



Progress Report Guide

Second Grade

Academic Progress Key:	Descriptor(s):
C = Consistently observed:	This student consistently and independently meets expectations.
G = Generally observed:	This student generally meets expectations.
N = Needs prompting:	This student meets expectations with assistance and redirecting.
R = Rarely observed:	This student rarely meets expectations.
4 = Exceeding Standards at trimester:	In addition to Score 3 performance, the student demonstrates in-depth inferences and/or applications.
3.5 = Meeting Standards at trimester:	In addition to Score 3 performance, the student demonstrates partial success at inferences and applications.
3 = Meeting Standards at trimester:	The student knows and applies the simple or complex information and/or processes that were explicitly taught. There are no major errors or omissions.
2.5 = Progressing toward Standards at trimester:	The student knows and can apply simpler details and processes. The student demonstrates partial knowledge of the more complex ideas and processes.
2 = Progressing toward Standards at trimester:	The student knows simpler details and processes. There are major errors or omissions regarding the more complex ideas and processes.
1 = Below toward Standards at trimester:	With help, the student demonstrates a partial understanding of some of the simpler and complex details and processes.
NE = Not Evaluated at this time M = Modified	

Work Habits, Study and Social Skills – *Behaviors that Promote Learning*

- Cooperates and interacts positively with others
- Participates appropriately
- Shows respect for property
- Chooses appropriate times to interact with peers
- Follows directions (written and oral)
- Is prepared with materials and ready to work
- Meets homework requirements
- Organizes workspace and materials
- Makes productive use of class time
- Works independently
- Produces quality work
- Writes legibly

Reading Standards

English Language Arts

Reading Literature

Key Ideas and Details:

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.

Craft and Structure:

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas:

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity:

- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

Key Ideas and Details:

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure:

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas:

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity:

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards

English Language Arts

Reading

Foundational Skills

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent, but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.

Fluency:

- Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

English Language Arts

Writing

Opinion/Argument

Students write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons to support the opinion, use linking words, and provide a concluding statement or section.

Writing

Opinion Structure

- Introduces the topic or text.
- States an opinion with a reason.
- Uses some words and phrases (e.g. *because, and, also*) to link ideas.
- Provides a concluding statement or section.

Writing

Opinion Elaboration

- Supplies **2 or more** reasons that support the opinion.

Writing Standards

English Language Arts

Writing Standards

English Language Arts

Writing *Informative/Explanatory*

Students write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Writing *Narrative*

Students write narratives in which they recount a well-elaborated event or short sequence of events by including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Writing *Informative/Explanatory Structure*

- Introduce the topic.
- Attempts to group information.
- Uses words and phrases to link ideas.
- Includes a concluding sentence or section that restates the topic.

Writing *Narrative Structure*

- Provides an Introduction.
- Recounts a well-sequenced event or events.
- Uses temporal/transition words to show the order of events (e.g. *first, next, then, once, later, after that, finally*).
- Provides a sense of closure.

Writing *Informative/Explanatory Elaboration*

- Supplies some facts, definitions, and details.
- Uses some topic-specific language or vocabulary.
- Attempts some elaborative techniques (e.g. illustrations, diagrams, fiction, text features, etc.).

Writing *Narrative Elaboration*

- Supplies actions, thoughts, or feelings, that add details about what happened.
- Attempts some elaborative techniques (e.g. illustrations, dialogue, etc.).

Speaking and Listening Standards

English Language Arts

Speaking and Listening *Comprehension and Collaboration*

- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Speaking and Listening *Presentation of Knowledge and Ideas*

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

English Language Arts

Language Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., *group*).
 - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - Use reflexive pronouns (e.g., *myself, ourselves*).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Language Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Compare formal and informal uses of English.

Language Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

continued

Language Standards

English Language Arts

- Demonstrate understanding of word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Mathematics Standards

Math

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction:

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20:

- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication:

- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Mathematics Standards

Math

Numbers and Operations in Base Ten

Understand place value:

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract:

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Add up to four two-digit numbers using strategies based on place value and properties of operations.
- Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship of addition and subtraction; relate the strategy to a written method. Understand

that adding or subtracting three-digit numbers, one adds hundred and hundreds, tens and tens, ones and one; and sometimes it is necessary to compose or decompose tens or hundreds.

- Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- Explain why addition and subtraction strategies work, using the strategies of place value and the properties of operations.

Math

Measurement and Data

Measure and estimate lengths in standard units:

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length:

- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

continued

Mathematics Standards

- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money:

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data:

- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Math Geometry

Reason with shapes and their attributes:

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Second Grade
**Science
Standards**

Science
Concepts/Inquiry

Student understands and uses scientific concepts and principles related to topics of:

Structure and Properties of Matter:

www.nextgenscience.org/topic-arrangement/2structure-and-properties-matter

Interdependent Relationships in Ecosystems:

www.nextgenscience.org/topic-arrangement/2interdependent-relationships-ecosystems

Earth's Systems: Processes that Shape the Earth:

www.nextgenscience.org/topic-arrangement/2earth's-systems-processes-shape-earth

K-2.Engineering Design:

www.nextgenscience.org/topic-arrangement/k-2engineering-design

Second Grade
**Social Studies
Standards**

Social Studies
Concepts

Community (near and far; now and then):

In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves.

To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

Second Grade
**Art
Standards**

Art
Participation

Due to the subjectivity of art, MISD art teachers assess primarily on student participation using the following academic progress key:

C = Consistently Observed: This student consistently and independently meets expectations.

G = Generally Observed: This student generally meets expectations.

N = Needs Prompting: This student meets expectations with assistance and redirecting.

R = Rarely Observed: This student rarely meets expectations.

Music Standards

Music

Concepts and Skills

- Student understands and applies knowledge and skills.
- Student demonstrates thinking skills using artistic processes of creating, performing, and responding.
- Student communicates through music.
- Student makes connections within and across the arts to other disciplines, life, cultures, and work.

Music

Participation

Student exhibits responsible personal and social behavior that respects self and others in musical settings.

Physical Education Standards

PE

Skills

Student develops fundamental and complex movement skills, as developmentally appropriate.

- Locomotor
- Non-Locomotor
- Manipulatives

PE

Sportsmanship

Student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Participation
- Attitude

Elementary World Language Program

Spanish

Learner Engagement

Student exhibits responsible personal and social behavior that respects self and others in the Spanish classroom.

- Student interaction with teacher and peers.
- Positive attitude.
- Adhering to classroom expectations.
- Active participation.