



Cherry Brook Primary School
Progress Reports
Parent Guide
Grade 2

Last Revised: October, 2017

LANGUAGE ARTS

Reading Literature and Informational texts

Asks and answers questions about key details in a text

- Asks and answers questions using words such as who, what, where, when and how, about details in a story.
- Asks and answers questions about important details (what is explicitly stated and what the author does not explicitly state) when reading informational (non-fiction) books.
- Describes key ideas or details from a text read aloud or information presented orally or through other multi-media platforms.

Recounts stories and determines their central message or moral

- Retells familiar stories including fables (e.g., The Tortoise and the Hare) and folktales (e.g., Paul Bunyan) and understands the lesson or moral of the story.

Identifies the main topic of a multi-paragraph text

- Identifies the main topic of a multi-paragraph section when reading informational (non-fiction) books or magazines.

Describes how characters in a story respond to major events

- Describes how characters react to major events and problems in a story.

Describes the connection between a series of events or concepts

- Makes connections between two pieces of information when reading non-fiction pieces about history, science, or procedures (how-to books).

Describes how words and phrases supply rhythm and meaning

- Describe how the author used rhythm (e.g., short choppy sentences to build tension), alliteration (e.g., The balmy breeze briskly blew between the beach

umbrellas.), rhymes and repeated lines to create the meaning and the tone of the story, poem or song.

Uses text features and illustrations to contribute to understanding

- Understands and uses features of non-fiction books (e.g., captions, bold print, glossaries, index) to find information in the book.
- Understands how pictures and words can be used to describe characters, places and events.
- Uses pictures and diagrams in a non-fiction book to understand and describe the main ideas.

Acknowledges differences in the points of view of characters

- Understands that different characters have different opinions and uses different voices for characters when reading out loud.

Identifies the author's main purpose of a text

- Identifies the purpose of a non-fiction piece including what the author wants to answer, explain or describe.

Describes how reasons support specific points the author makes

- Tells why an author gives reasons to support the information in a non-fiction piece.

Compares and contrasts information between texts

- Identifies similarities and differences between two books that tell the same story (e.g., The Three Little Pigs).
- Identifies similarities and differences between the most important parts of two pieces of non-fiction on the same topic.

Reading Foundation Skills

Knows and applies phonics and word analysis skills

- Correctly reads words with long and short vowel sounds in one syllable words (e.g., bake = long vowel, back = short vowel, slime = long vowel, slim = short vowel).
- Understands that two vowels in the middle of a word represents the long sound and correctly reads words with these patterns (e.g., bait, stream, soil).
- Reads two syllable words containing long vowel sounds (e.g., tiger, open, basement).
- Reads words containing common beginning and ending parts (e.g., refill, retake, refine, darkness, goodness, illness).
- Reads words with inconsistent but common spelling patterns (e.g., bread, great, bead, lead, read).

Reading Assessment Scores – Please note that the numbers being reported are actual scores. They are not based on our rubric scoring.

DRA Level

- Direct Reading Assessment: Grade 2 expectations are level 20 in the fall, level 24 in January and level 28 by the end of the year.

Writing

Composes a written piece with sequence, details and closure.

- Composes an opinion piece stating an opinion and providing closure. Writes and publishes an opinion piece that introduces the topic, states an opinion, gives reasons for the opinion, uses words (i.e. because, and, also) to connect opinions and reasons, and has a conclusion.
- Writes informational texts and provides a concluding statement. Writes and publishes an informational piece that introduces the topic, uses facts and definitions to expand on the topic, and has a conclusion.
- Writes a sequential narrative with details and closure. Writes and publishes a story that tells several events in order, contains details to describe actions, thoughts and feelings, uses words (i.e. first, then, next) to describe the order of events, and has some closure.

Revises writing based on feedback

- With guidance from teachers, and suggestions from classmates, focuses on topic and adds details when revising and editing.

Speaking and Listening

Participates in collaborative conversations

- Participates in conversations and discussions with classmates and teachers about grade-level topics and books.

Asks and answers questions for clarification, more information

- Asks and answers questions to improve understanding, get more information, or learn more about a topic or issue.

Tells a story or recounts an experience with appropriate facts and details

- Speaks audibly and expresses thoughts, feelings, and ideas clearly when telling a story or telling about an experience.
- Produces complete sentences to provide requested detail or clarification.

Language

Shows command of English grammar when writing or speaking

- Understands and uses the rules of English grammar in writing and speaking.
- Uses words to identify groups (pack of wolves, school of fish).
- Uses plural words that are not formed by adding –s (foot/feet, tooth/teeth, mouse/mice, deer/deer).
- Uses pronouns such as myself, himself, and themselves.
- Uses past tense action words that are not formed by adding –ed (sit/sat, run/ran).
- Uses words to better describe an object or action (tall, wide, heavy, slowly, quietly, carefully).
- Produces, expands and rewords sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

- Uses adjectives and adverbs learned through conversations, reading, being read to, and responding to texts to describe (e.g., When other kids are happy that makes me happy).

Uses capitalization, punctuation, and spelling when writing

- Understands and uses the rules of English writing that are appropriate for a 2nd grade student.
- Uses capital letters for the names of holidays (Thanksgiving), products (Crest toothpaste), and names on a map (Unites States, Canton).
- Uses commas when writing letters (e.g., Dear Mother, Sincerely Yours,).
- Uses apostrophes (can't, I'm, Bob's shoe, the girl's coat).
- Understands taught spelling patterns and rules and uses them when writing words (e.g., knows to use 'oy' at the end of a word as in boy, and 'oi' in the middle of a word as in boil).
- Uses student dictionaries to check and correct spelling.

Determines the meaning of unknown / multiple-meaning words

- Figures out unknown words by looking at the words around it, recognizing a part of the word that is familiar, or by using glossaries or dictionaries.
- Uses prefixes to figure out the meaning of a new word (e.g., happy/unhappy, tell/retell).
- Uses the root word to figure out the meaning of a word (add, addition, additional).
- Uses knowledge of words to figure out the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
- Makes connections between new words and real-life situations (e.g., describes foods that are spicy or juicy).
- Understands slight differences in the meaning of similar action words (e.g., toss, throw, hurl) and similar describing words (e.g. thin, slender, skinny, scrawny).
- Determines meaning of multiple-meaning words such as: bat (an animal or baseball bat), duck (an animal or moving to avoid being hit).

MATHEMATICS

Operations and Algebraic Thinking

Solves addition and subtraction word problems within 100

- Solves addition and subtraction 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.
- Benchmarks:
 - 1st Trimester: Solves addition and subtraction story problems to 20.
 - 2nd Trimester: Solves 1- and 2- step addition and subtraction story problems to 100.
 - 3rd Trimester: Solves 2-step addition and subtraction story problems to 100.

Fluently adds and subtracts within 20

- Fluently adds and subtracts within 20 using mental strategies.
- Recalls facts within three seconds.
- By end of Grade 2, knows from memory all sums of two one-digit numbers.
- Benchmarks:
 - 1st Trimester: Add and subtract to 20 using mental strategies.
 - 2nd Trimester: Demonstrates fluency with addition facts to 20.
 - 3rd Trimester: Adds and subtracts to 20; knows addition facts to 20 from memory.

Adds to find the number of objects arranged in arrays

- Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.
- Writes an equation to express the total as a sum of equal addends. For example: $4 + 4 + 4 = 12$.
- Benchmarks:
 - 1st Trimester: Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.
 - 2nd Trimester: Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.
 - 3rd Trimester: Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.

Number and Operations in Base Ten

Understands a three-digit number represent hundreds, tens, and ones

- For example: 706 equals 7 hundreds, 0 tens, and 6 ones.
- Benchmarks:
 - 1st Trimester: Understands that the digits of a 3-digit represents amounts of hundreds, tens and ones.
 - 2nd Trimester: Understands that the digits of a 3-digit represents amounts of hundreds, tens and ones.
 - 3rd Trimester: Not assessed at this time.

Counts, reads and writes numbers to 1000

- For example: the number 173 can be written as one hundred seventy three, 173, one hundred 7 tens and 3 ones, $100+70+3$.
- Counts by 1, 5, 10, 100 etc.
- Benchmarks:
 - 1st Trimester: Reads and writes 3-digit numbers using numerals and expanded notation.
 - 2nd Trimester: Reads and writes 3-digit numbers using numerals, words and expanded notation; Skip counts by 5s, 10 and 100s within 1000.
 - 3rd Trimester: Reads and writes 3-digit numbers using numerals, words and expanded notation.

Compares two three-digit numbers

- For example: $405 > 319$.
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Uses symbols $>$, $=$, $<$ to compare two 3-digit numbers.
 - 3rd Trimester: Uses symbols $>$, $=$, $<$ to compare two 3-digit numbers.

Fluently adds and subtracts within 100

- Uses strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Benchmarks:
 - 1st Trimester: Adds 2-digit numbers.
 - 2nd Trimester: Adds and subtracts 2-digit numbers accurately and efficiently.
 - 3rd Trimester: Not assessed at this time.

Adds and subtracts within 1000, uses models or drawings

- Uses models or drawings, place value and properties of operations.
- Adds up to four two-digit numbers.
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Adds up to four two-digit numbers.
 - 3rd Trimester: Adds and subtracts 3-digit numbers using models, sketches and/or numbers and explains strategies for doing so.

Mentally adds or subtracts 10 or 100 to/from a given number

- For example: knows that 90 subtract 10 is 80.
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Mentally adds or subtracts 10 or 100 from numbers 100 - 900.
 - 3rd Trimester: Not assessed at this time.

Explains why addition and subtraction strategies work

- Shows thinking using place value and the properties of operations.
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Adds and subtracts 2-digits numbers accurately and efficiently and explains strategies for doing so.
 - 3rd Trimester: Not assessed at this time.

Measurement and Data

Measures objects using different length units

- Selects and uses appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- For example: measures in inches or feet and describes how the two measurements relate to the size of the unit chosen.
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Uses appropriate tools to measure length in inches and feet.
 - 3rd Trimester: Uses appropriate tools to measure length in centimeters and meters.

Estimates lengths using inches, feet, centimeters, and meters

- For example: estimate the length of a pencil in inches and centimeters. Estimate the height of the door in feet and meters.
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Estimate length using units of inches and feet.
 - 3rd Trimester: Estimate length using units of centimeters and meters.

Measures to determine how much longer one object is than another

- Describes the length difference in terms of a standard length unit (inch, centimeter).
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Measures to find out how much longer one object is than another in inches and feet.
 - 3rd Trimester: Measures to find out how much longer one object is than another in centimeters and meters.

Adds / subtracts within 100 to solve word problems involving lengths

- Uses drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- For example: 50 inches + ____ inches = 70 inches
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Solves word problems involving lengths that are given in the same units.
 - 3rd Trimester: Solves word problems involving lengths that are given in the same units.

Represents sums and differences within 100 on a number line

- Represents whole numbers as lengths on a number line
- Benchmarks:
 - 1st Trimester: Uses a number line to show and solve 2-digit addition problems.
 - 2nd Trimester: Uses a number line to show and solve 2-digit addition and subtraction problems
 - 3rd Trimester: Not assessed at this time.

Tells time to the nearest five minutes using analog and digital clocks

- For example: 5 o'clock and 5:00

- Uses AM and PM
- Benchmarks:
 - 1st Trimester: Tells and writes time to the nearest hour, half hour and quarter hour and identifies am and pm.
 - 2nd Trimester: Not assessed at this time.
 - 3rd Trimester: Tells and writes time to the nearest five minutes and identifies am and pm.

Solves word problems involving dollar bills and coins

- For example: if you have 2 dimes and 3 pennies, how many cents do you have?
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Solves money word problems involving dollar bills and all coins.
 - 3rd Trimester: Solves money word problems involving dollar bills and all coins and uses the cents and dollar signs correctly.

Generates data and creates a line plot, picture graph or bar graph

- Generates data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.
- Shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- For example: a picture graph has one stick figure equal to 5 students.
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Constructs and reads picture graphs and bar graphs and solves problems using the information in a graph.
 - 3rd Trimester: Measures lengths and displays the results on a line plot.

Geometry

Recognizes and draws shapes having specified attributes

- For example: recognizes an attribute such as a given number of angles or a given number of equal faces.
- Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Recognizes and draws 2- and 3-dimensional shapes, including triangles, quadrilaterals, pentagons, hexagons and cubes.

- 3rd Trimester: Not assessed at this time.

Partitions rectangles into rows and columns of the same size squares

- Finds the total number by counting the squares.
- Partitions circles/rectangles into equal shares and describes as $\frac{2}{2}$, $\frac{3}{3}$, $\frac{4}{4}$.
- Recognizes that equal shares of identical wholes need not have the same shape.
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Divides a rectangle into rows and columns of the same size squares and counts to find the total.
 - 3rd Trimester: Divides a rectangle into rows and columns of the same size squares and counts to find the total.

Partitions circles/rectangles into 2, 3, or 4 equal parts

- Divides circles and rectangles into 2, 3, and 4 equal parts and labels with halves, thirds, fourths and quarters
- Benchmarks:
 - 1st Trimester: Not assessed at this time.
 - 2nd Trimester: Divides circles and rectangles into 2, 3, and 4 equal parts and labels with halves, thirds, fourths and quarters.
 - 3rd Trimester: Divides circles and rectangles into 2, 3, and 4 equal parts and labels with halves, thirds, fourths and quarters.