

The Successful Learning Behaviors:



Successful Learning Behaviors:

Research indicates that although specific content for post-secondary success varies by field of study, institution, and certificate or degree program, both college and career share many important elements of readiness. These include skills all students need to be ready for a variety of post-secondary learning environments, such as study skills, time manage-

ment skills, persistence, and ownership of learning. Additionally, students need to have a range of cognitive strategies to help them tackle complex tasks and apply content knowledge in novel and non-routine ways. The goal is for high school graduates to be both college ready and career ready, enabling them to pursue a range of opportunities.

- **Goal Setting** – Identify short and long term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.
- **Progress Monitoring** – Continually evaluate progress toward goals and the alignment between aspirations, qualifications, and evolving skills and interests.
- **Help Seeking** – Become familiar with personal resources available in the current environment, be aware of progress on current tasks enough to know when help is needed, and appropriately utilize resources to receive the help needed.
- **Perseverance** – Persevere when faced with new, challenging, or unfamiliar tasks; assume responsibility for completing tasks as assigned.
- **Motivation** – Self-motivate to find value in naturally uninteresting tasks, expend the effort necessary to remain engaged and motivated to complete tasks.
- **Accepts Failures** – Be confident in one's ability to complete increasingly challenging and complex academic and career tasks; be able to build on past experiences, failures and triumphs to maximize future successes. Learning and intelligence are malleable and can be changed through increased effort and struggle. Effort is under one's own control and applied more easily when motivation is high. Learning from one's past mistakes is the effort that makes those changes most possible.
- **Time Management** – Apply skills and strategies necessary to prioritize, plan, and sufficiently focus one's attention to get expected tasks completed on time.
- **Collaborative Learning** – Develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet specific objectives.
- **Study Skills** – Processes that allow one to have all the necessary information at hand in order to prepare for content being learned. Note taking from texts, lectures, meetings, and task directions. Memorization of key facts, terms or processes. Proficiency with technology tools that can help them learn at the highest level possible.



2nd Grade

Report Card
Guide Now
Included



Redding School District

Sections:

1. College and Career Readiness
2. English Language Arts Standards
3. Mathematics Standards
4. Next Generation Science Standards
5. Social Studies Standards
6. Report Card Guide



The Reading Success Indicators:



These are recorded grade level targets of reading success. The benchmark numbers are there because they are correlated indicators of future reading success and it gives us an idea that they might be successful on the state testing in the future.

Reading Fluency Rate – Fluency is the ability to read text quickly, accurately, and with proper expression. Expressing language features include appropriate phrasing, intonation, and rhythm. These three elements are identified within a text by particular punctuation. Text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Scientifically-based research reviews (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Institute of Child Health and Human Development, 2000) have established that reading fluency is a *critical component* of learning to read and that an effective reading program needs to include instruction in fluency. We measure fluency to make sure students are reaching suggested baseline marks that are recommended by this research.

Reading Accuracy Rate – Fluent readers decode words accurately and automatically, without (or with minimal) use of their attention towards decoding. If they spend their time decoding then they have less mental resources available to use towards comprehension of what they read. Research indicates that students need to be able to read accurately above 90% of the words they run across in order to be able to comprehend well

AR STAR Scaled Score – (1st graders must know 80-90 sight words to take measurement) The most important score that STAR reports is the scaled score. This score is used like a ruler, ranging from 0 to 1400. A student's scaled score is the raw score the student attained based upon the difficulty of questions the student was given and whether or not they answered those questions correctly. The harder the test question, the larger the number on the scale can be achieved. The Redding School District benchmark numbers are set at the 42nd percentile of what is typically normal for students at that grade during that time of the year tested. This correlates fairly well with their projected ability to pass the state test or to be on track to pass.

High Frequency Sight Words – Vocabulary is a large part of reading success. If students can recognize the most frequently used words in the English system then they are more likely to be able to read fluently and with more accuracy. The Redding School District tracks the first 100 sight words within grade 1.

BPST – The **Basic Phonics Skills Test** measures the decoding abilities of students including letter sounds, specific phonics patterns, and blending syllables in words in isolation. It is used by teachers to isolate the phonics sounds students can identify and blend successfully in order to help with instruction.



REDDING SCHOOL DISTRICT

Academic Excellence Since 1873

 <p>K-5 School Bonnyview.reddingschools.net Code to the Future School 5080 Bidwell Rd. 530-225-0030</p>	 <p>K-5 School cypress.reddingschools.net Knowledge for College 2150 Civic Center Dr. 530-225-0040</p>	 <p>K-8 School - NE University juniper.reddingschools.net Code to the Future School 375 Ellis St. 530-225-0045</p>	 <p>K-5 School manzanita.reddingschools.net Code to the Future School 1240 Manzanita Hills. 530-225-0050</p>
 <p>5-8 School sequoia.reddingschools.net Music Magnet Program 1805 Sequoia St. 530-225-0020</p>	 <p>K-5 School - NE University sycamore.reddingschools.net Spanish Dual Immersion 1926 Sycamore Dr. 530-225-0055</p>	 <p>K-8 School turtlebay.reddingschools.net Capturing Kids Hearts SHOWCASE SCHOOL 1330 Arboretum Dr. 530-225-0035</p>	 <p>K-8 Homeschool Homeschool.reddingschools.net Individualized learning for students. 1805 Sequoia St. 530-225-0076</p>

Neighborhood Schools of Choice

Spanish Dual Immersion Sycamore Elementary – Exciting new program offers both English and Spanish-speaking students the opportunity to attain both Spanish and English language proficiency!



Code to the Future - Bonny View, Juniper, Manzanita Elementary
The project-based Coding is an integrated enhancement which includes EPIC build projects, robotics, 1:1 devices and more.



Capturing Kids Hearts
Building meaningful, productive relationships with every student and every colleague helps build a bridge to learning. We are proud to have a nationally recognized **SHOWCASE SCHOOL** in our district.



Award Winning Music Programs
Musicians are built every year in band, orchestra, and choir. Music offered at every campus. Sequoia Middle School offering 5 different studies of music!



** Use a QR Code Scanner on your mobile device to follow the QR links**

<http://reddingschools.net>
530-225-0011
5885 E. Bonnyview Rd. Redding CA, 96001

A Body of Evidence for Reporting: Language Arts, Mathematics, History/Social Studies and Science

The following lists indicate what evidence a teacher will collect in preparation for using the standards-based report card. While it is not required to collect every piece listed below for every student, these pieces of evidence will create a well-rounded picture of your student's progress towards meeting grade-level standards.



Language Arts:

- Screening/Diagnostic/Benchmark:
 - ◊ **BPST – Basic Phonics Skills Test**
 - ◊ High Frequency Sight Words
 - ◊ Primary Spelling (1st Grade)
 - ◊ CBM Curriculum Based Measurements Fluency
 - ◊ Accelerated Reader STAR Assessments
 - ◊ Anecdotal records
 - ◊ end of unit assessments
- Writing samples - prompts

Mathematics:

- Benchmark/Diagnostic:
 - ◊ District Assessments
 - ◊ End of unit assessments
 - ◊ Teacher-created essential standards assessments
 - ◊ Performance Tasks

History/Social Studies and Science:

- Student response to teacher made prompts or questions (Responses can be in written form, drawings and diagrams, teacher scripting or recording sheets provided in the curriculum.)
- Work from in-class investigations
- End of unit benchmark assessments

*“Let us think of education as the means of
**Developing our
greatest abilities,**
because in each of us there is a private
Hope and Dream
which, fulfilled, can be translated into benefit for
everyone and greater strength for our nation.”*

*John F. Kennedy
35th President of the United States*





College and Career Readiness

The Keys to Being Prepared

The Definition:

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. Being college ready and being career ready are similar, but not necessarily the same. More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. Some notable differences finds College readiness meaning the ability to complete a wide range of topics and courses leading to a degree and Career readiness referring to a more specific course of study for a certificate or job attainment. Additionally, many of the attitudinal characteristics necessary for success in the workplace are also needed for College or Career studies.

LEARN	KNOW	APPLY	SEEK
Cognitive Strategies	Content Knowledge	Skills and Techniques	Transition Knowledge

These are the ways of thinking for college level or productive career work.

Problem formulation

- Hypothesize
- Strategize

Research

- Identify
- Collect

Interpretation

- Analyze
- Evaluation

Communication

- Organize
- Construct

Precision & accuracy

- Monitor
- Confirm

Refers to the “big ideas” from core subjects that all students must know.

Structure of knowledge

- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

Attitudes Toward Learning

- Learning content is a challenge
- Content is valued
- Effort
- Intelligence is changed through increased effort
- Under the students control

Technical knowledge and skills

Self attitudes and habits necessary for success at college or career work.

Ownership of Learning

- Goal setting
- Grit/Perseverance
- Self-awareness
- Motivation
- Help seeking
- Progress monitoring
- Self-efficacy

Learning techniques

- Time management
- Test taking skills
- Note taking skills
- Memorization/recall
- Strategic reading
- Collaborative learning
- Technology proficiency

Information to successfully navigate to a college or career after high school.

Post High School awareness

- Ambitions
- Norms/culture

Postsecondary costs

- Tuition
- Financial aid

Admittance

- Eligibility
- Admissions
- Program

Career awareness

- Requirements
- Readiness

Role and Identity

- Role models

Self-advocacy

- Resource acquisition
- Institutional promotion

Attendance information is reported in this area, including the number of days tardy and absent. Teacher will indicate whether absenteeism has affected learning on front page.

Successful learning behaviors use Effort marks.

Student: _____

Science	Rep					ATTENDANCE	1	2	3
Demonstrates an understanding of content and concepts						Days Enrolled			
Social Studies						Days Absent			
Demonstrates an understanding of content and concepts						Days Tardy			
Physical Education/Health						TEACHER COMMENTS			
Demonstrates an understanding of content and concepts									
Visual & Performing Arts									
Demonstrates an understanding of content and concepts									
Successful Learning Behaviors									
Ownership of Learning									
SELF-ADVOCATE: Asks for help when needed; accepts feedback; perseveres through failure									
SELF-MOTIVATED: Works independently; uses time wisely; monitors own progress.									
ACADEMICALLY RESPONSIBLE: Completes tasks on time; produces quality work; participates in class activities.									
HOMEWORK: Completes homework on time.									
Learning Techniques									
RESPECTFUL: Respects others needs and rights; follows school rules and procedures.									
SOCIALLY RESPONSIBLE: Resolves conflicts; takes responsibility for actions; works cooperatively with others.									
SELF DISCIPLINED: Listens without interruption; exhibits impulse control and self-regulation.									
Technology									
Basic keyboarding skills, menu commands, & special keys									
Navigate a Web browser and site									
Save & print documents									
Rev. 6.9.16									

1st Trimester:

2nd Trimester:

3rd Trimester:

Signature: _____

These sections will contain teacher comments about the individual student.



Second Grade - College and Career Readiness

The Keys to Being Prepared

Successful learning Behaviors: Proficiency measured using these indicators.

LANGUAGE ARTS, MATHEMATICS: Proficiency levels are reported using these levels

Redding School District REPORT TO PARENTS - SECOND

Student: _____ School: _____ Year: 2015-2016
 Teacher: _____ Principal: _____ Grade: 2
 Stu #: _____ 11/09/2015 - 02/29/2016
 BirthDate: _____

EXPLANATION OF MARKS

Effort	Progress Toward Standard
O Outstanding	4 Standard Exceeded
S Satisfactory	3 Standard Met
P Progressing	2 Standard Nearly Met
N Not Yet	1 Standard Not Met
	M Progressing w/Modified Curriculum
	NT Not Tested

Parent Information

Promotion in Question
 Please Call for a Conference
 Attendance affecting performance

1st	2nd	3rd

Support Services

Speech
 RSP
 EL
 SDC

1st	2nd	3rd

Reporting Period	1	2	3
English Language Arts - Reading			
Reading Literature			
Asks and answers who, what, where, when, why, and how to understand a text.			
Describes the structure of a story by using characters, setting, and plot.			
Compares two or more versions of the same story.			
Reads and comprehends literature, including stories and poetry.			
Reading Informational Text			
Identifies the main topic(s) or purpose of a text.			
Uses text features to locate key facts or information.			
Describes how reasons support specific points the author makes.			
Compares the most important points in two texts on the same topic.			
Speaking & Listening			
Effectively participates in discussions within a group.			
Recounts or describes main ideas and details from texts read aloud.			
Produces complete thoughts; describes feelings and ideas clearly.			
Follow three-four step oral directions.			

Reporting Period	1	2	3
English Language Arts - Writing			
Narrative Writing			
Narrate or recount a well developed event or short sequence of events, include details & provide a sense of closure			
Informational Writing			
Writes informative text which introduces the topic, uses facts & definitions to develop points, & provides a concluding statement.			
Opinion Writing			
States an opinion, supplies support, uses linking words to connect opinion & reasons, & provides a concluding statement.			
Language Conventions (punctuation & grammar)			
Prints legibly & writes neatly			
Spelling			
Spells words with common spelling patterns and frequently occurring irregular words.			

Reporting Period	1	2	3
Mathematics			
Operations & Algebraic Thinking			
Represent, write & solve word problems using addition & subtraction within 100			
Fluently add within 20			
Fluently subtract within 20			
Determine whether a group of objects (up to 20) has an odd or even number of members			
Use repeated addition to find the total number of objects arranged in rectangular arrays.			
Numbers & Operations in Base Ten			
Understand place value of a three-digit number			
Count within 1000 (skip-count by 2's, 5's, 10's, 100's)			
Read, write & represent numbers to 1000 including expanded form			
Compare three-digit numbers using <, =, >			
Fluently add & subtract within 100 using multiple strategies			
Add & subtract within 1000, using models, drawings, or other strategies			
Mentally add & subtract 10 or 100 to a given number			
Measurement & Data			
Estimate, measure & compare length			
Represent whole numbers, addition & subtraction on a number line			
Tell & write time to the nearest 5 minute			
Solve word problems involving			
Create & interprets line			
Geometry			
Reason while recognizing shapes			
Standards for Mathematical Practices			
Make sense of problems and persevere in solving them.			
Construct viable arguments and critique the reasoning of others.			
Use appropriate tools strategically.			

MATHEMATICS: Student achievement is reported by clearly stated essential standards for Mathematics.

How can I know that my child is on track during Second Grade?

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
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(Problem formulation)

⇒ Child will think through, devise a strategy, and attempt to solve more complex problems.

(Knowledge Building)

⇒ Child is meeting targeted Reading Standards by hitting RSD cut scores.
 ⇒ Child reads to learn science or social studies content.

(Ownership-Set Goals)

⇒ Child understands how to set time specific goals and work to achieve them.
(Ownership-Grit)
 ⇒ Persevere when faced with new, challenging, or unfamiliar tasks.

(Post High School Awareness)

⇒ Child understands the terms: college, campus, achieve, career, goal, graduate, university, major, mascot, professor, dormitory, room & board

(Research)

⇒ Child can think of a person, place or item to help solve problems.

(Characteristic-Effort)

⇒ Child is giving effort in all work
 ⇒ Child will take on a challenge.

(Learning-Motivation)

⇒ Child will be self motivated and complete tasks even when it isn't interesting.

(Career Awareness)

⇒ Child and family read books or articles about jobs.

(Communication)

⇒ Child will produce drafts that incorporate facts and is based on the task to be completed.

(Student-Learning)

⇒ Child understands that learning is flexible and can be changed through increased struggle.

(Self-Efficacy)

⇒ Child has confidence in their own ability to complete tasks.
 ⇒ Child learns from mistakes.

(Career Awareness)

⇒ Child learns about jobs through every day connections (store, driving, trips, etc.)

(Precision / Accuracy)

⇒ Child is producing work that is increasing in quality as the year progresses.

(Learning Techniques)

⇒ Child works well with others.
 ⇒ Child uses technology for producing items and for learning.

(Role & Identity)

⇒ Child thinks of themselves as a person who can learn.
 ⇒ Child knows role models in careers child aspires to.

Students with Special Needs and the Standards-Based Report Card

For students with special needs, the Individualized Education Plan (IEP) progress report informs parents about their child's progress toward their IEP goals and is included with every report card. The classroom teacher will mark – M Progressing w/Modified Curriculum in the slot that the IEP report is showing progress for.

Format of the Standards-Based Report Card

The format of the report card is such that there are several areas to help you know how your child is progressing towards grade level proficiency.



- The English Language Arts—Reading section gives you a clear picture of how your child is doing on key learning targets within the standards clusters. There are three sections to consider; Reading Literature, Reading Informational Text, and Speaking and Listening.
- The English Language Arts—Writing section helps you know the progress of your child's understanding of the three purposes of writing that we are monitoring; Narrative (story, poem, fable, novel, play, etc); Informational or Explanatory (explaining a process, detailing components, providing knowledge about a topic, etc.); and Opinion or Argumentative (critique, persuasion, scholarly evidence, etc.)
- The Language Conventions (punctuation and grammar) sections help us to determine how your child is doing in writing procedurally.
- The spelling section looks at how students are learning words through the weekly list process and within their own writing.
- Mathematics offers you a look at how your child is doing on learning targets within the different clusters of standards. They are organized with clusters then standards of learning.
- Social Studies and Science do not have specific content standards at this time. However, several Core literacy standards do apply directly to these subjects. While learning these content standards students are expected to incorporate their reading, writing, listening, and speaking skills to help them be successful in Social Studies and Science.
- Physical Education and Visual & Performing Arts are also measured for understandings within these content areas.
- Technology Success is imperative for today's learner. We are monitoring a few key skills at each grade level to make sure students are getting exposed and learning these skills.
- Successful Learning Behaviors have been found to be one of the key factors to future success in college and career. We are tracking and teaching those that have been shown to be the most important for this future success.

Components of a Standards-Based System

Here are the four components of our standards-based system.

Standards: are outlined by the California Department of Education. The Redding School District has outlined those Essential Standards that describe what a student should know and be able to do at a given grade level. (see standards as outlined within this booklet)

Curriculum: is then aligned with those essential standards as a roadmap for a teacher to use to ensure that instruction targets these standards.

Assessments: are used to measure learning and the extent to which a student has met or is progressing towards the standards both during the reporting period and at the end.



Reporting tools consist in two varieties. Teachers keep students and parents' informed about progress towards specific learning targets so students can adjust during the reporting period. Second the standards-based report card completes our reporting system so at critical junctures in the academic year students get a more formal picture of progress.

*“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go*

Dr. Seuss

English Language Arts



English-Language Arts-Highlights of the Common Core State Standards

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

The Redding Elementary School District will use a new standards-based report card for all elementary school students. This is an exciting step toward making sure all students are successful at meeting grade level standards.



Educators are expected to teach to the standards outlined in the California State Curriculum Frameworks and to assess student learning along the way using a variety of assessments. The standards-based report card gives us a tool to accurately communicate to parents and guardians the progress their child is making on learning the district-identified Essential Standards for each grade level, as outlined within this handbook. These Essential Standards were identified by district teachers as the foundational standards that students need to master in order to be successful in the next grade level. The new report card reports that the student has reached understanding of these standards at the four following levels.

- **Standard Exceeded** – meaning that the student is consistently using the skill or concept but can also use the skill or concept for a higher level problem solving activity.
- **Standard Met** – meaning that the student has met the standards and is consistently demonstrating the skill;
- **Standard Nearly Met** – meaning the student is nearly meeting the standards and inconsistently demonstrates the skill;
- **Standard Not Met** – meaning that the student is not demonstrating a clear understanding of the standards and is not meeting standards. The report card will be issued three times a year and provide information on student progress and proficiency in core subject areas.

The standards-based report card is helpful in several ways. First, it helps make sure there is more consistency of expectations from teacher to teacher. It helps teachers and students focus on the standards from the very beginning of the school year, giving students the essential targets for their learning. Finally, it gives parents information on how their student is doing based on the standards.

This guide is meant to provide information about the report card itself, and a description of the analysis process for determining proficiency. Each grade level report card includes the Essential Standards in Mathematics and Language Arts for that grade level.

I trust that you will find the new standards-based report card a useful tool. Please don't hesitate to contact the student services office at (530) 225-0011 should you have any questions.

Sincerely,
Cindy Bishop
Director of Educational Services

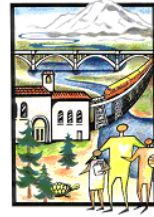
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What differences will I see in my student's assignments and how can I help? The new Common Core State Standards make several important changes to current standards. These changes are called shifts. Below you will see what these shifts change and what you can do to help your student at home.		
English Language Arts		
What's Shifting?	What to Look for?	What Can You Do?
Your student will now read more non-fiction in each grade level.	Look for students to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	Read non-fiction books with your children. Find ways to make reading fun and exciting around learning new things.
Reading more non-fiction texts will help your student learn about the world through reading.	Look for your student to bring home more fact-based books about the world. For instance, your 1st grader or Kindergartener might read Clyde Robert Bulla's <i>A Tree is a Plant</i> . This book involves students in reading and learning about science.	Know which non-fiction books are grade-level appropriate and make sure your student has access to such books. Talk to your school or local librarian.
Your student will read challenging texts very closely , so they can make sense of what they read and draw their own conclusions.	Your students will have reading and writing assignments asking them to reread and/or rewrite a text multiple times for a variety of purposes. For example, your 2nd or 3rd grader might be asked to read aloud Faith D'Aluisio's non-fiction book titled <i>What the World Eats</i> and retell facts based on multiple close readings.	Provide more challenging texts for your student to read. Show them how to dig deeper into these difficult pieces by rereading and wondering or questioning. Encourage them to talk with your about what they have read.
When it comes to writing or retelling a story, your student will use "evidence" gathered from the text to support what they say.	Look for written assignments asking your student to draw on concrete examples from the text that serve as evidence. "Evidence" is provided through examples from the book that are used to support a response or conclusion.	Ask your student to provide evidence or the "why" they think the way they do in everyday discussions and disagreements.
Your student will learn how to write from what they read.	Look for writing assignments that ask your student to create arguments in writing based on evidence from the text. For 4th and 5th graders, this might mean reading and writing about <i>The Kids Guide to Money</i> , a non-fictional book by Steve Ottenski.	Encourage writing at home. Write together using evidence and details.
Your student will increase their academic vocabulary.	Look for assignments that stretch your student's vocabulary allowing them to see the "power" in language. For example all grades will be helping students use more formal sentence structures and content specific language when responding to questions during discussions.	Read often to your children and discuss the topic using the language presented in the text. Use math, science and other content rich language when talking about information.

Second Grade Knowledge Cut Scores

The Keys to Being Prepared



REDDING ELEMENTARY
SCHOOL DISTRICT

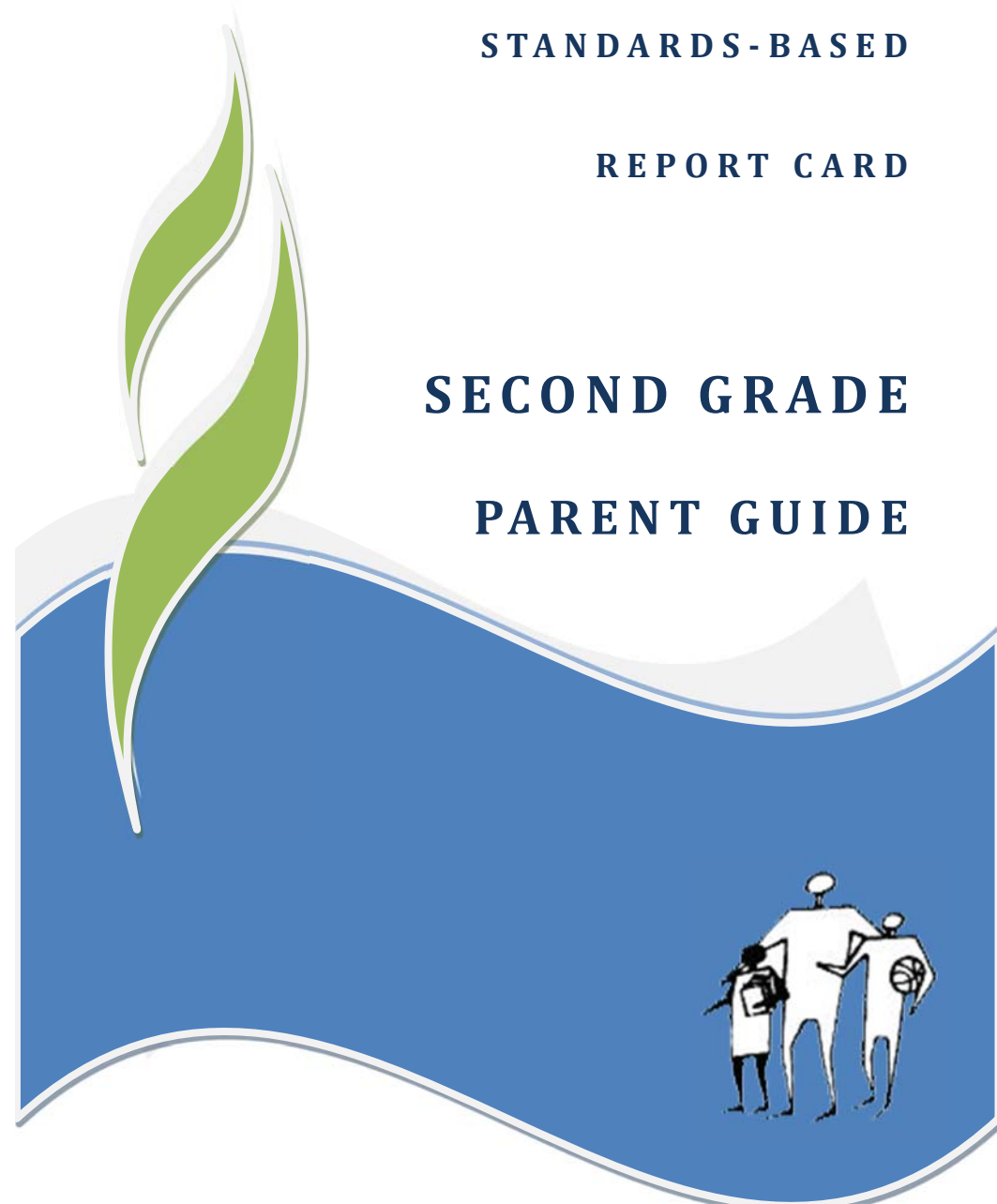
STANDARDS-BASED

REPORT CARD

SECOND GRADE

PARENT GUIDE

Reading	<i>Trimester 1</i> <i>Aug. to Nov.</i>	<i>Trimester 2</i> <i>Nov. to Mar.</i>	<i>Trimester 3</i> <i>Mar. to June</i>
Reading Fluency	60+ correct words per minute	89+ correct words per minute	100+ correct words per minute
Reading Accuracy	90 % of words read correctly	90 % of words read correctly	90 % of words read correctly
* Accelerated Reader Score <small>*must know 90 HF sight words</small>	223+ out of 1400	281+ out of 1400	338+ out of 1400
Basic Phonics Skills Test (BPST)	Mastery through row j	Mastery through row j, k (3/5) (3 syllables)	Mastery through row k (3 syllables)
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher



Grade 2 Overview | English Language Arts

Second grade students accurately read and understand literature and informational text. They use correct grammar, capitalization, punctuation, and spelling. They can plan and deliver a presentation about a story or experience.

Reading

- Retell folktales, including a central lesson
- Explain how the author uses reasons to support specific points in a text
- Identify the main topic and focus
- Read and understand literature and informational texts

Reading: Foundational Skills

- Know and use phonics and word analysis skills
 - ◊ Read words with common prefixes and suffixes (e.g., *re_*, *un_*, *_less*)
- Distinguish long and short vowels
- Read regularly spelled two-syllable words with long vowels
- Read accurately and with understanding

Writing

- Write opinion pieces that connect the opinion and reasons using linking words
 - ◊ Because, and, also
- Write informative pieces that provide a topic, facts, definitions, and a conclusion
- Write narrative pieces that include details to describe actions, thoughts, and feelings
- Produce writing that is developed, focused, and organized
- Write routinely over extended time frames and shorter time frames

Speaking and Listening

- Participate in conversations with peers and adults in small and larger groups
- Recall and describe key ideas and details from something read aloud
- Give and follow three- and four-step oral directions
- Plan and deliver a presentation about a story or experience

Language

- Use correct grammar
- Create readable documents with legible print
- Use correct capitalization, punctuation, and spelling
- Use a variety of methods to determine word meaning
- Use individual words to determine the meaning of compound words, which are two words joined to form a new word

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

Reading - Foundational Skills

Print Concepts

1. (Not applicable)

Phonological Awareness

2. (Not applicable)

Phonics & Word Recognition

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

Fluency

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

Reading - for Literature

Key Ideas & Details

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

Craft & Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 on pages 25-26 for additional expectations.)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge & Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. **(Not applicable to literature)**
9. 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

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

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

“Observe good faith and justice toward all nations. Cultivate peace and harmony with all.”

George Washington



Reading - for Informational Text

Key Ideas & Details

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

Craft & Structure

4. Determine the meanings of words and phrases in a text relevant to a *grade 2 topic or subject area*. (See grade 2 Language standards 4-6 on pages 25-26 for additional expectations.)
5. 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.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge & Ideas

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

Range of Reading and Level of Text Complexity

10. 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.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.







Engineering Connection

Students play the role of agricultural engineers, trying to create a soil that retains moisture as much as possible for plants to grow. They test sand, woody material (bark), and clay (‘vermiculite’) to see which will absorb the most water. They place each ingredient in a plastic cup with holes in the bottom and pour in a fixed amount of water. How much water leaks out? (Be sure to catch the water in containers below to compare the amount that flowed through). They weigh each cup before and after to figure out how much water was retained. Over the next few days, they record how quickly the soil dries out (by measuring the weight). They get to blend ingredients together to get the optimum mixture and test it out.



The CA NGSS standards for Grade Two organize themselves well around a unifying theme of California landscapes. The year introduces the shapes of the mountains, valleys, and coasts, plants and animals that live in them, the properties of the rocks and materials that make them up, and the forces that cause them to change. Table 3□5 shows an outline of four Instructional Segments to organize the year.

Overview of Instructional Segments for Grade Two

	<p>1 Land- scape Shapes</p>	<p>Students represent landscapes with 3 -D physical models and 2-D maps. They recognize patterns in the shapes and locations of landforms and water bodies. They ask questions about how these features formed.</p>
	<p>2 Land- scape Materials</p>	<p>Students learn to describe differences in material properties. They explain how material properties can change, especially focusing on changes caused by changing temperature. Some of these changes can be reversed while others cannot. Students relate the properties of materials to how they can be used. Properties important to landscapes and landforms include the strength of materials and their ability to absorb water.</p>
	<p>3 Land- scape Changes</p>	<p>Some changes on Earth occur quickly while others occur slowly. Students investigate several processes that sculpt landforms and then create engineering solutions that slow down those changes.</p>
	<p>4 Biodi- versity in Land- scapes</p>	<p>Different landscapes support different types and quantities of life. Students investigate the needs of plants and engineer models that mimic their pollination and seed dispersal structures. They then ask questions about how plant needs are met in the physical conditions of different habitats.</p>

Writing Standards

Text Types & Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*), to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production & Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build & Present Knowledge

7. Participate in shared research and writing projects (e.g., *read a number of books on a single topic to produce a report; record science observations*).
8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. Write routinely over extended time frames (*time for research, reflection, and revision*) and shorter time frames (*a single sitting or a day or two*) for a range of discipline-specific tasks, purposes, and audiences.

How you can help your child at home with Math.

1. Play math games with your child. For example, “I’m thinking of a number. It has 5 tens, 3 hundreds, and 4 ones. What is the number? 354.” Or, using a deck of cards, deal two cards and ask your child to add the two numbers. You can also identify a target number and ask your child to either add or subtract to obtain that target number (use a target of 20 or less).
2. Have your child explain the relationship between different numbers without counting. For example, 147 is 47 more than 100 and three less than 150.
3. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
4. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.



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Second Grade Booklet



California PTA <http://capta.org/>

Speaking & Listening

Comprehension & Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics* and *text* with peers and adults in small and larger groups.
 - a. 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).
 - b. Build on others’ talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - a. Give and follow three- and four-step oral directions.
3. 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.

Presentation of Knowledge & Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
 - a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.
5. 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.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS Domains

The CCSS are organized by domains. The table lists the domains for grades kindergarten through grade eight. The table identifies which domains are addressed in kindergarten through grade five (an “X” indicates the domain addressed at a grade level). The shaded rows indicate domains to be covered at later grades.

Domains	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Counting and Cardinality	X					
Operations and Algebraic	X	X	X	X	X	X
Number and Operations	X	X	X	X	X	X
Measurement and Data	X	X	X	X	X	X
Geometry (G)	X	X	X	X	X	X
Number and Operations				X	X	X
Ratios and Proportional						
The Number System						
Expressions and Equations (EE)						
Statistics and Probability						
Functions (F)						



Great Kids Milestones Math Videos

<http://www.greatschools.org/gk/category/milestones-subjects/math/>

Milestones is a free online collection of videos aimed at helping parents and guardians understand grade-level expectations in kindergarten through grade five. On this page, find videos featuring students demonstrating what success looks like in math, grade by grade.

Table 1. Common addition and subtraction situations

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown
Put Together/ Take Apart	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5$, $5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5$, $5 = 5 + 0$ $5 = 1 + 4$, $5 = 4 + 1$ $5 = 2 + 3$, $5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare	(“How many more?” version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? (“How many fewer?” version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5$, $5 - 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?$, $3 + 2 = ?$	(Version with “more”): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?$, $? + 3 = 5$

Language—Conventions

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - Create readable documents with legible print.
 - 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.

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

Vocabulary Acquisition and Use

4. 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.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, light-house, housefly; bookshelf, notebook, bookmark*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
6. 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*).

Geometry

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

⁵ Sizes are compared directly or visually, not compared by measuring.

2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. 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.

Measurement and Data

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).** CA
8. 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.

9. 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.
10. 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 problems⁴ using information presented in a bar graph

⁴ See Glossary, Table 1

How you can help your child at home with reading and writing.

- Use reading opportunities to help your child develop fluency.
- Listen to your child read books that he/she has brought home from school. Be patient as your child practices reading. Let him/her know that you are proud of his/her reading.
- Ask children who are not very fluent readers (that is, they read slowly and make lots of mistakes) to reread a few sentences or a paragraph a few times, offer help when needed, and praise their successes.
- Encourage your child to write often (for example, letters and thank-you notes to relatives and friends, simple stories, diary or family journal entries, e-mails, and items for the grocery list).
- Help your child learn the correct spelling of words.
- Talk about new words that your child has read or heard. Ask him/her to make up sentences with the new words or use the words in other situations.
- Help your child become aware of prefixes, suffixes, and root words. Point them out in books you are reading together or in print materials around the house.
- Show your child how to use context—the sentences, words, and pictures around an unfamiliar word—to figure out the word’s meaning.
- Stop occasionally as you read a book with your child to talk to him/her about the meaning of the book. Help him/her relate the experiences or events in the book to experiences or events in his/her life or to other books you have read together.
- Encourage your child to ask questions. Ask him/her to tell in his own words what the book was about.



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Number and Operations in Base Ten

8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.³

³ Explanations may be supported by drawings or objects

Measurement and Data

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. 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.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. 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.

5. 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.
6. 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.

Number and Operations in Base Ten

Understand place value.

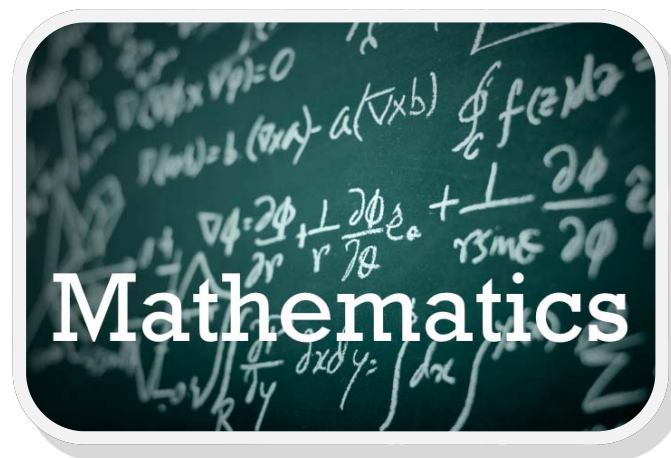
1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - b. The numbers 100, 200, 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).
2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s. **CA**
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. 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.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand 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.
 - 7.1 Use estimation strategies to make reasonable estimates in problem solving. **CA**

*“Pure **Mathematics** is,
in its way, the **Poetry**
of **logical ideas**”*

Albert Einstein



What differences will I see in my student's assignments and how can I help? The Common Core State Standards (CCSS) for mathematics connects two types of standards: one for mathematical practice [habits of mind to foster student mathematical thinking] and one for mathematical content [what students should know and be able to do at each particular grade level]. Developing students at the elementary and middle school levels will engage in a variety of mathematical activities as they grow in subject maturity and expertise.

Mathematics

What's Shifting?	What to Look for?	What Can You Do?
Your student will work more deeply in fewer topics , which will ensure full understanding, less if more!	Look for assignments that require students to show their work and explain how they arrived at an answer. Look for work asking students to make sense of problems and to persevere in solving them.	Know what concepts are important for your student based on their grade level and spend time working on those concepts. Ask your student to explain how they arrived at an answer.
Your student's learning will be a progression, building year after year.	Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing before studying fractions. Each concept forms the foundation for increasingly complex mathematical thought and application.	Know what concepts are important for your student based on their grade level and spend time working on those concepts.
Your student will spend time practicing and memorizing math facts.	Students may have assignments focused on memorizing and mastering basic math facts which are important for success in more advanced mathematical problems.	Help your students know and memorize basic math facts. Play games and engage in activities that encourage mental math.
Your student will understand why the math works and be asked to talk about and prove their understanding.	Look for assignments requiring your student to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, and to model with mathematics and to utilize appropriate tools in problem solving. Students will explore more than one way to solve a problem.	Be aware of what concepts your student struggled with last year and support your student in those challenge areas moving forward. Encourage your student to share their mathematical thinking.
Your student will now be asked to use math in real-world situations.	Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.	Provide time every day for your student to work on math at home. Ask your student to "do the math" that pops up in daily life. For example, determining the length, width, and depth of a garden plot to know how many bags of garden soil to buy.

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.¹

¹ See Glossary, Table 1

Add and subtract within 20.

- Fluently add and subtract within 20 using mental strategies.² 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.

² See standard 1.OA.6 for a list of mental strategies.

1st Grade OA 6—Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

- 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 for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

1. Make sense of problems and persevere in solving them.
 - ◇ Find meaning in problems
 - ◇ Analyze, predict and plan solution pathways
 - ◇ Verify answers
 - ◇ Ask themselves the question: “Does this make sense?”
2. Reason abstractly and quantitatively.
 - ◇ Make sense of quantities and their relationships in problems
 - ◇ Create coherent representations of problems
3. Construct viable arguments and critique the reasoning of others.
 - ◇ Understand and use information to construct arguments
 - ◇ Make and explore the truth of conjectures
 - ◇ Justify conclusions and respond to arguments of others
4. Model with mathematics.
 - ◇ Apply mathematics to problems in everyday life
 - ◇ Identify quantities in a practical situation
 - ◇ Interpret results in the context of the situation and reflect on whether the results make sense
5. Use appropriate tools strategically.
 - ◇ Consider the available tools when solving problems
 - ◇ Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
6. Be precise.
 - ◇ Communicate precisely to others
 - ◇ Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
 - ◇ Calculate accurately and efficiently
7. Look for and make use of structure.
 - ◇ Discern patterns and structures
 - ◇ Can step back for an overview and shift perspective
 - ◇ See complicated things as single objects or as being composed of several objects
8. Look for and identify ways to create shortcuts when doing problems.
 - ◇ When calculations are repeated, look for general methods, patterns and shortcuts
 - ◇ Be able to evaluate whether an answer makes sense

Second Grade Knowledge Cut Scores

The Keys to Being Prepared

Mathematics	<i>Trimester 1</i> <i>Aug. 16 to Nov. 3</i>	<i>Trimester 2</i> <i>Nov. 6 to Mar. 2</i>	<i>Trimester 3</i> <i>Mar. 5 to June 6</i>
Classroom learning assessments	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher
Math Performance Task Based Scores	Rubric Score 3	Rubric Score 3	Rubric Score 4



California Math Council for Families:

<http://cmc-math.org/temp/wp-content/uploads/2013/05/K%E2%80%9312Math@HomeEnglishBW.pdf>

Here you will find California Math Council (CMC)’s Math at Home booklets which provide brief, helpful information to parents and guardians including information about the Common Core and helping with math homework.

2

Grade 2 Overview

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

Add and subtract within 20.

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

Number and Operations in Base Ten

Understand place value.

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

Measurement and Data

Measure and estimate lengths in standard units.

Relate addition and subtraction to length.

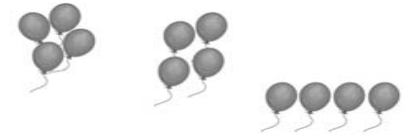
Work with time and money.

Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Second grade students use addition and subtraction within 100 to solve word problems and are expected to know from memory all sums of two one-digit numbers by the end of second grade. Place value understanding is extended to 1000 and students compare three digit numbers based on their knowledge of hundreds, tens and ones. Second grade students compute with money and learn to estimate and compare lengths using appropriate measurement tools. Second graders refine their understanding of geometry by drawing shapes based on the number of faces and angles.



- Solve addition and subtraction word problems within 100
- Fluently add and subtract within 20
- Know all sums of two one-digit numbers
- Work with equal groups and repeated addition to understand multiplication
- Work with equal groups and repeated subtraction to understand division
- Understand place value: ones, tens, and hundreds
- Use place value to add and subtract within 1000
- Make reasonable estimates using place value knowledge
- Measure, estimate, and compare lengths in standard units
- Represent whole number lengths on a number line
- Work with time and money
- Know relationships of time (minutes in an hour, days in a month, etc.)
- Solve word problems using combinations of dollar bills and coins
- Collect data, build a graph, and answer questions about the data presented
- Recognize shapes, triangles, quadrilaterals, pentagons, hexagons, and cubes
- Draw shapes by size of the angles or by the number of equal faces

