

Common Core State Standards for YCJUSD Elementary Report Card – Second Grade

Expectations change from one grading period to the next, as students progress toward the end of grade-level expectations. Therefore, with standards based grading, a student may meet the grade-level expectations during the first grading period but, as the expectations increase, the student may not demonstrate the same level of proficiency during the next grading period. (A student might receive a “3” in the first grading period and then receive a “2” in the second grading period.)

Foundational Skills	Reading	Writing
<ul style="list-style-type: none"> • Applies phonics and word analysis skills to decode words • Reads text orally with accuracy, fluency and expression and self corrects using cues • Uses context and rereads to self-correct as necessary 	<p>Reading Literature</p> <ul style="list-style-type: none"> • Asks and answers questions about key details and unknown words • Recounts stories from diverse cultures and determines the central message • Analyzes characters by describing their point of view, response to challenges, and intent • Compares and contrasts two or more versions of the same story <p>Reading Informational Text</p> <ul style="list-style-type: none"> • Asks and answers questions about main idea, key details, and content vocabulary • Describes the author’s purpose using supporting details from text and images • Compares and contrasts points presented by two texts on the same topic 	<ul style="list-style-type: none"> • Writes focused responses to text based questions • Writes about a topic, using facts, details, and definitions and provides concluding statement • Focuses on a topic and strengthens writing by revising and editing • Recalls information from experience or text based sources to answer a question
		<p style="text-align: center;">Language</p> <ul style="list-style-type: none"> • Uses knowledge of standard English grammar and conventions when speaking and writing • Determines or clarifies the meaning of unknown and multi-meaning words and phrases • Uses standard English capitalization, punctuation, spelling when writing
Math	Speaking and Listening	Grading Scale Descriptors
<ul style="list-style-type: none"> • Represents and solves one and two step addition and subtraction word problems within 100 • Adds and subtracts within 20 using mental strategies • Uses addition to find the total number of objects arranged in rectangular arrays • Understands place value of hundreds, tens, ones and compares two 3 digit numbers • Skip counts by 5s, 10s, 100s up to 1000 • Uses place value and properties of operations to add and subtract • Measures and estimates length of an object using appropriate tools • Uses addition and subtraction to solve word problems involving lengths by using drawings, equations, and symbols to represent the problem • Tells and writes time to the nearest 5 minutes, using a.m. and p.m. • Solves word problems involving money using \$ and ¢ symbols • Represents and interprets data using picture graph, bar graph and measurement tools • Recognizes and draws shapes having specific attributes (angles, faces) • Partitions rectangles into rows and columns of same size squares • Partitions circles and rectangles into two, three and four equal shares using the words halves, thirds and fourths • Explains mathematical procedures and reasoning both verbally and in writing 	<ul style="list-style-type: none"> • Participates in conversations with diverse partners applying appropriate rules for discussions • Asks and answers questions for clarification, comprehension and to deepen understanding • Tells a story or recounts an experience sequentially using appropriate facts and details • Describes key details from texts read aloud or through other media 	<p>4 =Student performance consistently demonstrates a thorough understanding and accurate, flexible application of the concepts, skills and processes taught in this reporting period. Student applies and extends key concepts, processes, and skills.</p> <p>3 =Student performance consistently demonstrates a competent understanding and accurate application of the concepts, skills and processes taught in this reporting period.</p> <p>2 =Student performance consistently demonstrates a partial understanding and application of the concepts, skills and processes taught in this reporting period.</p> <p>1 =Student performance consistently demonstrates minimal understanding and application of the concepts, skills and processes taught in this reporting period. Concepts and skills taught in this reporting period are not yet mastered.</p>

