

Fullerton School District

Report Card Parent Guide

Second Grade

With the change to the California Common Core State Standards in English language arts and mathematics, the FSD report card in grades K - 6 have been revised to align to the new State Standards.

Please use this document as a reference when reviewing your child’s report card. This parent guide includes “I Can” statements that present the English Language Arts and Mathematics standards in a more user-friendly format.

READING: LITERATURE	READING: INFORMATIONAL TEXT
“I Can”...	“I Can”...
<p><u>Key Ideas & Details:</u></p> <ul style="list-style-type: none"> ask and answer questions about important details in nonfiction books. tell the main topic and important details in nonfiction books. tell how people, events or ideas are connected in nonfiction books. 	<p><u>Key Ideas & Details:</u></p> <ul style="list-style-type: none"> ask and answer who, what, where, when, why and how questions to show that I understand nonfiction. tell the main idea of a piece of nonfiction, including the focus of important paragraphs. make connections between different events in history, different science ideas, and different steps in a set of directions.
<p><u>Craft & Structure:</u></p> <ul style="list-style-type: none"> tell how words in stories, poems, or songs can give them rhythm and help people understand them better. describe how a story is written including the important parts of a beginning and an ending. show that I know the characters in a story by telling about them or by using different character voices when I read aloud. 	<p><u>Craft & Structure:</u></p> <ul style="list-style-type: none"> figure out the meanings of words when I am studying a second grade topic. understand and use all the helpful parts of nonfiction books to find important facts and details quickly. tell the author's main purpose in nonfiction writing.
<p><u>Integration of Knowledge & Ideas:</u></p> <ul style="list-style-type: none"> use what I learn from pictures and words to show that I understand the characters, setting and events of a story. tell how two or more tellings of a story can be the same and different. 	<p><u>Integration of Knowledge & Ideas:</u></p> <ul style="list-style-type: none"> use diagrams and pictures to help me understand nonfiction. describe how reasons support the points that an author is trying to make. find things that are similar and different between two nonfiction books that are about the same topic.

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READING: FOUNDATIONAL SKILLS

“I Can”...

Phonics & Word Recognition:

- show what I have learned about letters and sounds by figuring out words.
 - read long and short vowels correctly in words.
 - spell and read vowel teams.
 - read longer words with long vowel sounds.
 - read words with prefixes and suffixes
 - find words that don't follow normal spelling rules, but are common.
 - read second grade words that aren't spelled the way they sound.

Fluency:

- read and understand books at my level well.
 - read and understand second grade books.
 - read second grade books aloud like a teacher would read them.
 - stop when I am reading and fix words that I mess up or don't sound right.

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WRITING

“I Can” ...

Text Types & Purposes:

- write my opinion about a topic and give reasons for my thinking.
- write to teach about a topic by giving facts and definitions about the topic.
- write to tell an organized story with details about events, thoughts and feelings.

Production & Distribution of Writing:

- listen to others' ideas to revise and edit my writing and make it better.
- use a computer or tablet to publish my writing.

Research to Build & Present Knowledge:

- help my class explore books and write about what we learn. I can also work with friends to make and record notes about science experiments.
- use what I have learned to answer questions or I can find out the answers somewhere else.

SPEAKING & LISTENING

“I Can” ...

Comprehension & Collaboration:

- show that I know how to have good conversations with my friends and teachers.
 - listen, wait to take my turn and be respectful when I am having conversations.
 - make conversations better by making connections between others' comments.
 - ask questions during conversations to help me understand what is being shared.
- talk about the important ideas and details after I listen to someone read or speak.
- ask and answer questions about what a speaker says to help me understand the information better.

Presentation of Knowledge & Ideas:

- tell or share a story with important details to help others understand. I can also speak loudly, clearly and in complete sentences when I tell or share a story.
- make a recording of a story or poem.
- use drawings or other things like that to help people understand me better.

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LANGUAGE

“I Can”...

Conventions of Standard English:

- show that I know how to use words correctly when I write and speak.
 - use collective nouns (a group of people, a pride of lions).
 - make and use irregular plural nouns correctly. (feet, children, teeth, mice, fish)
 - use reflexive pronouns (himself, myself, ourselves).
 - make and use common regular verbs (sat, hid, told).
 - use adjectives and adverbs correctly.
 - make and use complete simple and compound sentences.
 - Need
- show that I know how to write sentences correctly.
 - use capital letters at the beginnings of holidays, product names and places on a map.
 - use commas in greetings and closings of letters.
 - use apostrophes to make contractions. I can use apostrophes to show possession.
 - use spelling patterns I have learned to write words.
 - use tools like a dictionary to check and correct my spelling.

Knowledge of Language:

- write, speak, read and listen by using what I know about the English language.
 - compare formal and informal ways that people speak English.

Vocabulary Acquisition & Use:

- figure out what words mean by using the strategies I know and by thinking about what I have read.
 - use context clues to help me understand new words.
 - use prefixes that I know to help me understand new words.
 - use root words to help me understand new words.
 - use the meanings of the two smaller words in a compound word to make a prediction about what it means.
 - use glossaries, dictionaries or the internet to help me find the meanings of new words.
- figure out how words are related and how their meanings might be alike.
 - find real-life connections between words and the way they are used. (foods that are spicy or juicy)
 - tell the difference between similar verbs. (toss, throw, hurl)
 - tell the difference between similar adjectives. (thin, slender, skinny, scrawny)
- use the new words I learn in different ways to show that I know what they mean.

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MATHEMATICS

“I Can”...

Operations & Algebraic Thinking:

- use strategies to solve addition and subtraction word problems. (within 100)
- add and subtract any numbers from 0 to 20 in my mind.
- group objects to tell if a number is odd or even. I can write a number sentence to show how adding two of the same number will equal an even number.
- use addition to help me figure out how many objects are in an array. I can write a number sentence to show the total number of objects are in an array.

Number & Operations in Base Ten:

- understand and use hundreds, tens and ones.
 - show that I understand that a bundle of ten "tens" is called a "hundred".
 - show that I understand the numbers I use when I count by hundreds, have a certain number of hundreds, 0 tens and 0 ones.
- count to 1,000 by 1s, 5s, 10s and 100s.
- read and write numbers to 1,000 in different ways.
- compare three-digit numbers using $<$, $=$, and $>$ because I understand hundreds, tens and ones.
- add and subtract two-digit numbers.
- add up to four 2-digit numbers.
- use strategies to add numbers within 1000 and know when to regroup. I can use strategies to subtract numbers within 1000 and know when to borrow.
- add and subtract 10 or 100 to any number from 100 to 900 in my head.
- explain why adding and subtracting strategies work using what I know about place value.

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MATHEMATICS

“I Can”...

Measurement & Data:

- use different tools to measure objects.
- use two different units to measure the same object and tell how the measurements compare.
- estimate the lengths of objects using inches, feet, centimeters and meters.
- tell the difference in the lengths of two different objects.
- use addition and subtraction to solve measurement problems.
- make and use a number line.
- tell time to five minutes. I can use a.m. and p.m. in the right ways.
- count money to help me solve word problems.
- make a table to organize information about measurement. I can show measurements with a line plot.
- draw a picture graph and a bar graph to share number information. I can draw a bar graph to share number information. I can solve problems using information from a bar graph.

Geometry:

- name and draw shapes. (I know triangles, quadrilaterals, pentagons, hexagons and cubes.)
- find the area of a rectangle by breaking it into equal sized squares.
- divide shapes into equal parts and describe the parts with words like halves or thirds. I can understand that equal parts of a shape may look different depending on how I divide the shape.