

# Fullerton School District

## Report Card Parent Guide

### Second Grade

With the change to the California Common Core State Standards in English language arts and mathematics, the FSD report card in grades K - 6 have been revised to align to the new State Standards.

Please use this document as a reference when reviewing your child’s report card. This parent guide includes “I Can” statements that present the English Language Arts and Mathematics standards in a more user-friendly format.

READING: LITERATURE	READING: INFORMATIONAL TEXT
“I Can”...	“I Can”...
<p><b><u>Key Ideas &amp; Details:</u></b></p> <ul style="list-style-type: none"> <li>ask and answer questions about important details in nonfiction books.</li> <li>tell the main topic and important details in nonfiction books.</li> <li>tell how people, events or ideas are connected in nonfiction books.</li> </ul>	<p><b><u>Key Ideas &amp; Details:</u></b></p> <ul style="list-style-type: none"> <li>ask and answer who, what, where, when, why and how questions to show that I understand nonfiction.</li> <li>tell the main idea of a piece of nonfiction, including the focus of important paragraphs.</li> <li>make connections between different events in history, different science ideas, and different steps in a set of directions.</li> </ul>
<p><b><u>Craft &amp; Structure:</u></b></p> <ul style="list-style-type: none"> <li>tell how words in stories, poems, or songs can give them rhythm and help people understand them better.</li> <li>describe how a story is written including the important parts of a beginning and an ending.</li> <li>show that I know the characters in a story by telling about them or by using different character voices when I read aloud.</li> </ul>	<p><b><u>Craft &amp; Structure:</u></b></p> <ul style="list-style-type: none"> <li>figure out the meanings of words when I am studying a second grade topic.</li> <li>understand and use all the helpful parts of nonfiction books to find important facts and details quickly.</li> <li>tell the author's main purpose in nonfiction writing.</li> </ul>
<p><b><u>Integration of Knowledge &amp; Ideas:</u></b></p> <ul style="list-style-type: none"> <li>use what I learn from pictures and words to show that I understand the characters, setting and events of a story.</li> <li>tell how two or more tellings of a story can be the same and different.</li> </ul>	<p><b><u>Integration of Knowledge &amp; Ideas:</u></b></p> <ul style="list-style-type: none"> <li>use diagrams and pictures to help me understand nonfiction.</li> <li>describe how reasons support the points that an author is trying to make.</li> <li>find things that are similar and different between two nonfiction books that are about the same topic.</li> </ul>

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**READING: FOUNDATIONAL SKILLS**

**“I Can”...**

**Phonics & Word Recognition:**

- show what I have learned about letters and sounds by figuring out words.
  - read long and short vowels correctly in words.
  - spell and read vowel teams.
  - read longer words with long vowel sounds.
  - read words with prefixes and suffixes
  - find words that don't follow normal spelling rules, but are common.
  - read second grade words that aren't spelled the way they sound.

**Fluency:**

- read and understand books at my level well.
  - read and understand second grade books.
  - read second grade books aloud like a teacher would read them.
  - stop when I am reading and fix words that I mess up or don't sound right.

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**WRITING**

**“I Can” ...**

**Text Types & Purposes:**

- write my opinion about a topic and give reasons for my thinking.
- write to teach about a topic by giving facts and definitions about the topic.
- write to tell an organized story with details about events, thoughts and feelings.

**Production & Distribution of Writing:**

- listen to others' ideas to revise and edit my writing and make it better.
- use a computer or tablet to publish my writing.

**Research to Build & Present Knowledge:**

- help my class explore books and write about what we learn. I can also work with friends to make and record notes about science experiments.
- use what I have learned to answer questions or I can find out the answers somewhere else.

**SPEAKING & LISTENING**

**“I Can” ...**

**Comprehension & Collaboration:**

- show that I know how to have good conversations with my friends and teachers.
  - listen, wait to take my turn and be respectful when I am having conversations.
  - make conversations better by making connections between others' comments.
  - ask questions during conversations to help me understand what is being shared.
- talk about the important ideas and details after I listen to someone read or speak.
- ask and answer questions about what a speaker says to help me understand the information better.

**Presentation of Knowledge & Ideas:**

- tell or share a story with important details to help others understand. I can also speak loudly, clearly and in complete sentences when I tell or share a story.
- make a recording of a story or poem.
- use drawings or other things like that to help people understand me better.

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**LANGUAGE**

**“I Can”...**

**Conventions of Standard English:**

- show that I know how to use words correctly when I write and speak.
  - use collective nouns (a group of people, a pride of lions).
  - make and use irregular plural nouns correctly. (feet, children, teeth, mice, fish)
  - use reflexive pronouns (himself, myself, ourselves).
  - make and use common regular verbs (sat, hid, told).
  - use adjectives and adverbs correctly.
  - make and use complete simple and compound sentences.
  - Need
- show that I know how to write sentences correctly.
  - use capital letters at the beginnings of holidays, product names and places on a map.
  - use commas in greetings and closings of letters.
  - use apostrophes to make contractions. I can use apostrophes to show possession.
  - use spelling patterns I have learned to write words.
  - use tools like a dictionary to check and correct my spelling.

**Knowledge of Language:**

- write, speak, read and listen by using what I know about the English language.
  - compare formal and informal ways that people speak English.

**Vocabulary Acquisition & Use:**

- figure out what words mean by using the strategies I know and by thinking about what I have read.
  - use context clues to help me understand new words.
  - use prefixes that I know to help me understand new words.
  - use root words to help me understand new words.
  - use the meanings of the two smaller words in a compound word to make a prediction about what it means.
  - use glossaries, dictionaries or the internet to help me find the meanings of new words.
- figure out how words are related and how their meanings might be alike.
  - find real-life connections between words and the way they are used. (foods that are spicy or juicy)
  - tell the difference between similar verbs. (toss, throw, hurl)
  - tell the difference between similar adjectives. (thin, slender, skinny, scrawny)
- use the new words I learn in different ways to show that I know what they mean.

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**MATHEMATICS**

**“I Can”...**

**Operations & Algebraic Thinking:**

- use strategies to solve addition and subtraction word problems. (within 100)
- add and subtract any numbers from 0 to 20 in my mind.
- group objects to tell if a number is odd or even. I can write a number sentence to show how adding two of the same number will equal an even number.
- use addition to help me figure out how many objects are in an array. I can write a number sentence to show the total number of objects are in an array.

**Number & Operations in Base Ten:**

- understand and use hundreds, tens and ones.
  - show that I understand that a bundle of ten "tens" is called a "hundred".
  - show that I understand the numbers I use when I count by hundreds, have a certain number of hundreds, 0 tens and 0 ones.
- count to 1,000 by 1s, 5s, 10s and 100s.
- read and write numbers to 1,000 in different ways.
- compare three-digit numbers using  $<$ ,  $=$ , and  $>$  because I understand hundreds, tens and ones.
- add and subtract two-digit numbers.
- add up to four 2-digit numbers.
- use strategies to add numbers within 1000 and know when to regroup. I can use strategies to subtract numbers within 1000 and know when to borrow.
- add and subtract 10 or 100 to any number from 100 to 900 in my head.
- explain why adding and subtracting strategies work using what I know about place value.

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**MATHEMATICS**

**“I Can”...**

**Measurement & Data:**

- use different tools to measure objects.
- use two different units to measure the same object and tell how the measurements compare.
- estimate the lengths of objects using inches, feet, centimeters and meters.
- tell the difference in the lengths of two different objects.
- use addition and subtraction to solve measurement problems.
- make and use a number line.
- tell time to five minutes. I can use a.m. and p.m. in the right ways.
- count money to help me solve word problems.
- make a table to organize information about measurement. I can show measurements with a line plot.
- draw a picture graph and a bar graph to share number information. I can draw a bar graph to share number information. I can solve problems using information from a bar graph.

**Geometry:**

- name and draw shapes. (I know triangles, quadrilaterals, pentagons, hexagons and cubes.)
- find the area of a rectangle by breaking it into equal sized squares.
- divide shapes into equal parts and describe the parts with words like halves or thirds. I can understand that equal parts of a shape may look different depending on how I divide the shape.