

Teacher:

Student:

TEACHER COMMENTS: Semester One

TEACHER COMMENTS: Semester Two

Your child's independent reading level is: _____

Sept. ___ Jan. ___ June ___

Grade 2 reading level goals are:

Sept. J Jan. K/L June M

Your child's oral reading fluency (words per minute) is: ___ wpm ___

Sept. ___ wpm_ Jan. ___ wpm_ June ___

Grade 2 reading level goals are:

Sept. 79 Jan. 100 wpm June 117wpm

Progress Ratings

- 4 - Exceeding end of year grade level expectation
- 3 - Meeting end of year grade level expectation
- 2 - Making adequate progress towards end of year grade level
- 1 - Not making adequate progress towards end of year grade level
- X - Not Assessed this semester

Learner Qualities Scale

- O - Outstanding
- S - Satisfactory
- B - Basic
- N - Needs Improvement

Parent Connections

Research clearly indicates that a parents involvement in his/her child's education is a key determinant of the child's academic success. On behalf of your child, thank you for:

- *Participating in Parent/Teacher Conferences
- *Reading nightly with or to your child
- *Communicating in a timely manner
- *Reviewing assignments and homework nightly
- *Ensuring regular and on-time attendance

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Reading Standards for Literature		
	Semester One	Semester Two
Overall performance level in this area:	#DIV/0!	#DIV/0!
Overall effort in this area:		
Standards	Progress Rating	
Key Ideas and Details		
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.		
RL.2.3 Describe how characters in a story respond to major events or challenges.		
Craft and Structure		
RL.2.4 Describe how words and phrase (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
RL.2.6 Acknowledge differences in the points of view of Voice for each character when reading dialogue aloud.		
Integration of Knowledge and Ideas		
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
RL.2.8 (Not applicable to literature)	X	X
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	X	
Range of Reading and Level of Text Complexity		
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

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Reading Standards for Informational Text		
	Semester One	Semester Two
Overall performance level in this area:	#DIV/0!	#DIV/0!
Overall effort in this area:		
Standards	Progress Rating	
Key Ideas and Details		
RI.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.		
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
Craft and Structure		
RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.		
RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe.		
Integration of Knowledge and Ideas		
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		
RI.2.8 Describe how reasons support specific points the author makes in a text.		
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	X	
Range of Reading and Level of Text Complexity		
RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

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Reading Standards: Foundational Skills		
	Semester One	Semester Two
Overall performance level in this area:	#DIV/0!	#DIV/0!
Overall effort in this area:		
Standards	Progress Rating	
Phonics and Word Recognition		
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.		
Language Standards		
Standards	Progress Rating	
Overall performance level in this area:	#DIV/0!	#DIV/0!
Overall effort in this area:		
Conventions of Standard English		
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.2.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.		
Knowledge of Language		
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.		
Vocabulary Acquisition and Use		
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade two reading and content, choosing flexibly from an array of strategies.	X	
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.		
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When others kids are happy that makes me happy).		

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Writing Standards		
	Semester One	Semester Two
Overall performance level in this area:	#DIV/0!	#DIV/0!
Overall effort in this area:		
Standards	Progress Rating	
Text Types and Purposes		
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reason, and provide a concluding statement or section.	X	
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	X	
W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
Production and Distribution of Writing		
W.2.4 (Begins in Grade 3)	X	X
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	X	
Research to Build and Present Knowledge		
W.2.7 Participate in shared research and writing projects (e.g., explore a number of books on a single topic to produce a report; record science observations).		
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		
W.2.9 (Begins in Grade 4)	X	X
Ranges of Writing		
W.2.10 (Begins in Grade 3)	X	X

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Speaking and Listening Standards		
	Semester One	Semester Two
Overall performance level in this area:	#DIV/0!	#DIV/0!
Overall effort in this area:		
Standards	Progress Rating	
Comprehension and Collaboration		
SL.2.1 Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.		
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally through other media.		
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
Presentation of Knowledge and Ideas		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details speaking audibly in coherent sentences.		
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	X	
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Learner Qualities		
Listens attentively/maintains focus		
Organizes tasks and materials		
Manages time constructively		
Works collaboratively and cooperatively with peers		
Contributes to classroom discussions		
Classroom work is neat and organized		
Follows classroom and school rules		
Demonstrates respect for property, self, and others		
Demonstrates self-control		
Resolves conflict appropriately		
Accepts responsibility for own actions		
Completes homework on time		
Is kind and polite to others		
Attendance Record		
Absent - number of occasions		
Tardy - number of occasions		

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Numeracy Standards (continued on next page)		
	Semester One	Semester Two
Overall performance level in this area:	#DIV/0!	#DIV/0!
Overall effort in this area:		
Standards	Progress Rating	
Operations and Algebraic Thinking 2.OA		
2.OA.1. Use addition & subtraction within 100 to solve one- & two-step word problems involving situations of adding to, taking from, putting together, taking apart, & comparing with unknowns in all positions, e.g., by using drawings & equations with a symbol for the unknown number to represent the problem.		
2.OA.2. Fluently add & subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.		
2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	X	
2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows & up to 5 columns; write an equation to express the total as a sum of equal addends.	X	
Number and Operations in Base 10 1.NBT		
2.NBT.1. Underst& that the three digits of a three-digit number represent amounts of hundreds, tens, & ones; e.g., 706 equals 7 hundreds, 0 tens, & 6 ones.		
2.NBT.2. Count within 1000; skip-count by 5s, 10s, & 100s.		
2.NBT.3. Read & write numbers to 1000 using base-ten numerals, number names, & expanded form.		
2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, & ones digits, using >, =, & < symbols to record the results of comparisons.		
2.NBT.5. Fluently add & subtract within 100 using strategies based on place value, properties of operations, &/or the relationship between addition & subtraction.		
2.NBT.6. Add up to four two-digit numbers using strategies based on place value & properties of operations.		
2.NBT.7. Add & subtract within 1000, using concrete models or drawings & strategies based on place value, properties of operations, &/or the relationship between addition & subtraction; relate the strategy to a written method. Underst& that in adding or subtracting three-digit numbers, one adds or subtracts hundreds & hundreds, tens & tens, ones & ones; & sometimes it is necessary to compose or decompose tens or hundreds.		
2.NBT.8. Mentally add 10 or 100 to a given number 100–900, & mentally subtract 10 or 100 from a given number 100–900.		
2.NBT.9. Explain why addition & subtraction strategies work, using place value & the properties of operations.1		

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Numeracy Standards Continued		
Standards	Progress Rating	
Measurement and Data	2.MD	
2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		
2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		
2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.		
2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		
2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	X	
2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	X	
2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	X	
2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	X	
2.MD.10. 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 ¹ using information presented in a bar graph.	X	
Geometry	2.G	
2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	X	
2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	X	
2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	X	

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Science Standards		
	Semester One	Semester Two
Overall performance level in this area:	#DIV/0!	#DIV/0!
Overall effort in this area:		
Standards	Progress Rating	
Demonstrates an understanding of structure and function-survival requirements	X	
Demonstrates an understanding of reproduction	X	
Demonstrates an understanding of classification of organisms	X	
Demonstrates an understanding of energy flow in an ecosystem	X	
Demonstrates an understanding of food webs in an ecosystem	X	
Demonstrates an understanding of earth materials		
Demonstrates an understanding of processes and change over time within earth systems by identifying which materials are best for different uses.		
Demonstrates an understanding of processes and change over time within earth systems by conducting tests on how different soils retain water.		
Demonstrates an understanding of how the use of scientific tools helps to extend senses and gather data		
Demonstrates an understanding of properties of earth materials		
Demonstrates an understanding of conservation of matter		
Demonstrates an understanding of motion		

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Social Studies Standards		
	Semester One	Semester Two
Overall performance level in this area:	#DIV/0!	
Overall effort in this area:		
Standards	Progress Rating	
Civics and Government Strand	#DIV/0!	
Students demonstrate an understanding of origins, forms, and purposes of government by identifying rules and consequences for not following them in different settings and explaining why we need rules and who makes the rules, and evaluating the rules in different settings.		
Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by identifying authority figures who make, apply, and enforce rules and how these people help to meet the needs of the common good, and recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others.		
Students demonstrate an understanding of citizens' rights and responsibilities by exhibiting respect for self, parents, teachers, authority figures, and others.		
Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by demonstrating personal and group rights and responsibility, working cooperatively in a group, sharing responsibilities or individual roles within a group, and identifying feelings and situations that lead to conflict and describing ways people solve problems effectively.		
Students demonstrate their participation in political processes by experiencing a variety of forms of participation.		
Students demonstrate an understanding of the many ways people are interconnected by exploring and discussing ways we interact with others around the world.		
Students demonstrate an understanding of the benefits and challenges of an interconnected world by using a variety of print and non-print sources to explore other people and places.		
Historical Perspectives/Rhode Island History Strand		
Students interpret history as a series of connected events with multiple cause-effect relationships, by describing and organizing a sequence of various events in personal, classroom, or school life, and explaining how a sequence of events affected people in home, classroom, or school.		
Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by recognizing cultural differences and similarities between individuals, groups, or communities.		
Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by describing daily life for individuals in a cultural community, and identifying different cultures present in the local community.		
Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by describing how people with different perspectives view events in different ways.		
Economics Strand		
Students demonstrate an understanding that societies develop ways to deal with scarcity and abundance by identifying how goods/services are shared as a family.		
Students demonstrate an understanding of the interdependence created by economic decisions by identifying how the classroom community members exchange and consume resources, and recognizing the purposes of money and how it can be used.		