Second Grade Standards-Based Report Card Guide

English Language Arts	
Foundational Skills	
Descriptor	*Explanation*
Know and apply grade-level phonics and word analysis skills in decoding words.	Apply grade-level phonics and word analysis skills to decode words effectively. This includes distinguishing between long and short vowels in one-syllable words, decoding two-syllable words with long vowels, and recognizing words with common prefixes and suffixes. Additionally, read high-frequency sight words and words with irregular spelling patterns appropriate for the grade level. CC.1.1.2.D
Read with accuracy and fluency.	Read accurately and fluently to aid comprehension. This involves reading on-level text with purpose and understanding, orally delivering it accurately and with appropriate pace and expression during repeated readings. Use context to validate or correct word recognition and understanding, revisiting passages as needed for clarity. CC.1.1.2.E
Reading Informational Text	
Descriptor	*Explanation*
Identify main idea(s), key details and/or sequence of events.	Recognize the main idea of a multi-paragraph text and the focus of individual paragraphs within it. Engage in questioning and answering to demonstrate an understanding of key details, including who, what, where, when, why, and how. Describe the relationship between a sequence of events, concepts, or steps in a procedure presented in the text. CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.L
Use text features to locate facts and information in a text.	Efficiently utilize text features and search tools to find key facts or information in a text. Explain how reasons support specific points made by the author in the text. CC.1.2.2.E, CC.1.2.2.L
Use text features to answer questions, identify the author's purpose and/or compare and contrast texts.	Describe how visual representations enhance understanding in a text. Explain how the author's reasons support specific points in the text. Compare and contrast the main points presented in two texts about the same topic. CC.1.2.2.G, CC.1.2.2.H, CC.1.2.2.I, CC.1.2.2.L

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Reading Literature Text	
Descriptor	*Explanation*
Retell the key details, message or moral and story elements.	Summarize stories and identify their main message or moral. Engage in questioning and answering to understand key details in a text, including who, what, where, when, why, and how. Describe how characters in a story react to significant events and challenges. CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.C, CC.1.3.2.K
Identify differing points of view and/or the problem and solution in a story.	Recognize characters' differing perspectives, demonstrated by speaking in distinct voices for each character during dialogue readings. Describe the story's structure, including how the beginning sets the stage and the ending resolves the plot. CC.1.3.2.D, CC.1.3.2.E, CC.1.3.2.K
Use illustrations and text to compare and contrast story elements.	Use both illustrations and text, whether in print or digital form, to show understanding of characters, setting, or plot. Compare multiple versions of the same story from different authors or cultures. CC.1.3.2.G & CC.1.3.2.H, CC.1.3.2.K
Vocabulary Acquisition and Use	
Descriptor	*Explanation*
Reads, writes and/or uses grade appropriate words and phrases.	Utilize words and phrases learned from conversations, reading, and discussions, including those that indicate connections and relationships between them. Determine or clarify the meanings of unfamiliar or ambiguous words and phrases based on the reading material's grade level and content. Explain how words and phrases contribute to the rhythm and meaning in a story, poem, or song. Clarify the meanings of unknown or ambiguous words and phrases based on grade-level reading and content. CC.1.2.2.J, CC.1.2.2.K, CC.1.3.2.I, CC.1.3.2.J, CC.1.2.2.F, CC.1.3.2.F

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Writing	
Descriptor	*Explanation*
Writes a well-structured informative, narrative, or opinion paragraph.	Write clear, concise explanatory texts to explore a topic. Start by introducing the topic, then provide facts and definitions to develop it. Organize information logically and end with a concluding statement. Write opinion pieces on familiar topics. State your opinion clearly, support it with reasons that include relevant details, and organize them logically. Conclude with a summary statement. Use diverse language to engage the audience. Write narratives to depict real or imagined experiences. Set the scene, introduce characters, and convey their thoughts and feelings. Organize events in a sequence using temporal words and provide closure. Use impactful language. With help from adults and peers, improve writing by revising and editing on a chosen topic. Use digital tools to write and collaborate with others. Engage in research and writing projects alone or with others. Remember or gather information from different sources to answer questions. 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. CC.1.4.2.A , CC.1.4.2.B, CC.1.4.2.C, CC.1.4.2.D, CC.1.4.2.E, CC.1.4.2.G, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.J, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.Q
Demonstrates grade-appropriate conventions for grammar, capitalization, punctuation and spelling.	Use effective language. Show proficiency in standard English grammar, usage, capitalization, punctuation, and spelling. Use commas and apostrophes correctly, capitalize proper nouns, and spell words using common patterns. Refer to resources as needed. CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R

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Mathematics	
Operations and Algebraic Thinking	
Descriptor	*Explanation*
Solve addition and subtraction problems within 100.	Use addition and subtraction within 100 to solve 1 and 2 step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Understand subtraction as an unknown addend problem. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. Add and subtract within 20 using various strategies. (e.g., counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums) CC.2.2.2.A.1
Use mental math to solve addition and subtraction problems within 20.	Fluently add and subtract within 20 using mental strategies. Explain the meaning of a problem and look for ways to solve it. CC.2.2.2.A.2
Use equal groups (arrays) to gain foundation for multiplication.	Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends. Understand multiplication as repeated addition and arrays. Use concrete objects and pictures to help solve problems. CC.2.2.2.A.3
Numbers and Operations	
Descriptor	*Explanation*
Read, write, and skip count to 1,000.	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. CC.2.1.2.B.2
Use place value to represent tens and ones and to compare two three digit numbers.	Compare two 3-digit numbers based on meanings of the hundreds, tens, and ones digits, using the symbols >, =, < to record the results. CC.2.1.2.B.1

Use place value concepts to add and subtract within 1,000.	Add and subtract within 1,000 (understanding that in adding or subtracting 3-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). Explain why addition and subtraction strategies work, using place-value and the properties of operations. Mentally add 10 or 100 to a given number from 100–900, and mentally subtract 10 or 100 from a given number from 100–900. CC.2.1.2.B.3
Measurement and Data	
Descriptor	*Explanation*
Estimate and measure length using standard units and appropriate tools.	Measure the length of an object by selecting and using appropriate tools. (e.g., rulers, yardsticks, meter sticks, measuring tapes) Measure the same length with different sized units and note the measurement made with the smaller unit is more than the measurement made with the larger unit and vice versa. Estimate lengths using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. CC.2.4.2.A.1
Tell time to five minutes on analog and digital clocks.	Tell and write time from analog and digital clocks to the nearest five minutes. CC.2.4.2.A.2
Extend concepts of addition and subtraction to problems involving length.	Measure the length of an object by selecting and using appropriate tools. (e.g., rulers, yardsticks, meter sticks, measuring tapes) Estimate lengths using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. CC.2.4.2.A.6
Make change using coins/paper currency with appropriate symbols.	Solve problems and make change using coins (quarters, dimes, nickels, pennies) and paper currency (dollar bills) with appropriate symbols ($ and ¢). CC.2.4.2.A.3
Represent and interpret data using graphs.	Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take apart, and compare problems. CC.2.4.2.A.4

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Geometry	
Descriptor	*Explanation*
Analyze and draw 2 dimensional or 3 dimensional shapes and attributes.	Analyze and draw 2 dimensional or 3 dimensional shapes and attributes. Recognize and draw shapes having specified attributes, identify triangles, quadrilaterals, pentagons, hexagons, and three-dimensional shapes. CC.2.3.2.A.1
Use fractions to partition shapes into halves, thirds and quarters.	Partition circles and rectangles into two, three, or four equal shares. Match the fraction to the corresponding model. (e.g., concrete and/or pictorially) Represent a given fraction using drawings or concrete materials. CC2.3.2.A.2