

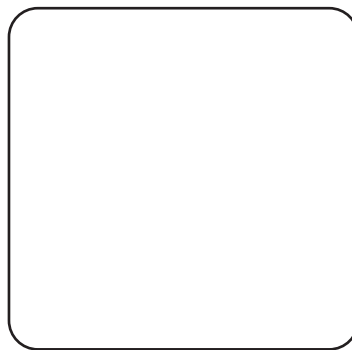


# Understanding your child's **REPORT CARD**

## For second grade



- 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

Prepared by the  
Anoka-Hennepin Schools  
Curriculum Department

# 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.** 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.
- 7.** 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
- 8.** Learning habits are important because good habits help your child learn!
- 9.** 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

## **READING: LITERATURE AND 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 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 the text, photo captions, and the illustrations
- ⇒ Uses key details to identify, visualize, and understand characters, setting, and important events.

### ***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
- ⇒ Recognizes when a text is unclear or difficult
- ⇒ Asks questions and looks for answers about key details that they want to know more about or that they think they have missed

- ⇒ 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 words 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 AND OPERATION

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

- ⇒ Reads and writes numbers to 300 represented with numerals, number names and expanded form
- ⇒ Finds 10 more than a given 2-digit number, represented on the number line
- ⇒ Compares 2-digit numbers; order 2-digit numbers
- ⇒ Demonstrates 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

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

- ⇒ Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, or the relationship between addition and subtraction
- ⇒ Represents whole-number sums and differences within 100 on a number line diagram

- ⇒ Solves one and two-step addition story problems to 100. The word problems may involve contexts about lengths that are given in the same units

## ALGEBRA

### ***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 hour and half hour and distinguishes between AM and PM\****

- ⇒ Tells time and writes time to the hour and half hour on analog and digital clocks; uses 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**

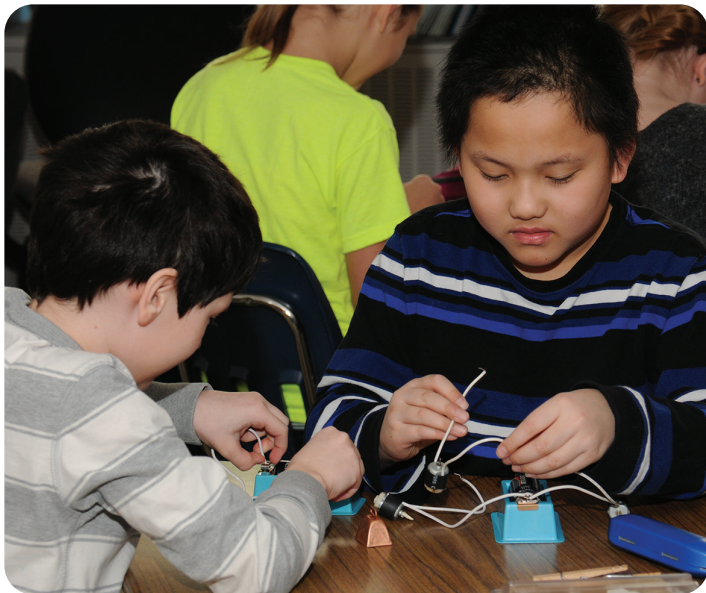
*Note: This unit will be taught in either trimester 1 or 2 based on the rotation of curriculum resources*

- ⇒ 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

### **Physical Science**

- ⇒ Students will solve problems by using measurement and data to analyze properties of materials
- ⇒ Students will analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose



## HEALTH

### **Understands concepts and topics**

*Note: Instruction will occur throughout the year and will be reported on in Trimester 3*

- ⇒ 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 visual and actual texture**

- ⇒ Knows that artists use texture in 2 ways, physical (real) and visual
- ⇒ Knows that a variety of techniques can be used to create texture

## 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-do*) 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 to a variety of music

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