ Identifies and reads words with inflectional endings (*-er, -est*)

- ⇒ Identifies and reads words with triple-consonant clusters
(*scr, spr, str, thr, spl, shr*)
- ⇒ Decodes words with prefixes and suffixes
(*-ful, -less*)

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
- ⇒ Reads with correct pronunciation

LITERATURE

Note: 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 in a poem’s words and in the pictures or photos that go with a poem
- ⇒ Asks themselves whether a fact or idea helps them understand what the poem is about, or how the poet feels about the topic. This will help them decide if a detail is a key detail
- ⇒ Identifies the important ideas and pieces of information in a 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

- ⇒ Rereads any sections of text that they are not sure they understood

INFORMATIONAL

Note: 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, stop and reread that section, possibly reading it more than once before they understand it
- ⇒ Asks questions about text to find details to identify main idea
- ⇒ Identifies key details finding important information in the text about the main topic
- ⇒ Finds connected key details to identify main idea
- ⇒ Looks for key details in the text, photos, or illustrations
- ⇒ Asks questions before, during and after they read to set a purpose, looking for the answers as they read

Identifies the main topic and purpose of a text

- ⇒ Identifies key details that support the main idea
- ⇒ Finds the main topic by looking at details/information the author presents

WRITING

Writes to communicate effectively; opinion, informational, narrative

Genre Writing

- ⇒ Informational: How-to- explain how to go from one place to another, give steps in an order that makes sense, use direction words, give clear details to support each step, end with a concluding statement
- ⇒ Opinion: Opinion Letter- begins with a date and greeting, tells the writer about a topic, gives reasons that support the opinion, has concluding sentence, includes a closing signature
- ⇒ Opinion: Book Review- tells the writer's opinion, gives short summary of the book, gives reasons that support the writer's opinion, has concluding sentence
- ⇒ Narrative: Fictional Narrative- tells a made-up story, has a beginning, middle and end, has a plot with a problem that is solved at the end, includes the words that characters say, uses time-order words to tell events in sequence

Write to Sources

Narrative

- ⇒ Includes events in sequence order
- ⇒ Uses descriptive details
- ⇒ Uses linking words to connect ideas

Informative

- ⇒ Ideas are included in order
- ⇒ Includes facts to support responses
- ⇒ Includes a concluding sentence
- ⇒ Includes a strong ending
- ⇒ Includes details from photographs
- ⇒ Includes a topic sentence
- ⇒ Varies sentence length
- ⇒ Uses time-order words

Opinion

- ⇒ Includes a topic sentence
- ⇒ Uses supporting details
- ⇒ Uses linking words
- ⇒ States opinion
- ⇒ Includes a concluding statement

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

- ⇒ Uses resources within the library to gain information (*books, magazines, newspapers, internet*)
- ⇒ Uses libraries electronic or print catalog to find resources
- ⇒ Uses reference materials, selection materials, and online sources to gain information
- ⇒ Uses poetry books resources

LANGUAGE

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

- ⇒ Uses singular and plural nouns (-s, -es, irregular)
- ⇒ 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 nouns and contractions
- ⇒ Includes past, present and future tense verbs
- ⇒ Capitalizes and Underline the title of a book
- ⇒ Expands and combines sentences
- ⇒ Uses abbreviations
- ⇒ Uses correct punctuation in a friendly letter
- ⇒ 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

- ⇒ Root words
- ⇒ Prefixes
- ⇒ Multiple-Meaning Words
- ⇒ Compound words
- ⇒ Synonyms
- ⇒ Antonyms

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 for clarity
- ⇒ Listens carefully to the speaker
- ⇒ Waits until someone is done talking to ask questions
- ⇒ Respects others opinions
- ⇒ Asks questions to gain additional information on the topic being discussed

Presents information and ideas effectively

Speaking Strategies

- ⇒ Support 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
- ⇒ Has all notes and visuals ready
- ⇒ Looks at the audience
- ⇒ Speaks clearly and slowly
- ⇒ Speaks loud enough for everyone to hear
- ⇒ Stands up straight
- ⇒ Makes eye contact with audience
- ⇒ Uses appropriate gestures
- ⇒ Uses specific details and vivid descriptions as they present their information to the rest of the class
- ⇒ Ends with a strong conclusion



MATHEMATICS

NUMBER KNOWLEDGE

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

- ⇒ Reads and writes numbers to 700 using base-ten numerals, words, and expanded form
- ⇒ Demonstrates an understanding that the digits in a 3-digit number represent amounts of hundreds, tens, and ones
- ⇒ Demonstrate an understanding that 100 can be represented as a bundle or group of 10 tens called a hundred
- ⇒ Demonstrate an understanding that multiples of 100 from 100 to 900 refer to some number of hundreds and 0 tens and 0 ones
- ⇒ Mentally adds 10 or 100 to a given number 100-900, and mentally subtracts 10 or 100 from a given number 100-900
- ⇒ Rounds numbers up or down to the nearest 10, up to 300
- ⇒ Uses symbols $>$, $=$, $<$ to compare pairs of numbers, up to 700

Develops fluency with addition and subtraction facts to 20*

- ⇒ Use strategies to add and subtract within 20

Strategies students may use

- Add Zero
- Doubles +/-1
- Take Half
- Add Ten
- Add Nine
- Take Away Ten
- Back to Ten

- Leftovers
- Up to Ten

⇒ Fluently add and subtract with sums and minuends to 20 using mental strategies

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

- ⇒ Estimate sums and differences up to 100
- ⇒ Add and subtract with sums and minuends to 100
- ⇒ Add three 2-digit numbers
- ⇒ Determine how much longer an object is than another and express the difference between two lengths in terms of a standard unit of length
- ⇒ Represent whole-number differences from minuends up to 100 on a number line
- ⇒ Explain why strategies for adding and subtracting 2 and 3-digit numbers work using place value and the properties of operations
- ⇒ 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
- ⇒ Solve addition and subtraction story problems with sums and minuends to 100 involving lengths given in the same unit

ALGEBRAIC FOUNDATIONS

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

- ⇒ Skip-counts by 5s, 10s, and 100s within 1,000

Represents and solves problems with addition, subtraction and unknowns

- ⇒ Understands how to interpret number sentences involving addition, subtraction, and unknowns represented by letters
- ⇒ Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true
- ⇒ Uses number sentences involving addition, subtraction, and unknowns to represent given problem situations

Understands and applies measurement concepts; measures to the nearest unit, centimeter or inch*

- ⇒ Select and use the appropriate tool for measuring the length of an object
- ⇒ Describe how the size of the unit used to measure an object's length relates to the measurement of the object's length
- ⇒ Measure the length of objects in inches using a ruler, yardstick, or measuring tape
- ⇒ Estimate length in inches, feet, or yards
- ⇒ Measure length to the nearest whole unit in customary units

Identifies coins and finds the value of a group of coins*

- ⇒ Identifies pennies, nickels, dimes, and quarters
- ⇒ Finds the value of a group of coins

- ⇒ Solves money story problems involving pennies, nickels, dimes, quarters, and dollar bills
- ⇒ Uses \$ and ¢ symbols when solving money story problems

DATA FOUNDATIONS

Adds/subtracts to create and obtain information from tables, bar graph and tally charts*

- ⇒ Constructs and reads picture graphs and bar graphs, and solve problems using the information in a graph

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

SOCIAL STUDIES

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 the rotation of curriculum resources

- ⇒ Creates a sketch map to illustrate spatial information from a setting in a story (*roads, bodies of water, cities*)
- ⇒ Describes spatial information found on a map or globe (*cities, boundaries, equator, bodies of water, mountain ranges...*)
- ⇒ Locates key features on a map (*state, equator, pole, oceans, landforms*)
- ⇒ Uses cardinal directions to describe relationships between features on a map or globe (*e.g. North, South, East, 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 Trimester 1 or Trimester 2 based on the rotation of curriculum schedules

- ⇒ 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

Note: This unit will be taught in Trimester 1 or Trimester 2 depending on the individual school curriculum schedules

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, selects 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

Motion

Note: Instruction begins in Trimester 2 and is reported in Trimester 2 or 3, depending on the individual school curriculum schedules

- ⇒ Asks questions, makes observations and investigates the answers to the questions about how objects move
- ⇒ Uses the steps of the engineering design process to identify a need or problem and construct an object that helps to meet the need or solve the problem. Explains how the designed items benefit people
- ⇒ Describes how an object can move in a straight line, curve, circle, move back and forth, and at different speeds
- ⇒ Describes how push and pull forces can make an object move

HEALTH

Understands concepts and topics

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

- ⇒ Knows how to express emotions in a healthy way by:
 - Demonstrating an understanding of individual differences
 - Knowing conflict resolution skills
 - Knowing how friends and family influence health
- ⇒ Understands the attributes of the Anoka-Hennepin Education for Character Plan
- ⇒ Knows age appropriate personal safety strategies such as:
 - Bus safety
 - Playground safety
 - Bike safety
 - Fire safety
 - Personal safety

ART

Understands and demonstrates space

- ⇒ Knows the difference between foreground, middle ground and background
- ⇒ Knows how overlapping/positioning of objects on the picture plane in order for the picture to look “real”



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 - la-sol-mi*) while maintaining correct vocal technique

Plays/improvises on instruments

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

Reads notation/demonstrates concepts

- ⇒ Keeps a steady beat while performing /listening
- ⇒ Interprets rhythmic and melodic symbols into sound
- ⇒ Creates using the elements of music (*pitch, rhythm, form*)

PHYSICAL EDUCATION

Understands concepts

- ⇒ Identifies the purpose of bones and muscles
- ⇒ Explains how to make bones and muscles stronger
- ⇒ Demonstrates knowledge of rules, safety practices and procedures for specific activities

Skill Performance

Note: not all the skills listed below will be marked in Trimester 2

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



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
<p>LEARNING HABIT INDICATORS: + Consistently; + / - Sometimes; - Rarely</p>	