English-Language Arts

Grade 2 - VUSD Report Card Companion

**Reading Literature and Informational Text**

**Key Ideas and Details**
- I can ask/answer who, what, where, why, and how questions to show understanding of key details in a text.
- I can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
- I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- I can describe how characters in a story respond to major events and challenges.
- I can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Craft and Structure**
- I can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- I can determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
- I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- I can recognize and use various text features (e.g., captions, bold print, sub-headings, glossaries, index, electronic men-us, icons) to locate key facts or information in a text efficiently.
- I can acknowledge differences in points of view among characters, including by speaking in a different voice for each character when reading dialogue aloud.
- I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas**
- I can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- I can explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- I can describe how reasons support specific points the author makes in a text.
- I can compare and contrast two or more versions of the same story by different authors or from different cultures.
- I can compare and contrast the most important points presented by two texts on the same topic.

**Reading Foundational Skills**

**Phonics and Word Recognition**
- I know and can apply grade-level phonics and word analysis skills in decoding words both in isolation and in ...

**Fluency**
- I can read with sufficient accuracy and fluency to support comprehension.

**Writing**

**Text Types and Purposes**
- I can write opinion pieces with an introduction, a clearly stated opinion, reasons that support my opinion, linking words (e.g., because, and, also) that connect opinion and reasons, and a concluding statement or section.
- I can write informative/explanatory texts in which I introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- I can write narratives in which I recount a detailed event or short sequence of events, provide a description of actions, thoughts, and feelings, use words to signal event order, and provide a sense of closure.

**Production and Distribution of Writing**
- I can produce writing that is organized and appropriate to the task and purpose.
- I can focus on a topic and improve my writing as needed by revising and editing.
- I can use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**
- I can participate in shared research and writing projects.
- I can recall information from experiences or use information from provided resources to answer a question.

**Range of Writing (embedded in above three categories)**
- I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of specific tasks, purposes, and audiences.

**Mathematics Practice Standards**

1. I can make sense of problems and persevere in solving them.
2. I can reason abstractly and quantitatively.
3. I can construct viable arguments and critique the reasoning of others.
4. I can model with mathematics.
5. I can use appropriate tools strategically.
6. I can attend to precision.
7. I can look for and make use of structure.
8. I can look for and express regularity in repeated reasoning.

Math Standards continue on reverse page.

**Conventions of Standard English**
- I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language (embedded in above category)**
- I can use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Vocabulary Acquisition and Use**
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- I can demonstrate understanding of word relationships and nuances in word meanings.
- I can 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 other kids are happy that makes me happy).
### Grade 2 - VUSD Report Card Companion

#### Measurement and Data cont.
- I can compare the measurements by relating the measurements to the unit chosen.
- I can estimate lengths using inches, feet, centimeters, and meters.
- I can measure 2 objects and find the difference in measurement using standard units.

#### Relate addition and subtraction to length
- I can use addition and subtraction within 100 to solve word problems involving lengths given in the same units.
- I can create and use a number line to represent whole numbers.
- I can find sums and differences within 100 using a number line.

#### Work with time and money
- I can tell time to the nearest 5 minutes on an analog and digital clock.
- I can draw the hands of an analog clock for times to the nearest 5 minutes.
- I can write the correct time to the nearest 5 minutes.
- I can explain the difference between a.m. and p.m.
- I can correctly use the terms: half past, quarter to/after past, ___ minutes to/after past ___.
- I can identify the value of dollar bills, quarters, dimes, nickels, and pennies.
- I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.
- I can correctly use the $ and ¢ symbols.

#### Represent and interpret data
- I can measure several objects to the nearest whole number and record lengths on a line plot.
- I can make a bar or picture graph with up to 4 categories to represent data.
- I can use bar graphs to compare data and solve addition/subtraction problems using the data.

#### Geometry
- I can identify the attributes that define shapes (sides, faces, and angles for triangles, quadrilaterals, pentagons, hexagons, and cubes) and name the shapes by using those attributes.
- I can draw a shape when I am given the attributes.
- I can draw and count equal sized rows and columns in a rectangle.
- I can divide circles and rectangles into 2, 3, or 4 equal parts and describe them with words (halves, thirds, fourths).
- I can describe a whole by the number of equal parts (e.g. two halves make a whole).
- I can explain and show that halves, thirds, and fourths of an identical whole do not need to be the same shape (e.g. half of a rectangle can be shown horizontally or vertically).

#### Performance Task
- I can use multiple math strategies and a variety of mathematical skills to show understanding of math concepts and to solve a multi-step real-world problem. (See Standards for Math Practice on reverse)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Measurement and Algebraic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 OA 1</td>
<td>Represent and solve problems involving addition and subtraction</td>
</tr>
<tr>
<td>2 OA 2</td>
<td>Add and subtract within 20</td>
</tr>
<tr>
<td>2 OA 3</td>
<td>Work with equal groups of objects to gain foundations for multiplication</td>
</tr>
<tr>
<td>2 OA 4</td>
<td>Compare by comparing the measurements to different units</td>
</tr>
<tr>
<td>2 NBT 1</td>
<td>Numbers and Operations in Base Ten</td>
</tr>
<tr>
<td>2 NBT 2</td>
<td>Understand place value</td>
</tr>
<tr>
<td>2 NBT 3</td>
<td>I can decompose numbers by using place value understandings</td>
</tr>
<tr>
<td>2 NBT 4</td>
<td>Use place value understanding and properties of operations to add and subtract</td>
</tr>
<tr>
<td>2 NBT 5</td>
<td>I can measure the length of an object using an appropriate tool (ruler, yardstick, meter stick, measuring tape)</td>
</tr>
<tr>
<td>2 NBT 6</td>
<td>I can measure the length of an object with 2 different unit lengths.</td>
</tr>
<tr>
<td>2 NBT 7</td>
<td>2 MD 1 Measure and estimate lengths in standard units</td>
</tr>
<tr>
<td>2 NBT 8</td>
<td>2 MD 2</td>
</tr>
<tr>
<td>2 NBT 9</td>
<td>2 MD 3</td>
</tr>
<tr>
<td>2 MD 3</td>
<td>2 MD 4</td>
</tr>
<tr>
<td>2 MD 5</td>
<td>2 MD 6</td>
</tr>
<tr>
<td>2 MD 7</td>
<td>2 MD 8</td>
</tr>
<tr>
<td>2 MD 9</td>
<td>2 MD 10</td>
</tr>
<tr>
<td>2 G 1</td>
<td>Reason with shapes and their attributes</td>
</tr>
<tr>
<td>2 G 2</td>
<td>2 G 3</td>
</tr>
<tr>
<td>MP 1-8</td>
<td>Performance Task</td>
</tr>
</tbody>
</table>