Language Arts	1	2	3	4
READING STANDARDS				
RL.2.1 RI.2.1 — Demonstrates understanding of key details in texts by asking and answering such questions as *who, what, when, where, why,* and *how.* ☐ cites evidence ☐ makes inferences				
RL.2.2 — Summarizes text and determines the central message, lesson, or moral.				
RI.2.2 RI.2.3 — Identifies the main topic of a text and understands the connections between ideas and concepts.				
RL.2.3 — Describes how characters in a story respond to major events and challenges.				
RL.2.4 RI.2.4 — Describes how words and phrases supply meaning in a story, poem, song, or informational text.				
RL.2.5 RI.2.5 — Describes overall structure of a story and uses various text features to locate key facts and/or information in a text efficiently.				
RL.2.6 — Acknowledges the differences in the point of view of characters.				
RI.2.6 — Identifies the main purpose of a text, including what the author wants to answer, explain, or describe.				
RL.2.7 RI.2.7 — Explains how images contribute to new understandings in print or digital texts.				
RI.2.8 — Describes how reasons support specific points the author makes in a text.				
RL.2.9 RI.2.9 — Compares and contrasts important points presented in two texts on the same topic.				
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.				
WRITING/LANGUAGE STANDARDS				
W.2.1 — Writes opinion pieces including reasons that support the opinion and a conclusion.				
W.2.2 — Writes informative/explanatory texts using facts/definitions to develop a point and a conclusion.				
W.2.7 — Participates in shared research and writing projects.				
W.2.3 — Writes narratives recounting a sequence of events, describing actions, thoughts, or feelings, and includes a conclusion.				
W.2.8 — Recall information from experiences or gather information from provided sources to answer a question.				
W.2.5 — With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				
L.2.1 — Demonstrates appropriate usage of English grammar when writing or speaking (e.g., nouns, verbs, adjectives, adverbs, simple/compound sentences).				
L.2.2 — Demonstrates command of conventions when writing (e.g., capitalization, punctuation, age appropriate spelling).				
L.2.4 L.2.5 L.2.6 — Determines or clarifies the meanings of words or phrases using an array of strategies.				
W.2.6 SL.2.6 — Begins to use various resources to communicate ideas.				
SPEAKING AND LISTENING STANDARDS				
SL.2.1 — Follows agreed upon rules for discussion.				
SL.2.3 — Asks and answers questions for clarification, information, or understanding.				
SL.2.2 SL.2.4 — Communicates and explains ideas clearly.				
SL.2.6 — Speaks in complete sentences when appropriate to task and situation.				

In order to achieve 70% end-of-year mastery, students must receive an M (mastery) in a minimum of 19 of the 27 language arts standards.

Mathematics

FIRST NINE WEEKS

2.OA.1	Use addition and subtraction within 100 to solve one-step word problems with the result unknown.	
2.OA.2	Fluently add within 10 using mental strategies - listed in 1.OA.6	
2.OA.3	Determine whether a group of objects is even or odd up to 10. Write equations to express even numbers.	
2.NBT.1a-b	Decompose numbers 100-500 into hundreds, tens, and ones.	
2.NBT.2	Count within 1,000.	
2.NBT.3	Read and write numbers to 500 using base-ten numerals, number names, and expanded form.	
2.NBT.4	Use symbols to compare two three-digit numbers within 500.	
2.NBT.5	Fluently add and subtract using strategies based on place value, the properties of operations, and the relationship between addition and subtraction within 20.	
2.NBT.9	Explain why addition and subtraction strategies work.	
2.MD.6	Represent whole numbers as lengths; represent whole-number sums and differences within 20 on a number line.	
2.MD.10	Construct picture and bar graphs using a single-unit scale with up to four categories. Solve simple put-together, take-apart, and compare problems using a picture or bar graph within 20.	
2.G.1	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	

SECOND NINE WEEKS

2.OA.1	Use addition and subtraction within 100 to solve one-step word problems with the unknown in any position.	
2.OA.2	Fluently add and subtract within 10 using mental strategies listed in 1.OA.6.	
2.OA.3	Determine whether a group of objects is even or odd up to 20. Write equations to express even numbers.	
2.NBT.1a-b	Decompose numbers 100-999 into hundreds, tens, and ones.	
2.NBT.2	Count within 1,000; Skip count by 5's, 10's, and 100's within 1,000.	
2.NBT.3	Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	
2.NBT.4	Use symbols to compare two three-digit numbers within 1,000.	
2.NBT.5	Fluently add and subtract using strategies based on place value, the properties of operations, and the relationship between addition and subtraction within 50.	
2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	
2.MD.6	Represent whole numbers as lengths; represent whole-number sums and differences within 50 on a number line.	
2.MD.7	Tell and write time from five-minute intervals and use the terms a.m. and p.m. appropriately.	
2.MD.8	Identify coins and their value, use the dollar and cent symbols appropriately, and show multiple combinations of coins or dollars for a given value (coins up to $1).	
2.MD.10	Construct picture and bar graphs using a single-unit scale with up to four categories. Solve simple put-together, take-apart, and compare problems using a picture or bar graph.	
2.G.1	Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	

THIRD NINE WEEKS

2.OA.1	Use addition and subtraction within 100 to solve one-step word problems with the unknown in any position. Use addition and subtraction within 100 to solve two-step word problems with the result unknown.	
2.OA.2	Fluently add within 20 using mental strategies listed in 1.OA.6.	
2.NBT.5	Fluently add and subtract using strategies based on place value, the properties of operations, and the relationship between addition and subtraction within 80.	
2.NBT.6	Use strategies to add up to four two-digit numbers.	
2.NBT.7	Add and subtract within 500 using concrete models, drawings, and various strategies.	
2.MD.1	Use appropriate tools to measure length.	
2.MD.2	Measure an object using two units of different lengths.	
2.MD.3	Estimate the length of objects.	
2.MD.4	Determine the difference in length between two objects. Express length difference in standard units.	
2.MD.5	Solve one-step word problems involving the same units of length, use drawings to solve addition and subtraction within 100 involving the same lengths, and solve equations with a symbol to represent the unknown in any position.	

Mathematics (Cont.)

THIRD NINE WEEKS (CONT.)

2.MD.6	Represent whole numbers as lengths and represent whole-number sums and differences within 80 on a number line.		
2.MD.8	Identify coins and their value, use the dollar and cent symbols appropriately, show multiple combinations of coins or dollars for a given value (coins up to $1), and solve word problems using either dollars or cents (up to $5.00).		

FOURTH NINE WEEKS

2.OA.1	Solve one- and two-step word problems with unknowns in all positions.		
2.OA.2	Fluently add and subtract within 20 using mental strategies listed in 1.OA.6.		
2.OA.4	Model equal groups with rectangular arrays, write an equation for a given array, and determine total number of objects in an array.		
2.NBT.5	Fluently add and subtract using strategies based on place value, the properties of operations, and the relationship between addition and subtraction within 100.		
2.NBT.7	Add and subtract within 1,000 using concrete models, drawings, and various strategies.		
2.MD.5	Solve one- and two-step word problems involving the same units of length, use drawings to solve addition and subtraction within 100 involving the same lengths, and solve equations with a symbol to represent the unknown in all positions.		
2.MD.6	Represent whole numbers as lengths; represent whole-number sums and differences within 100 on a number line.		
2.MD.9	Generate measurement data by measuring lengths of objects to the nearest whole unit and construct a line plot using the generated data.		
2.G.2	Partition a rectangle into rows and columns of same-sized squares.		
2.G.3	Describe the whole as two halves, three thirds, and four fourths. Partition identical wholes in multiple ways (circles and rectangles).		

In order to achieve 70% end-of-year mastery, students must receive an M (mastery) in a minimum of 18 of the 25 above shaded standards.

Social Studies, Science, and Work Habits will be scored as follows:
S = satisfactory   • N = needs improvement   • U = unsatisfactory

Social Studies and Science	1	2	3	4
Social Studies				
Science				
Work Habits	**1**	**2**	**3**	**4**
Respects the rights of others				
Responds promptly and willingly to directions				
Practices self-control				
Takes care of personal and classroom materials				
Works cooperatively with others				
Uses time effectively and efficiently				
Follows rules and/or expectations				
Works independently				

Teacher's Comments

First Nine Weeks	Second Nine Weeks
Third Nine Weeks	Fourth Nine Weeks

DeSoto County Schools
Second Grade Report Card
20_____ / 20_____ school year

School: _____

Student: _____

Teacher: _____

Attendance

	1	2	3	4
Days Absent				
Days Tardy				

All of the Language Arts and Math items will be scored as follows:

M = standard has been mastered	☐ = partial mastery of the standard
S = satisfactory growth of standard	
N = needs improvement	**Blank** = Your child is learning this standard, but it has not been formally assessed.
U = unsatisfactory growth of standard	

Independent Reading Levels

Kindergarten	First Grade	Second Grade
A B C D	D E F G H I J	J K L M N
Level C is the minimum exit requirement for Kindergarten.	Level I is the minimum exit requirement for First Grade.	Level M is the minimum exit requirement for Second Grade.

Independent Reading Level

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks