



Want to learn more about
the CCSS?

Visit the Common Core State Standards website at

www.corestandards.org

There you can find:

- *The complete listing of the English Language Arts & Mathematics standards for each grade level.
- *Which 45 of the 50 states have adopted the CCSS
- *Resources



*A Parent
Guide to
Understanding
Common Core
State
Standards
Report Card*

**Grade
2**



English Language Arts

How do I use this booklet to help me understand my child's report card?

You may have noticed that our report card looks very different this year. The new elementary report card is a standards based report card. This booklet informs you on the new standards the state has adopted. This book has each standard listed, and then in smaller font next to it in *italics* you will find the condensed language we selected to use on the report card (RC) to capture the skills within each standard. Here is an example of what you will see on the report card and how to find those standards in this document.

The Report Card:

FOUNDATIONAL SKILLS				
	T 1	T 2	T 3	T 4
Demonstrates skills by applying phonics & word recognition				
Reads with sufficient accuracy/fluency in grade level text				

This Booklet:

Foundational Skills

Phonics and Word Recognition (*RC: Demonstrates skills by applying phonics & word recognition*)

- * Know and apply grade-level phonics and word analysis skills in decoding words by:
 - Distinguishing long and short vowels when reading spelled one-syllable words

For even more information and to view a more in depth parent guide with sample questions, please visit:

www.holmen.k12.wi.us

Departments tab-Instructional Services tab-Curriculum & Grading Information

Beginning in third grade your student will be taking the Smarter Balanced Assessment. This link provides you access to the kinds of questions your student will see on this assessment.

http://sbac.portal.airast.org/Practice_Test/default.html



A screenshot of the Smarter Balanced Assessment (SBA) interface. The top bar shows the user is 'GUEST, GUEST (State-SSID: GUEST -88545)' and is in 'G3 ELA (0 out of 24)' with 'Questions: 1-4'. The interface includes 'ZOOM IN' and 'ZOOM OUT' buttons, and 'SAVE', 'PAUSE', 'BACK', and 'NEXT' buttons. The main content area displays a reading passage titled 'The Ten-Thousand Stroke Chinese Character' by Diana C. Conway. The passage describes Little Liang's experience learning to write the Chinese character for 'one'. Below the passage are two parts of a question: 'Part A' asks 'What is the lesson of the passage?' with four multiple-choice options (A, B, C, D). 'Part B' asks 'Which sentence from the passage best supports your answer in part A?' with four multiple-choice options (A, B, C, D). The interface also shows a progress indicator for question 1.



How is my child being assessed in these standards?

During the 2012-2013 school year, classroom teachers from across the district met for several days to develop units of study that aligned to the Common Core State Standards. Upon completion of each unit, teachers created common summative assessments which will measure a student's understanding of the standards in the unit. Students will take these assessments at the end of each unit, and teachers will review student data to ensure that students are meeting the CCSS. Along with the data collected from the district common assessments, classroom observations, daily work, & other aligned measures are then all taken into consideration when reporting a grade on each anchor standard.

If you have more questions on the Common Core, please contact your child's teacher or the Instructional Services Department.

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When did Wisconsin adopt these standards?


In June, 2010, Wisconsin adopted the internationally benchmarked Common Core State Standards (CCSS) for Mathematics & English Language Arts. Wisconsin also adopted Standards for Literacy in All Subjects. These standards provide the framework for a new assessment system beginning in 2014-15.

Foundational Skills

Phonics and Word Recognition *(RC: Demonstrates skills by applying phonics & word recognition)*

- * Know and apply grade-level phonics and word analysis skills in decoding words by:
 - Distinguishing long and short vowels when reading regularly spelled one-syllable words
 - Knowing spelling-sound correspondences for additional common vowel teams
 - Decoding regularly spelled two-syllable words with long vowels.
 - Decoding words with common prefixes and suffixes
 - Identifying words with inconsistent but common spelling-sound correspondences
 - Recognizing and reading grade-appropriate irregularly spelled words

Fluency *(RC: Reads skills with sufficient accuracy/fluency in grade level text)*

- * Read with sufficient accuracy and fluency to support comprehension by:
 - Reading grade-level text with purpose and understanding
 - Reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings
 - Using context to confirm or self-correct word recognition and understanding, rereading as necessary
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Language continued

Reading Literature

Key Ideas & Details (RC: Reads literature using key ideas & details)

- * Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- * Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- * Describe how characters in a story respond to major events and challenges.

Craft & Structure (RC: Reads literature identifying craft & structure)

- * Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- * Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- * Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.


Integration of Knowledge & Ideas (RC: Reads literature integrating knowledge & ideas)

- * Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- * Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading & Level of Text Complexity (RC: Reads with sufficient accuracy/fluency in grade level text)

- * By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Vocabulary Acquisition and Use (RC: Acquires & uses grade appropriate vocabulary & phrases)

- * 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 by:
 - Using sentence-level context as a clue to the meaning of a word or phrase.
 - Determining the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - Using a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). Using knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
 - Using glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
 - * Demonstrating understanding of word relationships and nuances in word meanings by:
 - Identifying real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
 - * 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*).
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Language

Conventions of Standard English (RC: Demonstrates understanding of conventions of English grammar)

- * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking by:
 - Using collective nouns (e.g., *group*).
 - Forming and using frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - Using reflexive pronouns (e.g., *myself, ourselves*).
 - Forming and using the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - Using adjectives and adverbs, and choose between them depending on what is to be modified.
 - Producing, expanding, and rearranging complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by:
 - Capitalizing holidays, product names, and geographic names.
 - Using commas in greetings and closings of letters.
 - Using an apostrophe to form contractions and frequently occurring possessives.
 - Generalizing learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language (RC: Applies knowledge of language to understand how it functions)

- * Use knowledge of language and its conventions when writing, speaking, reading, or listening by:
 - Comparing formal and informal uses of English

Informational Text

Key Ideas & Details (RC: Reads informational text using key ideas & details)

- * Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- * Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- * Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.


Craft & Structure (RC: Reads informational text identifying craft & structure)

- * Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- * 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.
- * Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge & Ideas (RC: Reads informational text integrating knowledge & ideas)

- * Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- * Describe how reasons support specific points the author makes in a text.
- * Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading & Level of Text Complexity (RC: Reads with sufficient accuracy/fluency in grade level text)

- * By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Writing

Text Types & Purposes *RC: Uses text types for various purposes to compose a written piece)*

- * 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 reasons, and provide a concluding statement or section.
- * Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- * Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production & Distribution of Writing *(RC: Produces/shares multiple writings)*

- * With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- * With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build & Present Knowledge *(RC: Collects research to build/present knowledge via various writings)*

- * Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- * Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

Comprehension & Collaboration *(RC: Uses speaking/listening skills to comprehend & collaborate w/ others)*

- * Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups by:
 - Following agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - Building on others' talk in conversations by linking their comments to the remarks of others
 - Asking for clarification and further explanation as needed about the topics and texts under discussion.
- * -Recounting or describing key ideas or details from a text read aloud or information presented orally or through other media.
- 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 & Ideas *(RC: Uses speaking/listening skills to present knowledge & ideas)*

- * Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- * 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.
- * Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

