

Student:
2nd Grade
Homeroom:

2009 - 2010

Principal:

Class : **READING 2ND GRADE**
Teacher:

Reading	T1
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Vocabulary	T1
Uses variety of decoding skills - vocabulary knowledge, picture clues, resource tools to identify unknown words/meanings	

Fluency	T1
Reads fluently with appropriate pace, phrasing, and rhythm in a variety of texts	

Comprehension	T1
Locates and discusses text features to understand information (title, charts, etc.)	
Makes and confirms logical predictions based on text	
Makes inferences and draws conclusions	
Identifies text structures (compare/contrast, cause/effect, sequence)	
Identifies story elements in narrative text (setting, characters, sequence of events, problem and solution, retelling)	
Summarizes: Identifies topic, main idea, supporting details in expository text	
Reads and identifies a variety of texts (narrative, expository, technical)	

Class : **WRITING 2ND GRADE**
Teacher:

Writing	T1
Uses the writing process to produce written work in all text types	
Writes in narrative style (diaries, biographies, plays, short stories)	
Writes in expository style (journal articles, informational articles, how-to, research summaries)	
Uses Six-Trait model: ideas and content, organization, voice, word choice, sentence fluency, conventions	
Writes legibly	

Class : **RESEARCH 2ND GRADE**
Teacher:

Research	T1
Uses multiple sources to find information	
Takes notes in key words or phrases	

Class : **MATH 2ND GRADE**
Teacher:

Mathematics	T1
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Number Sense and Computation	T1
Reads and writes numbers to 1000	
Uses place value to count, order, and compare numbers to 1000 (includes reading and writing numbers)	
Knows and uses addition and subtraction basic facts efficiently	
Explains and performs computations in a variety of situations	
Recognizes and uses money representations	
Recognizes and uses fractions	
Knows and uses problem solving strategies	
Learns and uses vocabulary related to math concepts	

Algebra, Patterns, and Functions	T1
Recognizes, extends and creates patterns (number, visual, word, etc.)	
Uses symbols to solve equations	
Finds values and determines the rule for function tables, input/output, and t-tables (+/-)	
Knows and uses problem solving strategies	
Learns and uses vocabulary related to math concepts	

Statistics, Data, and Probability	T1
Uses probability to make predictions	
Collects, organizes, displays, and interprets data	
Identifies most, least, and same values; identifies the mode (most frequent), range, and median (middle)	
Knows and uses problem solving strategies	
Learns and uses vocabulary related to math concepts	

Geometry and Measurement	T1
Recognizes and describes geometric shapes	
Uses both standard and nonstandard measurement tools and measurement strategies	
Recognizes, writes, and describes time measurement	
Recognizes and describes slide, turn, flip	
Knows and uses problem solving strategies	
Learns and uses vocabulary related to math concepts	

Class : **SCIENCE/HEALTH 2ND GRADE**
Teacher:

Science & Health	T1
Follows the steps in scientific inquiry to make observations and apply scientific process	
Uses tools and technology effectively	
Learns concepts related to science content and communicates using scientific vocabulary	
Collects data and makes decision based on findings	
Learns concepts related to health content and communicates using appropriate health vocabulary	
Understands effective strategies for personal safety and health	

Class : **SOCIAL STUDIES 2ND GRADE**
Teacher:

Social Studies	T1
Civics/Government: Describes need for rules/community helpers, knows American symbols, understands rights/responsibilities	
Economics: Identifies examples of producer, consumer, and goods and services	
Geography: Knows purposes of maps, globe, and location/direction	
Geography: Knows about the environment (fresh air, clean water, habitat)	
History: Identifies and describes famous Americans	
History: Kansas Unit: symbols, locations and capital, compares and contrasts early settlements	

Class : **SUCCESSFUL LEARNER BEHAVIOR 2**
Teacher:

Successful Learner Behaviors	T1
Shows acceptance of others and ideas	
Respects others (teachers, substitutes, paras, student teachers, peers, etc.)	
Actively listens	
Responds appropriately to feedback	
Uses materials purposefully and respectfully	

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Class : **SUCCESSFUL LEARNER BEHAVIOR 2**
Teacher:

(continued)

T* Targeted for growth in the standards/indicators, additional support provided (teacher, paraeducator, etc.)

Successful Learner Behaviors	
	T1
Follows directions	
Uses organizational strategies - organizes classroom materials/personal belongings	
Uses time efficiently and constructively	
Strives to produce quality work	
Completes tasks on time (classwork/homework)	
Manages transitions and changes in routine	
Exercises self-control	
Accepts responsibility for behavior	
Works quietly and stays on task	
Uses cooperation skills (whole group, small group, partners)	

Class : **ART 2ND GRADE**
Teacher:

Art	
	T1
Skill Development- Demonstrates and communicates understanding of art content	
Skill Development- Produces work that reflects care, effort, and thoroughness	
Successful Learner Behaviors- Uses time and materials appropriately	
Successful Learner Behaviors- Exercises self control and contributes to a positive working environment	

Class : **MUSIC 2ND GRADE**
Teacher:

Music	
	T1
Skill Development- Singing, alone and with others	
Skill Development- Playing instruments, alone and with others	
Skill Development- Reading and notating music	
Successful Learner Behaviors- Participates in class activities	
Successful Learner Behaviors- Demonstrates self-control	

Class : **PE 2ND GRADE**
Teacher:

Physical Education	
	T1
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
Participates regularly in physical activity	
Achieves and maintains a health-enhancing level of physical fitness.	
Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	

Grade Mark Legend	
E	Exhibits consistent strength in the standards/indicators
S	Successfully meets the standards/indicators
M	Making progress toward standards/indicators
T	Targeted for growth in the standards/indicators
I	Incomplete: Insufficient evidence
E*	Exhibits consistent strength in standards/indicators with additional support provided (teacher, paraeducator, etc.)
S*	Successfully meets the standards/indicators with additional support provided (teacher, paraeducator, etc.)
M*	Making progress toward standards/indicators with additional support provided (teacher, paraeducator, etc.)

FOR FURTHER EXPLANATIONS ON INDICATORS AND STANDARDS, PLEASE ACCESS WWW.USD497.ORG

Attendance	T1	Total
Excused	.5	.5
Unexcused	0	0
Tardy	0	0

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3

• Progress Report Clarifications •

Reading	
<i>Comprehension of Text and Literature</i>	
<i>Vocabulary</i>	
Uses variety of decoding skills-vocabulary knowledge, picture clues, resource tools to identify unknown words/meanings	determines meaning of unknown words or phrases using picture clues, context clues from sentences and paragraphs; identifies/uses synonyms, antonyms, and homophones to determine meaning; uses picture dictionary, dictionary, glossary to understand word meaning; determines meaning of words through knowledge of word structure (base words, compound nouns, contractions, inflectional ending)
<i>Fluency</i>	
Reads fluently with appropriate pace, phrasing, and rhythm in a variety of texts	reading fluently would include recognizing sight words: using knowledge of conventions, appropriate intonation, knowledge of sentence structure, adjusts rate to support comprehension
<i>Comprehension</i>	
Locates and discusses text features to understand information	titles, graphs, and charts; table of contents, bold faced type, italics, captions, glossary, index
Makes and confirms logical predictions based on text	uses pictures, content, and prior knowledge to make predictions, draws conclusions, makes inferences
Makes inferences and draws conclusions	QAR (Question Answer Relationship)
Reads and identifies a variety of texts (narrative, expository, technical)	recognizes the differences between narrative, expository, and technical texts; fiction, non-fiction, poetry, biographies, fairy tales, folk tales
Writing	
Uses the writing process to produce written work in all text types	writing process: planning, rough draft, revision, editing, publications; text types: narrative, expository, persuasive
Uses Six-Trait model: ideas and content, organization, voice, word choice, sentence fluency, conventions	develops one clear main idea with supporting details; practices writing by using personal experiences and/or observations; writes a piece with a beginning, middle, end; writes paragraph(s) about one idea; shares emotions/feelings about a topic; uses verbs, nouns and describing words; uses new words to make writing more interesting; writes complete sentences that are easy to read aloud; writes sentences with different beginnings; uses correct spacing, capitals at beginning of sentence, and correct end punctuation; uses correct subject/verb agreement and verb tenses; attempts paragraph divisions
Research	
Uses multiple sources to find information	locates with guidance appropriate information (print, non-print)
Takes notes in key words or phrases	expresses information in own words, gives credit to author, title, and web site

Mathematics	
Knows and uses problem solving strategies	knows and uses 4 step problem solving strategy (understand the problem, choose the strategy, use the strategy, look back); Basic problem solving strategies: act out the problem or use objects, make a picture or diagram, use or make a table, make an organized list, guess and check, use or look for a pattern, work backwards, use logical reasoning, make it simpler, brainstorm; knows TIMS lab procedure
<i>Number Sense and Computation</i>	
Reads and writes numbers to 1000	reads and writes in numerical form to 1000; writes word form to 100 and reads when presented in word form to 1000
Uses place value to count, order, and compare numbers to 1000 (including reading and writing numbers)	knows, explains, represents, compares and orders numbers to 1000; identifies and explains place value of various digits in whole numbers to 1000; uses place value to order numbers; uses symbols $>$, $<$, $=$ to compare numbers to 1000; identifies and uses ordinal positions to the twentieth position
Knows and uses addition and subtraction basic facts efficiently	identifies addition and subtraction fact families to 20; end of 1 st trimester-has fluency in +/-14; end of 2 nd trimester has fluency in +/- 16; end of year-has fluency in +/- 18-20; will do math fact timed test at 4.5 seconds a problem with 80% accuracy
Explains and performs computations in a variety of situations	adds 2 and 3 digit numbers with and without regrouping using a variety of tools; uses properties of whole number systems: associative ($(3+2)+4 = 3+(2+4)$), order property (commutative) $(2+3=3+2)$, additive identity $(4+0=4)$, and symmetric $(7=10-3$ is the same as $10-3 =7)$ properties
Recognizes and uses money representations	determines and writes value using decimal notation of a mixed group of coins using pennies, nickels, dimes, quarters, half-dollars; practice adding combination of bills to \$20; performs and explains addition and subtraction on monetary values through 99 using cent notation and concrete objects; checks reasonableness of answers
Recognizes and uses fractions	reads, writes, compares, orders fractions using symbols $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{8}$ using concrete objects
<i>Algebra, Patterns, and Functions</i>	
Recognizes, extends, and creates patterns (number, visual, word, etc.)	in various formats: numeric, visual, oral, written, kinesthetic, pictorial (whole numbers-increasing, decreasing such as 11, 22, 33...or 88, 78, 68; measurement- 1", 3", 5"; geometry, calendar; money and time such as 1:45, 1:30, 1:15... or \$5, \$10, \$15; nature- seasons, temperature or weather; number theory- odds and evens; skip count by 3's and 4's in addition to 2's, 5's, 10's; repeating patterns AAB, ABAB; growth patterns- 1, 1-2, 1-2-3; alternating patterns 5, 10, 20, 25, 35 (Rule: add 5 then 10)
Uses symbols to solve equations	whole numbers to 100; addition and subtraction problems; unknown addend (any number being added) or subtrahend (any number being subtracted), uses symbols (+, -, >, <, \neq , \$, =, ., , _:_); writes addition and subtraction equations to match a problem using whole numbers through 100
Finds values and determines the rule for function tables, input/output, and t-tables (+/-)	continue a T table which uses addition and subtraction and state the rule
<i>Geometry and Measurement</i>	
Recognizes and describes geometric shapes	recognizes, draws, describes, and compares circle, square, rectangle, triangle, ellipse (oval), recognized pattern blocks- square, triangle, rhombus, hexagon, parallelogram, trapezoid; demonstrates how plane figures can be combined or separated to make a new shape; recognizes geometric solids- cubes, cylinders, rectangular solids (prisms), cones, spheres; identify if shape has line of symmetry, recognizes different perspectives
Uses both standard and nonstandard measurement tools and measurement strategies	measures to nearest inch, foot, cm, or non-standard units; measures temperatures to nearest degree; measures volume to nearest cup, pint, quart, gallon; measures weight to nearest non-standard unit; select appropriate tools for measuring; uses estimation to check reasonableness of measurement; uses additional information to adjust original estimate, measures area in square centimeters
Recognizes, writes, and describes time measurement	writes month, day, year; tells time by nearest 5 minute intervals on both digital and analog clocks; names days of weeks, months of year, and seasons in correct order
Recognizes and describes slide, turns, flip	turn (rotation), flip (reflection), slide (translation), uses directional terms
<i>Statistics, Data and Probability</i>	
Uses probability to make predictions	list some possible outcomes for experiment or simple event; recognized any outcomes of event as possible, impossible, certain, likely, or unlikely
Collects, organizes, displays, and interprets data	TIMS lab model; uses data displays; graphs using concrete objects, pictographs, frequency table (tally marks); horizontal and vertical bar graphs; creates data tables and graphs from collected data; communicates and compares results
Identifies most, least, and same values; identifies the mode (most), range, and median (middle)	identify minimum (lowest), maximum (most) data value; identify mode, range, median (middle) result
Science & Health	
Follows the steps in scientific inquiry to make observations and apply the scientific process	observing is using one or more of the five senses to gather information. Science process skills include: observing, communicating, estimating, measuring, collecting data, classifying, inferring, predicting, and making models
Uses tools and technology effectively	any tool used to collect data including all equipment used in investigations (magnifying glass, ruler, thermometer, calculator, computer)
Social Studies	
History: Identifies and describes famous Americans	retells stories of explorers, inventors, scientists; knows the importance of US political leaders (Washington, Jefferson, Lincoln)
History: Kansas Unit: symbols, location and capital, compares and contrasts early settlements	symbols: sunflower, meadow lark, buffalo, box turtle, KS flag, cottonwood tree, honey bee, state motto, etc. Settlements: life conditions, housing, food sources, land use