

**PARENT HANDBOOK
FOR THE
PROGRESS REPORT**

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SECOND GRADE

LAKESIDE UNION SCHOOL DISTRICT

What is the Progress Report?

The progress report is the tool Second grade teachers use to report student progress to parents. It is a listing of the benchmarks that second grade students will achieve as they grow and develop in the achievement of the Lakeside/California Standards for Academic Achievement.

A child's development occurs in four main areas – emotional, social, cognitive (science, social studies, language arts, and mathematics), and physical. It is important to value development in all four areas and not just one to ensure that the child reaches his/her full potential. The early years are essential in setting the foundation for future success in school and in life. A child's attitude toward his/her own abilities as a learner is formed during early school experiences. A child who knows success in all areas of his/her early school experiences will develop a positive attitude toward school and learning.

Second grade benchmarks are assessed three times during the year; December, March and June. Since each child develops in his/her own unique manner, it is a realistic expectation that different children will be in different places on a continuum at the same point in time.

How do I read the Progress Report?

The marking key in the upper left corner indicates the four levels of proficiency toward achieving the benchmarks being evaluated. Teachers will use developmentally appropriate benchmarks in December and March to evaluate a student in each cognitive, social, and physical area. Teachers will use the California State Standards to evaluate student progress in June. In this handbook we have indicated for parents the level three – “At Grade Level” expectation for December, March and June.

The / (slash) may be used for a specific area to which students have not yet been exposed. The slash / may also be used in an area where a student has met the standard in a previous report period. In this case the slash / indicates the learning for that area is completed and the student has moved to more sophisticated skills encompassed in another area.

The areas of Listening and Speaking, History/Social Sciences, Science, Fine Arts, Physical Education, and Work Habits are evaluated on student participation. In these areas the 4 = Consistently, 3 = Usually, 2 = Sometimes, 1 = Rarely.

Why is Lakeside Union School District using the Standards Progress Report?

The Second grade Standards Progress Report was developed in response to the California State Department of Education development of the State Standards for Achievement in the curriculum areas. The evaluation of student progress toward the achievement of the benchmark/standards gives parents what they need to know to help improve future learning opportunities, and be aware of the learning strengths and weaknesses of their child.

How do I use the Parent Handbook?

The Progress Report Parent Handbook is designed to provide parents with information on each of the items listed on the report. The items are listed in the same order as on the report. The December and March “at grade level” benchmarks and the June “at grade level” standards are listed for each area. For some items, further explanation of the benchmark or standard may be given. Because the best education for every student is provided when there is a parent/school partnership, suggestions are provided for ways parents can support their child’s learning at home for each area.

LANGUAGE ARTS

READING

DECODING AND WORD RECOGNITION

- These decoding skills are used as reading strategies and are not being evaluated for their use as spelling patterns in this area.

DECEMBER BENCHMARKS

- Student recognizes abbreviations taught at this point.
- Student recognizes and uses word patterns taught at this point.
- Student reads within benchmarks on reading assessment level J for reading accuracy, fluency, and reading rate.

MARCH BENCHMARKS

- Student recognizes abbreviations taught at this point.
- Student recognizes and uses word patterns taught at this point.
- Student reads within benchmarks on reading assessment non fiction level J for reading accuracy, fluency, and reading rate.

JUNE BENCHMARKS

- Recognizes abbreviations taught at this point.
- Recognizes and uses word patterns taught at this point.
- Student reads within benchmarks on reading assessment level KL for reading accuracy, fluency, and reading rate.

VOCABULARY DEVELOPMENT

- These areas are taught through reading study. Student should understand the vocabulary of antonym, synonym, compound word.

DECEMBER BENCHMARKS

- Student understands and uses synonyms and antonyms taught.
- Student understands and uses compound words taught.
- Student reads all high frequency words taught.
- Student identifies simple words with multiple meanings.
- Student uses knowledge of prefixes to determine the meaning of words.

MARCH BENCHMARKS

- Student understands and uses synonyms and antonyms taught.
- Student understands and uses compound words taught.
- Student identifies words with multiple meanings.
- Student reads all high frequency words taught.
- Student understands and correctly uses suffixes.
- Student uses dictionary skills.

JUNE BENCHMARKS

- Student understands and uses synonyms and antonyms taught.
- Student understands and uses compound words.
- Student identifies words with multiple meanings.
- Student uses knowledge of prefixes and suffixes to determine word meanings.
- Student reads all high frequency words taught.

READING COMPREHENSION/LITERARY RESPONSE

Some of this instruction will take place as a result of content instruction in the areas of math and science.

DECEMBER BENCHMARKS

- Student uses titles, table of contents, and chapter headings to locate information.
- Student states the purpose of a reading selection.
- Student recognizes cause and effect.
- Student interprets information from diagrams.
- Student identifies plot, setting, characters.
- Student identifies sequence of events in the story.
- Student follows written directions.

MARCH BENCHMARKS

- Student states the author's purpose.
- Student recognizes cause and effect relationships in text.
- Student restates facts and details in the text to clarify and organize ideas using diagrams.
- Student compares story elements in different stories.

JUNE BENCHMARKS

- Student uses knowledge of author's purpose to comprehend informational text.
- Student interprets information from diagrams, charts, and graphs.
- Student follows two-step directions.
- Student relates prior knowledge to textual information.

WRITING STRATEGIES

WRITING APPLICATIONS AND ORGANIZATION

Students need to be able to use the writing process. Composing a first draft and using the processes of revising and editing to bring the piece to a final draft.

DECEMBER BENCHMARKS

- Student writes brief narratives based on their experiences grouping related ideas and maintaining a consistent focus.
- Student describes the setting, characters, objects and events in detail.
- Student writes a friendly letter complete with date, salutation, body, closing, and signature.
- Student understands the purpose of various reference materials.

MARCH BENCHMARKS

- Student writes brief narratives based on experiences moving through a logical sequence of events.
- Student describes the setting, characters, objects and events in detail.
- Student writes a friendly letter complete with date, salutation, body, closing, and signature.
- Student understands the purpose of various reference materials(i.e. dictionary, atlas, thesaurus.).

JUNE BENCHMARKS

- Student writes brief narratives based on their experiences moving through a logical sequence of events.
- Student revises original drafts to improve sequence and provide more descriptive detail.

LANGUAGE CONVENTIONS

DECEMBER BENCHMARKS

- Student recognizes nouns and capitalizes all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.
- Student recognizes a complete sentence and uses appropriate punctuation marks at the end.
- Student uses commas in a date correctly.

MARCH BENCHMARKS

- Student identifies verbs in writing and speaking.
- Student uses commas in the greeting and closure of a letter.

JUNE BENCHMARKS

- Student identifies and correctly uses verbs in writing.
- Student uses commas in the greeting and closure of a letter, with dates and items in a series.
- Student uses quotation marks correctly.

SPELLING

DECEMBER BENCHMARKS

- Student spells basic short-vowel, long-vowel, and consonant-blend patterns correctly.
- Student spells 100% of grade-level words introduced at this point.

MARCH BENCHMARKS

- Student spells 100% of grade-level words introduced at this point.

JUNE BENCHMARKS

- Student spells 100% of grade-level words introduced at this point.

PENMANSHIP

Students should spend this year refining their manuscript writing to be developmentally ready to begin cursive writing in third grade.

DECEMBER BENCHMARKS

- Student creates readable documents with legible handwriting.

MARCH BENCHMARKS

- Student creates readable documents with legible handwriting
- Student is beginning to make writing smaller and uses correct margins and spacing.

JUNE BENCHMARKS

- Student creates readable documents with legible handwriting
- Student is beginning to make writing smaller and uses correct margins and spacing.

LISTENING AND SPEAKING

LISTENING STRATEGIES

Suggested Home Activities:

Practice giving your child tasks to complete at home with more than one step. Decrease the number of times you repeat the steps. For example: "Put the books on the shelf and get the pencil from the desk."

DECEMBER BENCHMARKS

- Student follows 2-step directions.

MARCH BENCHMARKS

- Student paraphrases information that has been shared orally by others.
- Student follows 3-step directions.

JUNE BENCHMARKS

- Student paraphrases information that has been shared orally by others.
- Student follows 3-step directions.

SPEAKING STRATEGIES AND APPLICATIONS

DECEMBER BENCHMARKS

- Student gives 2-step directions
- Student recounts experiences in a logical sequence.
- Student retells stories, including characters, settings, and plots.
- Student asks for clarification and explanation of stories and ideas and makes predictions.
- Student speaks clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).

MARCH BENCHMARKS

- Student gives 3-step directions.
- Student speaks clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to the class)

JUNE BENCHMARKS

- Student gives 3-step directions.
- Student speaks clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to the class)

MATHEMATICS

NUMBER SENSE	
Counts, reads, writes, orders and compares numbers to 1000	<p style="text-align: center;">DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student counts, reads, writes numbers to 100. ▪ Student understands expanded notation to 100. ▪ Student compares numbers to 100 by using the symbols =, < , >
	<p style="text-align: center;">MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student counts, reads, writes numbers to 500. ▪ Student understands expanded notation above 100. ▪ Student compares numbers to 100 by using the symbols =, < , >
	<p style="text-align: center;">JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student counts, reads, writes numbers to 1000. ▪ Student understands expanded notation to 1000. ▪ Student compares numbers to 1000 by using the symbols =, < , >
Solves addition and subtraction problems with two- and three - digit numbers.	<p style="text-align: center;">DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student understands the inverse concept of addition and subtraction.
	<p style="text-align: center;">MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student finds the sums of two- and three-digit numbers using regrouping (i.e. $235 + 154 =$).
	<p style="text-align: center;">JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student finds sums and differences of two- and three-digit numbers using regrouping. (i.e. $235 + 154 = ?$ and $867 - 492 = ?$)

<p align="center">Understands the concepts of multiplication and division.</p>	<p align="center">DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student counts by 2's, 5's, 10's to 100.
	<p align="center">MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student understands the connection between multiplication and repeated addition.
	<p align="center">JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student memorizes 2's, 5's, and 10's multiplication facts. ▪ Student uses repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
<p align="center">Recognizes, names and compares fractions of a whole and parts of a group.</p> <p>Each teacher will address this standard at different times of the year. The standard listed is for the end of the unit. Teachers will review and maintain the learning after the unit is taught.</p>	<p align="center">DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student recognizes, names and compares fractions of a whole and parts of a group. ▪ Student understands when all fractional parts are included it is a whole or equals 1.
	<p align="center">MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student recognizes, names and compares fractions of a whole and parts of a group. ▪ Student understands when all fractional parts are included it is a whole or equals 1.
	<p align="center">JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student recognizes, names and compares fractions of a whole and parts of a group. ▪ Student understands when all fractional parts are included it is a whole or equals 1.

<p>Knows and uses decimal notation and dollar and cents symbols when solving addition and subtraction money problems .</p> <p>Each teacher will address this standard at different times of the year. The standard listed is for the end of the unit. Teachers will review and maintain the learning after the unit is taught.</p>	<p>DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student solves problems using combinations of coins and bills to \$1.00. ▪ Student uses the symbols for cents and dollars correctly.
	<p>MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student solves problems using combinations of coins and bills to \$1.00. ▪ Student uses the symbols for cents and dollars correctly.
	<p>JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student solves problems using combinations of coins and bills to \$1.00. ▪ Student uses the symbols for cents and dollars correctly.
<p>ALGEBRA</p> <p>This standard is addressed throughout the year integrated in all the other units of math. The standard listed is for the end of the year. Teachers will evaluate each student's progress toward the final skills each period.</p>	
<p>DECEMBER BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student relates problem situations to number sentences involving addition and subtraction. ▪ Student solves addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. ▪ Student uses the commutative and associative rules to simplify mental calculations and check results. 	
<p>MARCH BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student relates problem situations to number sentences involving addition and subtraction. ▪ Student solves addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. ▪ Student uses the commutative and associative rules to simplify mental calculations and check results. 	
<p>JUNE BENCHMARKS</p> <ul style="list-style-type: none"> ▪ Student relates problem situations to number sentences involving addition and subtraction. ▪ Student solves addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. ▪ Student uses the commutative and associative rules to simplify mental calculations and check results. 	

MEASUREMENT

Each teacher will address this standard at different times of the year. The standard listed is for the end of the unit. Teachers will review and maintain the learning after the unit is taught.

Compares length, weight, and volume of objects using non-standard units and standard units.

DECEMBER BENCHMARKS

- Student measures the length of an object to the nearest inch and/or centimeter.
- Student uses different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.

MARCH BENCHMARKS

- Student measures the length of an object to the nearest inch and/or centimeter.
- Student uses different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.

JUNE BENCHMARKS

- Student measures the length of an object to the nearest inch and/or centimeter.
- Student uses different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.

MEASUREMENT CONTINUED

Knows relationships of time and duration of intervals of time.

DECEMBER BENCHMARKS

- Student tells time to the quarter hour.
- Student understands elapsed time in hours
- Student understands the relationships of time. (e.g days in a month, weeks in a year, minutes in an hour)

MARCH BENCHMARKS

- Student tells time to the quarter hour.
- Student understands elapsed time in hours
- Student understands the relationships of time. (e.g days in a month, weeks in a year, minutes in an hour)

JUNE BENCHMARKS

- Student tells time to the quarter hour.
- Student understands elapsed time in hours
- Student understands the relationships of time. (e.g days in a month, weeks in a year, minutes in an hour)

GEOMETRY

This unit will be addressed at different times of the year by each teacher. The standard listed is for the end of the unit. Teachers will review to maintain the learning after completing the unit.

Geometric shapes: triangle, square, rectangle, circle, cube, cone, cylinder, triangular prism, sphere.

Identifies, describes common attributes plane and solid geometric shapes.

DECEMBER BENCHMARKS

- Student identifies, describes, and classifies plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube rectangular prism) according to the number and shape of faces, edges, and vertices.
- Student puts shapes together and takes them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

MARCH BENCHMARKS

- Student identifies, describes, and classifies plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube rectangular prism) according to the number and shape of faces, edges, and vertices.
- Student puts shapes together and takes them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

JUNE BENCHMARKS

- Student identifies, describes, and classifies plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube rectangular prism) according to the number and shape of faces, edges, and vertices.
- Student puts shapes together and takes them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

STATISTICS AND PROBABILITY

Each teacher will address this standard at different times of the year. The standard listed is for the end of the unit. Teachers will review and maintain the learning after the unit is taught.

DECEMBER BENCHMARKS

- Recognizes, describes, extends number patterns.
- Solves problems involving simple number patterns.
- Asks and answers simple questions related to data representations.
- Identifies range and mode of data collection.

MARCH BENCHMARKS

- Recognizes, describes, extends number patterns.
- Solves problems involving simple number patterns.
- Asks and answers simple questions related to data representations.
- Identifies range and mode of data collection.

JUNE BENCHMARKS

- Recognizes, describes, extends number patterns.
- Solves problems involving simple number patterns.
- Asks and answers simple questions related to data representations.
- Identifies range and mode of data collection.

Each teacher will address this standard at different times of the year depending on how they rotate the units. The standard listed is for the end of the unit.

SCIENCE

LIFE SCIENCE

- Student understands a life cycle.
- Student identifies the stages in an animal's life cycle and compares their differences.
- Student identifies characteristics living things inherit from their parents.
- Student identifies the stages in a plant's life cycle.
- Student identifies things that affect plant growth.
- Student identifies how individual living things are different in the same population.

PHYSICAL SCIENCE

- Student understands how light moves.
- Student identifies what things let light pass through.
- Student describes how lenses change light.
- Student identifies how something moves.
- Student identifies what causes changes in motion.
- Student understands how sound is caused by motion and how motion causes different sound.
- Student understands how heat is made.
- Student identifies ways heat is used and stored.

EARTH SCIENCE

- Student compares the different kinds of soil that compose the earth's surface.
- Student identifies the different components of soils.
- Student understands how water is absorbed by different soils and why water puddles.
- Student identifies the ways that people use soil, plants, and water.
- Student compares the sizes of a variety of rocks.
- Student identifies the changes that water, wind, and plants have made on the earth's surface.
- Student understands the process of erosion.
- Student classifies rocks according to the color, shape, size, mass, texture and hardness.
- Student compares fossil remains and identifies clues to the fossil's history.

HISTORY/SOCIAL SCIENCE

GOVERNMENT

- Student identifies the qualities of leaders.
- Student identifies elected leaders in the community.
- Student understands what the constitution is and how it has been changed.
- Student identifies Washington D.C., as the US capital.
- Student knows the duties of the President and Congress.
- Student understands the process of voting.
- Student explains the symbolism of the US flag and its pledge.

HISTORY

- Student identifies traditions that are part of family history and compares traditions of different families.
- Student identifies a place of family origin and understands the culture from which families originated.
- Student identifies Native Americans as the first people to live in America and their cultural differences.
- Student identifies explorers who came to North America and where they located.
- Student identifies the 13 colonies.
- Student identifies George Washington as the first President of the country.
- Student understands how slavery started the Civil War and how Abraham Lincoln helped end slavery.
- Student understands who the pioneers were.
- Student identifies the difficulties of the pioneers.
- Student identifies some famous Americans and their contributions.
- Student identifies some historical and natural landmarks and their significance.
- Student identifies, compares and contrasts American holidays and holidays celebrated by Americans of various ethnic, cultural, or racial groups

GEOGRAPHY

- Student understands the differences between a town, suburb, and a farm community.
- Student recognizes California as the state in which they live and the U. S. has 50 states.
- Student knows how to use a compass rose to identify directions on a map.
- Student identifies the Earth's seven continents and four oceans.
- Student identifies the major landforms on Earth.
- Student identifies the major types of bodies of water on Earth.
- Student uses a landform map to identify landforms and bodies of water.
- Student identifies some natural resources.
- Student identifies some ways people adapt to and change the environment.
- Student locates places on a map.
- Student locates routes on a map.
- Student uses a grid map to locate places.

ECONOMICS

- Student identifies goods and services
- Student identifies jobs that result in the manufacturing of a finished good.
- Student understands the difference between producing and consuming.
- Student understands the importance of trading with other countries.
- Student understands that people work to earn money to provide for needs and wants.

FINE ARTS

- Students investigate various kinds of lines and line directions and how artists use them.
- Students investigate how artists use different kinds of shapes in their artwork.
- Students investigate primary and secondary colors.
- Students investigate three-dimensional forms.
- Students investigate the textures artists use to add interest to their artwork.
- Students investigate patterns artists use to give their work a sense of movement.

PERFORMING ARTS/MUSIC

- Students build their music literacy and understanding through singing, listening, moving, and creating in musical concepts such as dynamics, tempo, tone, color, beat, rhythm, melody, texture, structure, and style.
- Students will participate in developing performing skills to gain confidence and poise.

PHYSICAL EDUCATION

Students will participate in regular activities to improve their skills in cooperative games, recreational activities such as walking, and jumping rope, fitness and aerobic activities, and dancing and rhythmic movement.

WORK HABITS

Cooperates with and Respects Others	<ul style="list-style-type: none"> ▪ Student takes turns with others. ▪ Student shares materials and space. ▪ Student waits his/her turn. ▪ Student shows respect to others. ▪ Student handles conflicts with words. ▪ Student is a willing worker. ▪ Student cooperates with other students and adults in the classroom and on the playground. 	<p>Suggested Home Activities:</p> <ul style="list-style-type: none"> ▪ Encourage your child to initiate interaction with others in a polite manner. Hitting, yelling or crying should be discouraged. Help your child learn that he/she cannot always have his/her needs met immediately. ▪ The ability to work with others is a life long skill that children need to develop. You can foster this at home by including your child in family discussions. Let him/her know that his/her opinion is valued and he/she plays an important role in the family.
Completes Tasks in a Timely Manner	<ul style="list-style-type: none"> ▪ Student finishes work within an appropriate time frame. 	<p>Suggested Home Activities:</p> <p>Encourage your child to complete household chores within a time frame. Set a timer or provide a clock for your child to see.</p>
Completes Assignments Neatly	<ul style="list-style-type: none"> ▪ Student attends to the placement of work on a page – spacing, use of lines, unnecessary marks and lines on an assignment. 	<p>Suggested Home Activities:</p> <p>Help your child attend to the neatness of written work. Compliment work done with care and attention.</p>
Listens and Follows Directions	<ul style="list-style-type: none"> ▪ Student follows oral directions. ▪ Student participates in routine activities. 	<p>Suggested Home Activities:</p> <p>Play games that foster following directions such as “Simon Says”. Give your child household responsibilities and praise for acting responsibly.</p>
Works Independently	<ul style="list-style-type: none"> ▪ Student gets work done by his/herself after directions are given. ▪ Student works without disrupting others. 	<p>Suggested Home Activities:</p> <p>Encourage your child to complete tasks independently. Provide him/her with a place to do homework and the necessary materials. Encourage him/her to do assignments without your help. When your child is finished, offer to review the work.</p>
Completes Homework		<p>Suggested Home Activities:</p> <p>Set a regular time for homework and have quiet task of your own to do while your child works. Divide homework assignments into manageable units for child’s attention span.</p>
Respects class and school rules		

WORK HABITS CONTINUED

Respects space and property of others		
Organizes Space and Belongings	<ul style="list-style-type: none"> ▪ Student organizes belongings. ▪ Student organizes materials for a learning task. 	<p>Suggested Home Activities: Help your child organize his/her bedroom or desk or toy box. Identify how you are organizing the items and expect that things be put away in the appropriate manner.</p>
Accepts Responsibility for Own Actions	<ul style="list-style-type: none"> ▪ Student completes daily work. ▪ Student follows class rules. ▪ Student is responsible for his/her own belongings. 	<p>Suggested Home Activities: Help your child to see their part in problems that arise. Discuss what he/she could do to make the situation better.</p>