



VOLUNTOWN PUBLIC SCHOOLS

ELEMENTARY STANDARDS-BASED REPORT CARD PARENT GUIDELINES

FOR

SECOND GRADE

**ENGLISH LANGUAGE ARTS**

*	Trimester 1 Indicators (November)	Trimester 2 Indicators (March)	Trimester 3 Indicators (June)
	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><u>Text Types and Purposes:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writes opinion pieces in which they introduce the topic, state an opinion, supply reasons to support the opinion, and provide a concluding statement.</b> With support and models, writes opinion pieces in which they introduce the topic, state an opinion, supply reasons to support the opinion, and provide a concluding statement.</li> <li>• <b>Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.</b> Skill not assessed at this time.</li> <li>• <b>Writes narratives in which they recount a well-elaborated event including details, temporal words, and provide closure.</b> With support and models, writes narratives in which they recount a well-elaborated event including details, temporal words, and provide closure.</li> </ul>	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><u>Text Types and Purposes:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writes opinion pieces in which they introduce the topic, state an opinion, supply reasons to support the opinion, and provide a concluding statement.</b> With reduced support, writes opinion pieces in which they introduce the topic, state an opinion, supply reasons to support the opinion, and provide a concluding statement.</li> <li>• <b>Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.</b> With support and models, writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.</li> <li>• <b>Writes narratives in which they recount a well-elaborated event including details, temporal words, and provide closure.</b> With reduced support, writes narratives in which they recount a well-elaborated event including details, temporal words, and provide closure.</li> </ul>	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><u>Text Types and Purposes:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writes opinion pieces in which they introduce the topic, state an opinion, supply reasons to support the opinion, and provide a concluding statement.</b> Independently writes opinion pieces in which they introduce the topic, state an opinion, supply reasons to support the opinion, and provide a concluding statement.</li> <li>• <b>Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.</b> With reduced support, writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.</li> <li>• <b>Writes narratives in which they recount a well-elaborated event including details, temporal words, and provide closure.</b> Independently writes narratives in which they recount a well-elaborated event including details, temporal words, and provide closure.</li> </ul>

VES Standards-Based Report Card *Parent Guidelines* - Second Grade

<p><b><u>Production and Distribution of Writing:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strengthens writing by planning, revising, and editing.</b> With support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing.</li> </ul> <p style="text-align: center;"><b><u>LANGUAGE</u></b></p> <p><b><u>Conventions of Standard English:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Uses conventions of standard English grammar and usage when writing and speaking.</b> Demonstrates command of conventions of grammar usage taught this trimester.</li> <li>• <b>Uses conventions of standard English capitalization, punctuation, and spelling when writing.</b> With reminders, capitalizes beginnings of sentences and proper nouns (names). Uses end punctuation. Applies learned spelling patterns when writing words words. Spells high-frequency words and untaught words phonetically.</li> </ul>	<p><b><u>Production and Distribution of Writing:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strengthens writing by planning, revising, and editing.</b> With support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing.</li> </ul> <p style="text-align: center;"><b><u>LANGUAGE</u></b></p> <p><b><u>Conventions of Standard English:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Uses conventions of standard English grammar and usage when writing and speaking.</b> Demonstrates command of conventions of grammar usage taught this trimester.</li> <li>• <b>Uses conventions of standard English capitalization, punctuation, and spelling when writing.</b> With reminders, capitalizes holidays, product names and geographic names. Uses commas in greetings and closing of letters. Applies learned spelling patterns when writing words words. Consults reference materials, including beginning dictionaries, as needed, to check and correct spellings.</li> </ul>	<p><b><u>Production and Distribution of Writing:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Strengthens writing by planning, revising, and editing.</b> With support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing.</li> </ul> <p style="text-align: center;"><b><u>LANGUAGE</u></b></p> <p><b><u>Conventions of Standard English:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Uses conventions of standard English grammar and usage when writing and speaking.</b> Demonstrates command of conventions of grammar usage taught this trimester.</li> <li>• <b>Uses conventions of standard English capitalization, punctuation, and spelling when writing.</b> With reminders, uses an apostrophe to form contractions and frequently occurring possessives. Applies learned spelling patterns when writing words words. Consults reference materials, including beginning dictionaries, as needed, to check and correct spellings. Knows and applies spelling rules for adding suffixes.</li> </ul>
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VES Standards-Based Report Card *Parent Guidelines* - Second Grade

<b>READING</b>			
*	<b>Trimester 1 Indicators (November)</b>	<b>Trimester 2 Indicators (March)</b>	<b>Trimester 3 Indicators (June)</b>
	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>FOUNDATIONAL SKILLS</u></b></p> <p><b><u>Phonics and Word Recognition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Knows and applies grade-level phonics and word analysis skills.</b> Knows and applies grade-level spelling patterns taught in the first trimester. Generalizes learned spelling patterns when writing words. Knows and applies spelling rules for adding suffixes. Consults reference materials, including beginning dictionaries, as needed, to check and correct spellings.</li> <li>• <b>Recognizes and reads grade-appropriate sight words.</b> Master 90% of the Trimester 1 Sight Word List. Recognizes and reads grade appropriate high frequency words by sight.</li> </ul> <p><b><u>Fluency:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reads on-level text with purpose and understanding. Reads on-level text with accuracy, rate, and expression.</b> Reads texts at a reading level that is equivalent to a <b>DRA2 Level 18</b>. Reads with purpose and understanding. Reads on-level text orally with accuracy, appropriate rate and expression. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary. Cross</li> </ul>	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>FOUNDATIONAL SKILLS</u></b></p> <p><b><u>Phonics and Word Recognition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Knows and applies grade-level phonics and word analysis skills.</b> Knows and applies grade-level spelling patterns taught in the first trimester. Generalizes learned spelling patterns when writing words. Knows and applies spelling rules for adding suffixes. Consults reference materials, including beginning dictionaries, as needed, to check and correct spellings.</li> <li>• <b>Recognizes and reads grade-appropriate sight words.</b> Master 90% of the Trimester 2 Sight Word List. Recognizes and reads grade appropriate high frequency words by sight.</li> </ul> <p><b><u>Fluency:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reads on-level text with purpose and understanding. Reads on-level text with accuracy, rate, and expression.</b> Reads texts at a reading level that is equivalent to a <b>DRA2 Level 24</b>. Reads with purpose and understanding. Reads on-level text orally with accuracy, appropriate rate and expression. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary. Cross</li> </ul>	<p><b>Expected Performances:</b></p> <p style="text-align: center;"><b><u>FOUNDATIONAL SKILLS</u></b></p> <p><b><u>Phonics and Word Recognition:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Knows and applies grade-level phonics and word analysis skills.</b> Knows and applies grade-level spelling patterns taught in the first trimester. Generalizes learned spelling patterns when writing words. Knows and applies spelling rules for adding suffixes. Consults reference materials, including beginning dictionaries, as needed, to check and correct spellings.</li> <li>• <b>Recognizes and reads: grade-appropriate sight words.</b> Master 90% of the Trimester 3 Sight Word List. Recognizes and reads grade appropriate high frequency words by sight.</li> </ul> <p><b><u>Fluency:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reads on-level text with purpose and understanding. Reads on-level text with accuracy, rate, and expression.</b> Reads texts at a reading level that is equivalent to a <b>DRA2 Level 28</b>. Reads with purpose and understanding. Reads on-level text orally with accuracy, appropriate rate and expression. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary. Cross</li> </ul>

VES Standards-Based Report Card *Parent Guidelines* - Second Grade

<p>checks by asking, “Does this look right? Does this sound right? Does this make sense?”</p> <p style="text-align: center;"><b><u>LITERATURE</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Asks/answers questions to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</b> Asks and answers questions about what a speaker says in order to clarify comprehension.</li> <li>• <b>Recounts stories and determines the central message, lesson, or moral.</b> Recounts stories and asks questions (who, what, where, when, why and how) to understand key details in a text. Demonstrates, with support, an understanding of the central message or lesson in a read aloud or shared story.</li> <li>• <b>Describe how characters in a story respond to major events and challenges.</b> Identify characters in a story and determine how the character responds to challenges and major events. Determine how the character overcome obstacles.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Describe words and phrases of a story.</b> With support, describes how words and phrases</li> </ul>	<p>checks by asking, “Does this look right? Does this sound right? Does this make sense?”</p> <p style="text-align: center;"><b><u>LITERATURE</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Asks/answers questions to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</b> Asks and answers questions about what a speaker says in order to clarify comprehension</li> <li>• <b>Recounts stories and determines the central message, lesson, or moral.</b> Recounts stories and asks questions (who, what, where, when, why and how) to understand key details in a text. Determines the central message or lesson in a shared story, with more independence. Describes how characters in a story respond to major events and challenges.</li> <li>• <b>Describe how characters in a story respond to major events and challenges.</b> Identify characters in a story and determine how the character responds to challenges and major events. Determine how the character overcome obstacles which supports the central message.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Describe words and phrases of a story.</b> Describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply</li> </ul>	<p>checks by asking, “Does this look right? Does this sound right? Does this make sense?”</p> <p style="text-align: center;"><b><u>LITERATURE</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Asks/answers questions to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</b> Asks and answers questions about what a speaker says in order to clarify comprehension. Gathers additional information to deepen understanding of a topic or issue.</li> <li>• <b>Recounts stories and determines the central message, lesson, or moral.</b> Recounts stories and asks questions (who, what, where, when, why and how) to understand key details in a text. Independently reads and determines the central message, lesson, or moral in a selection. Describes how characters in a story respond to major events and challenges. Acknowledges differences in the points of view of characters.</li> <li>• <b>Describe how characters in a story respond to major events and challenges.</b> Identify characters in a story and determine how the character responds to challenges and major events. Determine how the character overcome obstacles which supports the central message.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Describe words and phrases of a story.</b> Independently and consistently describes how words and phrases (e.g., regular beats, alliteration,</li> </ul>
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VES Standards-Based Report Card *Parent Guidelines* - Second Grade

<p>(e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <ul style="list-style-type: none"> <li>• <b>Identify the structure of a story.</b> With support, describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• <b>Identify point of view.</b> With support, acknowledges differences in the points of view of characters.</li> </ul> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use information to demonstrate understanding of a story.</b> With support, uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>• <b>Compare/contrast two or more versions of the same story.</b> Compares and contrasts, with support, the adventures and experiences of characters in two or more versions of the same story.</li> </ul> <p style="text-align: center;"><b><u>INFORMATIONAL TEXT</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Asks/answers questions such as who, what, where, when, why, and how to demonstrate understanding of key details in informational</b></li> </ul>	<p>rhythm and meaning in a story, poem, or song.</p> <ul style="list-style-type: none"> <li>• <b>Identify the structure of a story.</b> Describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• <b>Identify point of view.</b> With support, acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use information to demonstrate understanding of a story.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>• <b>Compare/contrast two or more versions of the same story.</b> Compares and contrasts the adventures and experiences of characters in two or more versions of the same story.</li> </ul> <p style="text-align: center;"><b><u>INFORMATIONAL TEXT</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Asks/answers questions such as who, what, where, when, why, and how to demonstrate understanding of key details in informational text.</b></li> </ul>	<p>rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <ul style="list-style-type: none"> <li>• <b>Identify the structure of a story.</b> Independently reads and consistently describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• <b>Identify point of view.</b> Independently reads and consistently acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use information to demonstrate understanding of a story.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>• <b>Compare/contrast two or more versions of the same story.</b> Consistently compares and contrasts two or more versions of the same story from different cultures.</li> </ul> <p style="text-align: center;"><b><u>INFORMATIONAL TEXT</u></b></p> <p><b><u>Key Ideas and Details:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Asks/answers questions such as who, what, where, when, why, and how to demonstrate understanding of key details in informational text.</b></li> </ul>
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VES Standards-Based Report Card *Parent Guidelines* - Second Grade

<p><b>text.</b> Ask and answer questions, who, what, where, when, why, and how to demonstrate understanding of important details in an informational text.</p> <ul style="list-style-type: none"> <li>• <b>Identify the main topic and retell key details of a text.</b> With guided practice, identify the main topic and supporting key details of a text.</li> <li>• <b>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> Identify the connection between multiple concepts in a given context.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Determines the meaning of words and phrases in a text.</b> With support, uses context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>• <b>Uses text features and illustrations to identify main topic and locate key facts.</b> Recognizes headings, table of contents, illustrations, and glossaries as tools to locate key facts or information in a text. With support, answer questions about key details in a nonfiction text.</li> </ul> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Explain how images clarify a text.</b></li> </ul>	<p>Ask and answer questions, who, what, where, when, why, and how to demonstrate understanding of important details in an informational text.</p> <ul style="list-style-type: none"> <li>• <b>Identify the main topic and retell key details of a text.</b> Identify the main topic of a text With prompting and support, retell key details of a text. With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>• <b>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> Identify and explain the connection between multiple concepts in a given context.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Determines the meaning of words and phrases in a text.</b> Uses context to confirm or self-correct word recognition and understanding, rereading as necessary, with more consistency.</li> <li>• <b>Uses text features and illustrations to identify main topic and locate key facts.</b> Demonstrates an understanding of the use of headings, table of contents, illustrations, and glossaries to locate key facts or information in a text. Answer questions about key details in nonfiction text.</li> </ul> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Explain how images clarify a text.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and</li> </ul>	<p>Ask and answer questions, who, what, where, when, why, and how to demonstrate understanding of important details in an informational text.</p> <ul style="list-style-type: none"> <li>• <b>Identify the main topic and retell key details of a text.</b> Independently identify the main topic and retell key details of a text. Identify the reasons an author gives to support points in a text.</li> <li>• <b>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> Identify and explain in depth the connection between multiple concepts in a given context.</li> </ul> <p><b><u>Craft and Structure:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Determines the meaning of words and phrases in a text.</b> Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>• <b>Uses text features and illustrations to identify main topic and locate key facts.</b> Identifies the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text, and provides detailed support.</li> </ul> <p><b><u>Integration of Knowledge and Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Explain how images clarify a text.</b> Consistently and independently explain how specific images (e.g., a diagram showing how a</li> </ul>
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VES Standards-Based Report Card *Parent Guidelines* - Second Grade

<p>With support, explains how images contribute to and clarify a text.</p> <p><b>• Identify the reasons an author gives to support points in a text.</b> With support, identifies the main purpose of a text.</p> <p><b>• Compares and contrast two texts on the same topic.</b> Recognizes the most important points in a text with support.</p>	<p>clarify a text.</p> <p><b>• Identify the reasons an author gives to support points in a text.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>• Compares and contrast two texts on the same topic.</b> Compares the most important points in two texts on the same topic with more independence. Contrast the most important points in two texts on the same topic with support.</p>	<p>machine works) contribute to and clarify a text.</p> <p><b>• Identify the reasons an author gives to support points in a text.</b> Consistently and independently identifies the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>• Compares and contrast two texts on the same topic.</b> Compares and contrasts the most important points in two texts on the same topic.</p>
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**MATHEMATICS**

*	Trimester 1 Indicators (November)	Trimester 2 Indicators (March)	Trimester 3 Indicators (June)
	<p><b>Expected Performances:</b></p> <p><b><u>Operation and Algebraic Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use addition and subtraction within 100 to solve word problems.</b> Uses addition and subtraction strategies within 100 to solve word problems using objects, drawings and/or equations.</li> <li>• <b>Add and subtract within 20, demonstrating fluency.</b> 15 sums/differences within 20 in 90 seconds.</li> <li>• <b>Work with equal groups of objects to gain foundations for multiplication.</b> 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.</li> <li>• <b>Understand and apply properties of operations and the relationship between addition and subtraction.</b> Model and solve related facts using manipulatives. Determine if equations involving addition and subtraction are true or false using manipulatives to support thinking.</li> </ul>	<p><b>Expected Performances:</b></p> <p><b><u>Operation and Algebraic Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use addition and subtraction within 100 to solve word problems.</b> Uses addition and subtraction strategies within 100 to solve one or two step word problems using drawings and/or equations.</li> <li>• <b>Add and subtract within 20, demonstrating fluency.</b> 20 sums/differences within 20 in 90 seconds.</li> <li>• <b>Work with equal groups of objects to gain foundations for multiplication.</b> Use repeated addition to express the total as a sum of equal addends (2, 5 10).</li> <li>• <b>Understand and apply properties of operations and the relationship between addition and subtraction.</b> Use related facts to solve equations and develop fact families.</li> </ul>	<p><b>Expected Performances:</b></p> <p><b><u>Operation and Algebraic Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use addition and subtraction within 100 to solve word problems.</b> Accurately uses addition and subtraction strategies within 100 to solve one or two step word problems using drawings and equations.</li> <li>• <b>Add and subtract within 20, demonstrating fluency.</b> 30 sums/differences within 20 in 90 seconds 30 multiplication facts (2s, 5s, 10s) in 90 seconds.</li> <li>• <b>Work with equal groups of objects to gain foundations for multiplication.</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</li> <li>• <b>Understand and apply properties of operations and the relationship between addition and subtraction.</b> Use addition as a means of checking solutions to subtraction problems. Use subtraction as a means of checking solutions to addition problems.</li> </ul>

<p><b><u>Number and Operations in Base Ten:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Understand place value.</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. 100 can be thought of as a bundle of ten tens — called a "hundred."</li> <li>• <b>Uses place value to add and subtract within 100.</b> With support, adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b><u>Measurement and Data:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Measures and estimates length in standard units.</b> Skill not assessed at this time.</li> <li>• <b>Relates addition and subtraction to length.</b> Skill not assessed at this time.</li> <li>• <b>Tell and write time in 5-minute intervals.</b> Skill not assessed at this time.</li> <li>• <b>Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies.</b> Skill not assessed at this time.</li> </ul>	<p><b><u>Number and Operations in Base Ten:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Understand place value.</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>. Accurately write three-digit numbers in expanded form. Accurately read, write, count, and compare numbers up to 1000.</li> <li>• <b>Uses place value to add and subtract within 100.</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b><u>Measurement and Data:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Measures and estimates length in standard units.</b> Skill not assessed at this time.</li> <li>• <b>Relates addition and subtraction to length.</b> Skill not assessed at this time.</li> <li>• <b>Tell and write time in 5-minute intervals.</b> Skill not assessed at this time.</li> <li>• <b>Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies.</b> Skill not assessed at this time.</li> </ul>	<p><b><u>Number and Operations in Base Ten:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Understand place value.</b> Accurately read, write, count, and compare numbers up to 1000.</li> <li>• <b>Uses place value to add and subtract within 100.</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b><u>Measurement and Data:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Measures and estimates length in standard units.</b> Accurately measures, compares, and estimate lengths in customary and metric unit.</li> <li>• <b>Relates addition and subtraction to length.</b> Accurately solves addition and subtraction problems involving length.</li> <li>• <b>Tell and write time in 5-minute intervals.</b> Accurately reads and writes time in 5-minute intervals. Accurately solves problems involving elapsed time.</li> <li>• <b>Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies.</b> Counts / compares coins and bills, and solves word problems involving money.</li> </ul>
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VES Standards-Based Report Card *Parent Guidelines* - Second Grade

<p>• <b>Represent and interpret data.</b> Skill not assessed at this time.</p> <p><u>Geometry:</u></p> <p>• <b>Reason with shapes and their attributes.</b> Skill not assessed at this time.</p>	<p>• <b>Represent and interpret data.</b> Skill not assessed at this time.</p> <p><u>Geometry:</u></p> <p>• <b>Reason with shapes and their attributes.</b> Skill not assessed at this time.</p>	<p><b>Represent and interpret data.</b> Accurately collects and organizes data to make a tally chart, picture graph, bar graph or line plot. Accurately interprets data presented on a tally chart, picture graph, bar graph, or line plot.</p> <p><u>Geometry:</u></p> <p>• <b>Reason with shapes and their attributes.</b> Accurately partition shapes into two, three, and four equal parts and describe the parts using the words halves, thirds, fourths, and quarters.</p>
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