

School Year: 2012-13



## Second Grade Report Card

Student Name: \_\_\_\_\_ ID# \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

### Purpose of Report:

This report is designed to inform you about your student's progress toward achieving the North Carolina Essential Standards and/or the Common Core State Standards. The Standards establish high and challenging expectations for all students, and describe what students should know and be able to do by the end of the academic year. This report card is a working document which is reflective of your child's progress at the time of issue. The objectives contained within this document are reflective of skills to be mastered by the end of the 2012 - 2013 school year. They serve as the basis for second grade curriculum, instruction, and assessment in Charlotte-Mecklenburg Schools. This report cannot communicate everything you might want to know about your child's current progress. This report should be considered with other information you receive from the school concerning your child's academic progress. Regular communication between the family and the school staff is highly encouraged. The comments section indicates grade level performance based upon academic level and accommodations if appropriate. Level 3 is considered proficient. If you have any questions or concerns, please contact your child's teacher or counselor.

This document serves as a PEP for those students at risk for not reaching grade level proficiency by the end of the year. Specific Areas of Need are indicated

### QTR 1 Comments:

### QTR 2 Comments:

### QTR 3 Comments:

### QTR 4 Comments:

Attendance	Quarter 1 ( to )	Quarter 2 ( to )	Quarter 3 ( to )	Quarter 4 ( to )	Year ( to )
Absent					
Tardy					
Days Present					

General Learner Outcomes (GLOs): The six General Learner Outcomes are the essential goals of learning for students.  
GLO Ratings: 3 = Consistently 2 = Sometimes 1 = Rarely

General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4	General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4
GLO 1: Self Directed Learner					GLO 2: Community Contributor				
<i>The ability to be responsible for one's own learning.</i>					<i>The understanding that it is essential to work together.</i>				
<ul style="list-style-type: none"> <li>Works independently and asks for help when needed</li> <li>Organizes workplace and materials</li> <li>Makes productive use of class time</li> <li>Sets Goals</li> </ul>					<ul style="list-style-type: none"> <li>Participates cooperatively and appropriately with others to achieve shared goals</li> <li>Shows respect and recognizes the feelings of others</li> <li>Follows school and classroom rules</li> </ul>				
GLO 3: Complex Thinker					GLO 4: Quality Producer				
<i>The ability to demonstrate critical thinking and problem-solving strategies</i>					<i>The ability to recognize and produce quality performance and quality products</i>				
<ul style="list-style-type: none"> <li>Uses prior knowledge and experiences to solve problems</li> <li>Explains answers and makes adjustments</li> </ul> Solves problems in different ways					<ul style="list-style-type: none"> <li>Strives to complete work neatly and correctly</li> <li>Sets and strives toward learning goals</li> </ul>				
GLO 5: Effective Communicator					GLO 6: Effective/Ethical User of Technology				
<i>The ability to communicate effectively</i>					<i>The ability to effectively and ethically use a variety of technologies</i>				
<ul style="list-style-type: none"> <li>Speaks effectively in front of a group</li> <li>Listens attentively to gain understanding</li> <li>Follows directions</li> <li>Contributes effectively through speaking, drawing, and writing</li> </ul>					<ul style="list-style-type: none"> <li>Uses school materials/tools properly (e.g. books, TV, DVD, computers, art supplies, pencils, scissors, glue, etc.)</li> <li>Explains how technology is used every day</li> <li>Uses various technologies responsibly to find information and create new products</li> </ul>				

### CMS Kindergarten, First, Second Grade Report Card Rubric

4	Expands Grade Level Standards	Indicates the student consistently produces high quality work, applies concepts independently, and is self-motivated.
3	Meets Grade Level Standards	Indicates the student consistently meets grade level standards. The student regularly demonstrates proficiency in the majority of the standards for the current grade level. The student, with limited errors, grasps and applies key concepts, processes and skills for the current grade. An * next to a standard indicates that level 3 is the highest level of proficiency possible.
2	Progressing Toward Grade Level Standards	Indicates the student is approaching and occasionally meets the standards for the current grade level. The student is beginning to grasp and apply key concepts, processes, and skills for the current grade level.
1	Not Meeting Grade Level Standards	Indicates the student has not yet met minimum level standards. The student needs more time and experience for concepts, processes and skills to develop.
N/A	Not Assessed At This Time	These standards have not been addressed at this time. However, standards will be introduced before the end of the school year.

<b>Reading Standards for Literature</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Reading Standards for Informational Text</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Key Ideas and Details</b>					<b>Key Ideas and Details</b>				
<ul style="list-style-type: none"> <li>Asks and answers such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>Recounts stories, including fables and folktales from diverse cultures, and determines their central message, lesson, or moral.</li> <li>Describes how characters in a story respond to major events and challenges.</li> </ul>					<ul style="list-style-type: none"> <li>Asks and answers such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>Describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul>				
<b>Craft and Structure</b>					<b>Craft and Structure</b>				
<ul style="list-style-type: none"> <li>Describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>Describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>Acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul>					<ul style="list-style-type: none"> <li>Determines the meaning of words and phrases in a text relevant to a <i>grade 2</i> topic, or <i>subject area</i>.</li> <li>Knows and uses various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>Identifies the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ul>				
<b>Integration of Knowledge and Ideas</b>					<b>Integration of Knowledge and Ideas</b>				
<ul style="list-style-type: none"> <li>Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>Compares and contrasts two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> </ul>					<ul style="list-style-type: none"> <li>Explains how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>Describes how reasons support specific points the author makes in a text.</li> <li>Compares and contrasts the most important points presented by two texts on the same topic.</li> </ul>				
<b>Range of Reading and Level of Text Complexity</b>					<b>Range of Reading and Level of Text Complexity</b>				
Reads and comprehends 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.					By the end of the year, reads and comprehends 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.				

<b>Speaking and Listening Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Comprehension and Collaboration</b>				
<ul style="list-style-type: none"> <li>Participates in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>Follows 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).</li> <li>Builds on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Asks for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> </li> </ul>				

<ul style="list-style-type: none"> <li>Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>Asks and answers questions about what a speaker says in order to clarify comprehension, gathers additional information, or deepens understanding of a topic or issue</li> </ul>				
<b>Presentation of Knowledge and Ideas</b>				
<ul style="list-style-type: none"> <li>Tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>Creates audio recordings of stories or poems; adds drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>Produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul>				

<b>Reading Standards: Foundational Skills</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Phonics and Word Recognition</b>				
<ul style="list-style-type: none"> <li>Knows and applies grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>Distinguishes long and short vowels when reading regularly spelled one-syllable words.</li> <li>Knows spelling-sound correspondences for additional common vowel teams.</li> <li>Decodes regularly spelled two-syllable words with long vowels.</li> <li>Decodes words with common prefixes and suffixes.</li> <li>Identifies words with inconsistent but common spelling-sound correspondences.</li> <li>Recognizes and reads grade-appropriate irregularly spelled words.</li> </ul> </li> </ul>				
<b>Fluency</b>				
<ul style="list-style-type: none"> <li>Reads with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>Reads on-level text with purpose and understanding.</li> <li>Reads on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>				

<b>Writing Standards</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Text Types and Purposes</b>				
<ul style="list-style-type: none"> <li>Writes opinion pieces in which he/she introduces the topic or the book they are writing about that supports, states an opinion, supplies a reason for the opinion, uses linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provides a concluding statement or section.</li> <li>Writes informative / explanatory texts in which he/she introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section.</li> <li>Writes narratives in which he/she recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.</li> </ul>				
<b>Production and Distribution of Writing</b>				
<ul style="list-style-type: none"> <li>With guidance and support from adults and peers, focuses on a topic and strengthens writing as needed by revising and editing.</li> <li>With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ul>				
<b>Research to Build and Present Knowledge</b>				
<ul style="list-style-type: none"> <li>Participates in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> <li>Recalls information from experiences or gathers information from provided sources to answer a question.</li> </ul>				

Language Standards	Q1	Q2	Q3	Q4
<b>Conventions of Standard English</b>				
<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>• Uses collective nouns (e.g., group).</li> <li>• Forms and uses frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>• Uses reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>• Forms and uses the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>• Uses adjectives and adverbs, and chooses between them depending on what is to be modified.</li> <li>• Produces, expands, and rearranges complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>• Capitalizes holidays, product names, and geographic terms.</li> <li>• Uses commas in greetings and closing of letters.</li> <li>• Uses an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Consults reference materials, including beginning dictionaries, as needed to check and correct spelling.</li> <li>• Generalizes learned spelling patterns when writing words (e.g., cage → badge, boy → boil).</li> </ul>				
<b>Knowledge of Language</b>				
<ul style="list-style-type: none"> <li>• Uses knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>○ Compares formal and informal uses of English.</li> </ul> </li> </ul>				
<b>Vocabulary Acquisition and Use</b>				
<p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• Uses sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Determines the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>• Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>• Uses knowledge of the meaning of compound words (e.g. <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>• Uses glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul> <p>Demonstrates understanding of word relationship and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Identifies real-life connections between words and their use (e.g., describe foods that are <i>spicy or juicy</i>).</li> <li>• Distinguishes shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> </ul> <p>Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>				

Second Grade Social Studies	Q1	Q2	Q3	Q4
<b>History</b>				
<ul style="list-style-type: none"> <li>• Uses timelines to show sequencing of events.</li> <li>• Identifies contributions of historical figures (community, state, nation, and world) through various genres.</li> <li>• Compares various interpretations of the same time period using evidence such as photographs and interviews.</li> </ul>				
<b>Geography and Environmental Literacy</b>				
<ul style="list-style-type: none"> <li>• Interprets maps of the school and community that contain symbols, legends, and cardinal numbers.</li> <li>• Interprets the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc).</li> <li>• Gives examples of ways in which people depend on the physical environment and natural resources to meet basic needs.</li> <li>• Explains how people positively and negatively affect the environment.</li> </ul>				
<b>Economics and Financial Literacy</b>				
<ul style="list-style-type: none"> <li>• Gives examples of ways in which businesses in the community meet the needs and wants of consumers.</li> <li>• Explains the roles and impact producers and consumers have on the economy.</li> <li>• Summarizes the concept of supply and demand.</li> <li>• Explains why people and countries around the world trade for goods and services.</li> <li>• Explains how money is used for saving, spending, borrowing and giving.</li> <li>• Summarizes the role of financial institutions relative to savings.</li> </ul>				
<b>Civics and Governance</b>				
<ul style="list-style-type: none"> <li>• Explains government services and their value to the community (libraries, schools, parks, etc.).</li> <li>• Explains how governments establish order, provide security and create laws to manage conflict.</li> </ul>				
<b>Culture</b>				
<ul style="list-style-type: none"> <li>• Explains how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).</li> <li>• Recognizes the key historical figures and events that are associated with various cultural traditions.</li> <li>• Exemplifies respect and appropriate social skills needed for working with diverse groups.</li> </ul>				

MATHEMATICS				
Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
<b>Represents and solves problems involving addition and subtraction</b>				
<ul style="list-style-type: none"> <li>Uses addition and subtraction within 100 to solve 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.</li> </ul>				
<b>Adds and subtracts within 20</b>				
<ul style="list-style-type: none"> <li>Fluently adds and subtracts within 20 using mental strategies. By end of grade 2, knows from memory all sums of two one-digit numbers.</li> </ul>				
<b>Works with equal groups of objects to gain foundations for multiplication.</b>				
<ul style="list-style-type: none"> <li>Determines 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; writes an equation to express an even number as a sum of two equal addends.</li> <li>Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; writes an equation to express the total as a sum of equal addends.</li> </ul>				
Number and Operations in Base Ten	Q1	Q2	Q3	Q4
<b>Understands place value.</b>				
<ul style="list-style-type: none"> <li>Understands that the three digits of a three-digit number represents amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, zero tens, and 6 ones. Understands the following as special cases:               <ol style="list-style-type: none"> <li>100 can be thought of as a bundle of ten tens – called a “hundred.”</li> <li>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.)</li> </ol> </li> <li>Counts within 1000; skip-counts by 5s, 10s, and 100s.</li> <li>Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form.</li> <li>Compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> </ul>				
<b>Uses place value understanding and properties of operations to add and subtract.</b>				
<ul style="list-style-type: none"> <li>Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> <li>Adds up to four two-digit numbers using strategies based on place value and properties of operations.</li> <li>Adds and subtracts within 1000, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relates the strategy to a written method. Understands that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</li> <li>Mentally adds 10 or 100 to a given number 100-900, and mentally subtracts 10 or 100 from a given number 10-900.</li> <li>Explains why addition and subtraction strategies work, using place value and the properties of operations.</li> </ul>				
Measurement and Data	Q1	Q2	Q3	Q4
<b>Measures and estimates lengths in standards units</b>				
<ul style="list-style-type: none"> <li>Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>Measures the length of an object twice, using length units of different lengths for the two measurements; describes how the two measurements relates to the size of the unit chosen.</li> <li>Estimates lengths using units of inches, feet, centimeters, and meters.</li> <li>Measures to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</li> </ul>				

<b>Relates addition and subtraction to length</b>				
<ul style="list-style-type: none"> <li>Uses 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.</li> <li>Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 1, 2, 3...and represent whole-number sums and differences within 100 on a number line diagram.</li> </ul>				
<b>Works with time and money</b>				
<ul style="list-style-type: none"> <li>Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</li> <li>Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cents sign.</li> </ul>				
<b>Represents and Interprets data</b>				
<ul style="list-style-type: none"> <li>Generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</li> <li>Draws a picture graph and bar graph (with single-unit scale) to represent a data set with up to four categories. Solves simple put-together, take apart, and compare problems using information presented in a bar graph.</li> </ul>				
Geometry	Q1	Q2	Q3	Q4
<b>Reasons with shapes and their attributes</b>				
<ul style="list-style-type: none"> <li>Recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>Partitions a rectangle into rows and columns of same-size squares and count to find the total number of them.</li> <li>Partitions circles and rectangles into two, three, or four equal shares, describes the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, <i>etc.</i>, and describes the whole as two halves, three thirds, four fourths. Recognizes that equal shares of identical wholes need not have the same shape.</li> </ul>				

<b>Second Grade Science</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Physical Science: Forces and Motion; Matter Properties, and Change</b>				
<ul style="list-style-type: none"> <li>• Understands the relationship between sound and vibrating objects.               <ul style="list-style-type: none"> <li>○ Illustrate how sound is produced by vibrating objects and columns of air.</li> <li>○ Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.</li> </ul> </li> <li>• Understands properties of solids and liquids and the changes they undergo               <ul style="list-style-type: none"> <li>○ Gives examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling.</li> <li>○ Compares the amount (volume and weight) of water in a container before and after freezing.</li> <li>○ Compares what happens to water left in an open container over time as to water left in a closed container.</li> </ul> </li> </ul>				
<b>Earth Science: Earth Systems, Structures, and Processes</b>				
<ul style="list-style-type: none"> <li>• Understands patterns of weather and factors that affect weather.               <ul style="list-style-type: none"> <li>○ Summarizes how energy from the sun serves as a source of light that warms the land, air and water.</li> <li>○ Summarizes weather conditions using qualitative and quantitative measures to describe:                   <ul style="list-style-type: none"> <li>○ Temperature, Wind Direction, Wind Speed, Precipitation</li> </ul> </li> </ul> </li> <li>• Compare weather patterns that occur over time and relate observable patterns to time of day and time of year.</li> <li>• Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.</li> </ul>				
<b>Life Science: Structure and Functions of Living Organisms</b>				
<ul style="list-style-type: none"> <li>• Understands animal life cycles.               <ul style="list-style-type: none"> <li>○ Summarizes the life cycle of animals:                   <ul style="list-style-type: none"> <li>▪ Birth, Developing into an adult, Reproducing, Aging and death</li> </ul> </li> </ul> </li> <li>• Remembers that organisms differ from or are similar to their parents based on the characteristics of the organism.               <ul style="list-style-type: none"> <li>○ Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs.</li> </ul> </li> </ul>				