

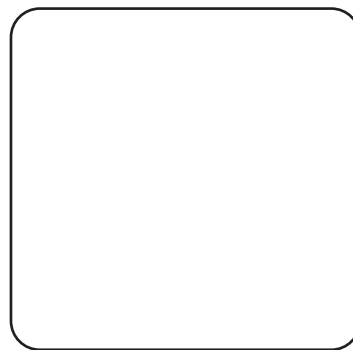


Understanding your child's **REPORT CARD**

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 second trimester
- Learning habit indicators with descriptions



Trimester 2

Prepared for 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 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

**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 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 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
- ⇒ 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
- ⇒ Asks questions before, during and after they read to set a purpose, looking for the answers as they read

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

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 AND OPERATION

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 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*

- ⇒ 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
 - Add Ten
 - Add Nine
 - Take Away Ten
 - Back to Ten
 - Leftovers
 - Up to Ten
- ⇒ Fluently adds and subtracts with numbers in the range 0 to 20 using mental strategies

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

- ⇒ Estimates sums and differences up to 100
- ⇒ Adds and subtracts in the range 0 to 100
- ⇒ Represents whole-number differences from numbers up to 100 on a number line
- ⇒ Explains why strategies for adding and subtracting 2 and 3-digit numbers work using place value and the properties of operations
- ⇒ Solves one and two-step addition story problems with sums to 100 and one and two-step subtraction story problems with numbers up to 100

ALGEBRA

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

GEOMETRY AND MEASUREMENT

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

- ⇒ Selects and use the appropriate tool for measuring the length of an object
- ⇒ Describes how the size of the unit used to measure an object's length relates to the measurement of the object's length

- ⇒ Measures the length of objects in inches using a ruler, yardstick, or measuring tape
- ⇒ Estimates length in inches, feet, or yards
- ⇒ Measures 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

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

- ⇒ Tells time and writes time to the nearest quarter hour on analog and digital clocks; uses a.m. and p.m.

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

Earth Science

- ⇒ Students will compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land
- ⇒ Students identify that Earth changes can happen quickly or slowly over time
- ⇒ Students will make observations and gather information about multiple problems caused by land erosion. and will evaluate different engineering solutions used to prevent erosion.

HEALTH

Understands concepts and topics

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

- ⇒ 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
- ⇒ 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
**la-sol-mi-re-do*

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*)
- ⇒ Identifies the elements of music while listening to a variety of music

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
Applies Handwriting	<ul style="list-style-type: none"> ⇒ Demonstrates learned skills ⇒ Applies handwriting to daily work ⇒ Writes legibly
Completes work	<ul style="list-style-type: none"> ⇒ Completes classwork and homework on time ⇒ Demonstrates effort and does best work ⇒ Uses time effectively
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
Demonstrates organizational skills	<ul style="list-style-type: none"> ⇒ Comes prepared with belongings and has materials ready for class ⇒ Keeps materials organized
Makes responsible choices	<ul style="list-style-type: none"> ⇒ Follows school & classroom rules ⇒ Demonstrates self-control during a variety of situations
Works well with others	<ul style="list-style-type: none"> ⇒ Respectful with words and actions ⇒ Listens when others are speaking ⇒ Actively participates in a group ⇒ Resolves conflict respectfully ⇒ Cooperates with others
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
LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely	