

YARGO

Elementary Wildcats



2nd
Grade

Meet the Teachers!



Becky Brunson



Valerie Wall



Kirk Schwarzenbach



Cami Glass



Kea Horne



Diane Hydrick

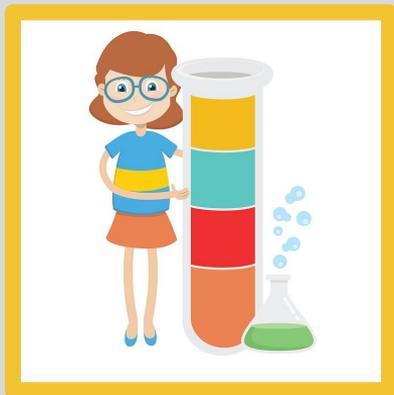


Becky McGowan



Macinda West

Second Grade Standards



Georgia
Standards of Excellence

Mathematics



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

ENGLISH LANGUAGE ARTS (ELA)

Georgia
Standards of Excellence (GSE)



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

SOCIAL STUDIES

Georgia
Standards of Excellence (GSE)



Reading Expectations



BCSS Quarterly Expectations in Text Reading & Comprehension (TRC)

Kindergarten | A-D

	BOY	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Far Below Proficient	<PC	PC	MOY RB	A	EOY A
Below Proficient	PC	RB	A	B	B
Proficient	RB	A	B	C	C-D
Above Proficient	A+	B+	C+	D+	E+

First Grade | D-I

	BOY	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Far Below Proficient	<A	<B	MOY <C	<D	EOY <E
Below Proficient	B	C-D	D-E	E-F	F-H
Proficient	C-D	E	F-G	G-H	I
Above Proficient	E+	F+	H+	I+	J+

Second Grade | J-M

	BOY	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Far Below Proficient	<E	<G	MOY <H	<I	EOY <J
Below Proficient	F-H	H-I	I	J-K	K
Proficient	I	J	J-K	L	L-M
Above Proficient	J+	K+	L+	M+	N+



Writing Expectations

- Learn to work independently within the Writer's Workshop
- Learn and use complete sentence structure
- Know the following Parts of Speech:
Noun, Verb, adjective, and adverb
- Learn and master narrative, informational, and opinion writing styles

Example of County Rubric



BCSS Narrative Rubric, Grade 2

	4 (Exceeds the Standard)	3 (Meets the Standard)	2 (In Progress)	1 (Does Not Meet)
Focus/ Setting ELAGSE2W3	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Recounts a well elaborated event or a short series of events that include a clear problem and solution. 	<ul style="list-style-type: none"> Responds to all parts of the prompt Recounts a well-elaborated event or short sequence of events 	<ul style="list-style-type: none"> Responds to most parts of the prompt Attempts to recount an event or a short sequence of events. Missing information creates confusion. 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Fails to recount an event or a short series of events
Organization/ Plot ELAGSE2W3	<ul style="list-style-type: none"> Uses temporal words and phrases to signal event order Provides clear closure. 	<ul style="list-style-type: none"> Uses temporal words to signal event order Provides a sense of closure 	<ul style="list-style-type: none"> Limited use of temporal words to signal event order Attempts to provide closure 	<ul style="list-style-type: none"> No use of temporal words or only uses temporal words without events. Does not provide closure
Narrative Techniques ELAGSE2W3	<ul style="list-style-type: none"> Includes vivid details that describe actions, thoughts, and feelings 	<ul style="list-style-type: none"> Includes details that describe actions, thoughts, and feelings 	<ul style="list-style-type: none"> Includes few or irrelevant details to describe actions, thoughts, and feelings 	<ul style="list-style-type: none"> Insufficient or no details
Language- Conventions of Grammar and Usage ELAGSE2L1	<ul style="list-style-type: none"> Uses a variety of adjectives and adverbs strategically Uses a variety of prior and current grade-level pronouns correctly Uses verb tenses and plural nouns correctly, including irregular forms Produces correct simple, compound, and complex sentences 	<ul style="list-style-type: none"> Uses adjectives and adverbs appropriately Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) Produces correct simple and compound sentences 	<ul style="list-style-type: none"> Uses some simple adjectives and adverbs appropriately Uses prior and current grade-level pronouns correctly some of the time Uses some regular verb tenses and common plural nouns correctly Produces mostly correct and complete sentences 	<ul style="list-style-type: none"> Uses adjectives and adverbs inappropriately or not at all Uses pronouns incorrectly or not at all Uses verb tenses and plural nouns incorrectly Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling ELAGSE2L2	<ul style="list-style-type: none"> Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly all the time Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words, no errors 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly most of the time Applies grade-level spelling rules and patterns correctly with few to no errors 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly some of the time Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability 	<ul style="list-style-type: none"> Capitalizes incorrectly with many errors Uses commas, apostrophes, and end punctuation incorrectly or not at all Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability

Adapted from Elk Grove Unified School District



Example of County Rubric



BCSS Informational/Explanatory Writing Rubric, Grade 2

	4 (Exceeds the Standard)	3 (Meets the Standard)	2 (In Progress)	1 (Does Not Meet)
Focus/ Information ELAGSE2W2	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to all parts of the prompt Demonstrates an understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to most parts of the prompt Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not demonstrate understanding of topic/text
Organization ELAGSE2W2	<ul style="list-style-type: none"> Organizes ideas and information into paragraph structure using a clear topic sentence, facts/ definitions grouped by related information, and concluding section Uses effective linking words and phrases to connect ideas 	<ul style="list-style-type: none"> Organizes ideas and information using a clear topic sentence, facts/ definitions, and concluding sentence Uses effective linking words to connect ideas 	<ul style="list-style-type: none"> Attempts to organize ideas and information by introducing a topic, using facts and definitions to develop points, and by providing a concluding sentence, but some pieces may be missing (e.g., missing conclusion) Attempts to use some simplistic linking words to connect ideas 	<ul style="list-style-type: none"> No organizing structures used Uses no linking words
Support/ Evidence ELAGSE2W2	<ul style="list-style-type: none"> Develops the topic skillfully with facts, definitions, and details 	<ul style="list-style-type: none"> Develops the topic with facts and definitions 	<ul style="list-style-type: none"> Develops the topic with limited facts and definitions 	<ul style="list-style-type: none"> Uses no facts or definitions or uses incorrect facts or definitions
Language- Conventions of Grammar and Usage ELAGSE2L1	<ul style="list-style-type: none"> Uses verb tenses and plural nouns correctly, including irregular forms Produces correct simple, compound, and complex sentences 	<ul style="list-style-type: none"> Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) Produces correct simple and compound sentences 	<ul style="list-style-type: none"> Uses some regular verb tenses and common plural nouns correctly Produces mostly correct and complete sentences 	<ul style="list-style-type: none"> Uses verb tenses and plural nouns incorrectly Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling ELAGSE2L2	<ul style="list-style-type: none"> Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly all the time Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words, no errors 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly most of the time Applies grade-level spelling rules and patterns correctly with few to no errors 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly some of the time Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability 	<ul style="list-style-type: none"> Capitalizes incorrectly with many errors Uses commas, apostrophes, and end punctuation incorrectly or not at all Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability



Example of County Rubric



BCSS Opinion/Argument Rubric, Grade 2

	4 (Exceeds the Standard)	3 (Meets the Standard)	2 (In progress)	1 (Does Not Meet)
Focus/ Opinion ELAGSE2W1	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt States an opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> Responds to all parts of the prompt States an opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> Responds to most parts of the prompt States an opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization ELAGSE2W1	<ul style="list-style-type: none"> Introduces the topic, states the opinion, and creates an organizational structure Supplies insightful reasons that support the opinion Uses linking words and phrases to connect opinion to reasons Provides a skillful concluding statement or section 	<ul style="list-style-type: none"> Introduces the topic and states a clear opinion Supplies reasons that support the opinion Uses linking words to connect opinion to reasons Provides a concluding statement or section 	<ul style="list-style-type: none"> Introduces the topic and states an unclear opinion Supplies reasons that may not all support the opinion Uses at least one linking word but it may be incorrect or ineffective Provides an unclear concluding statement 	<ul style="list-style-type: none"> Does not introduce the topic and/or does not state an opinion Does not supply reasons to support the opinion Uses no linking words Provides no conclusion
Support/ Evidence ELAGSE2W1	<ul style="list-style-type: none"> Supports opinion with substantial and relevant reasons 	<ul style="list-style-type: none"> Supports opinion with relevant reasons 	<ul style="list-style-type: none"> Supports opinion with minimal and/or irrelevant reasons 	<ul style="list-style-type: none"> Does not support opinion with relevant reasons
Language- Conventions of Grammar and Usage ELAGSE2L1	<ul style="list-style-type: none"> Uses a variety of prior and current grade-level pronouns correctly Uses verb tenses and plural nouns correctly, including irregular forms Produces correct simple, compound, and complex sentences 	<ul style="list-style-type: none"> Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) Produces correct simple and compound sentences 	<ul style="list-style-type: none"> Uses prior and current grade-level pronouns correctly some of the time Uses some regular verb tenses and common plural nouns correctly Produces mostly correct and complete sentences 	<ul style="list-style-type: none"> Uses pronouns incorrectly or not at all Uses verb tenses and plural nouns incorrectly Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling ELAGSE2L2	<ul style="list-style-type: none"> Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly all the time Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly most of the time Applies grade-level spelling rules and patterns correctly with few to no errors 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly some of the time Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability 	<ul style="list-style-type: none"> Capitalizes incorrectly with many errors Uses commas, apostrophes, and end punctuation incorrectly or not at all Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability

Adapted from Elk Grove Unified School District



Math Expectations

- + Fluently add and subtract within 20
- + Understand place value and use it to solve word problems
- + Know the properties of basic 2-D and some 3-D shapes
- + Begin to work with fractions as we partition shapes into common fractions
- + Know and use various strategies to solve word problems
- + Begin to learn time, money, and measurement
- + Continue to understand the bar graph and learn how to create and read a line plot graph



Grading Criteria

<i>Grades</i>	<i>What does that mean?</i>
<i>1</i>	<i>The student is showing little to no progress towards the standard, and is below grade level expectations.</i>
<i>2</i>	<i>The student is showing progress towards meeting the standard, but is below grade level expectations.</i>
<i>3</i>	<i>The student is meeting grade level expectations and standards consistently.</i>
<i>4</i>	<i>The student can explain the standard to others or is performing above grade level expectations and standards.</i>
<i>*</i>	<i>Accommodations were given to the student</i>

Report Card

2ND GRADE STANDARDS 19-20				
	Term			
	1	2	3	4
I. LANGUAGE ARTS				
LANGUAGE (L)				
Applies conventions of grammar and usage				
Acquires and uses precise words and academic vocabulary				
READING FOUNDATIONAL (RF)				
Reads grade level high frequency words				
Uses strategies to decode words				
Reads grade level text accurately and fluently				
READING LITERARY (RL) AND INFORMATIONAL (RI)				
Reads and comprehends grade level literary texts				
Reads and comprehends grade level informational texts				
SPEAKING AND LISTENING (SL)				
Participates in collaborative conversations				
WRITING (W)				
Writes on grade level using the writing process				
II. MATHEMATICS				
GEOMETRY				
Reasons with shapes and their attributes	NA	NA		
MEASUREMENT AND DATA				
Measures and estimates lengths in standard units	NA			

2ND GRADE STANDARDS 19-20				
	Term			
	1	2	3	4
Understands time	NA			
Understands money	NA	NA		
Represents and interprets data	NA			
NUMBER AND OPERATIONS IN BASE TEN				
Understands place value				
Uses place value understanding & properties of operations to add & subtract				
OPERATIONS AND ALGEBRAIC THINKING				
Represents and solves addition, subtraction & measurement word problems				
Fluently adds and subtracts within 20				
Works with equal groups of objects to gain foundations for multiplication	NA	NA	NA	
III. SCIENCE				
Demonstrates knowledge and understanding of quarterly content				
IV. SOCIAL STUDIES				
Demonstrates knowledge and understanding of quarterly content				
V. BEHAVIORS THAT SUPPORT LEARNING				
Demonstrates motivation and responsibility for learning				
Works cooperatively with others				
Produces quality products and performances				
VI. SPECIALS				
ART				
MUSIC				
PE				
VII. MODIFICATIONS/ACCOMMODATIONS BASED ON:				
IEP				



Assessments

- **MAP** - Measure of Academic Progress - given online in fall, winter, and spring each year
- **TRC** - Text Reading and Comprehension - given by teachers, one student at a time, in fall, winter, and spring
- **Dibels** - assesses reading fluency - given by teachers, one student at a time
- **Sight Words** - given by teachers, one student at a time, each 9 weeks - assesses which words the student knows by sight (can read quickly, without sounding them out)



Websites for Students

ABCYA - Educational computer games for kids

Clever- Website used to access IXL, Moby Max, MyOn, and Brainpop for homework assignments.

Fun Brain-Educational Games

Arcademic Skill Builders - Research-based and standards-aligned free educational math games.

Fact Monster - You'll find an almanac, dictionary, atlas, encyclopedia, news and games all at one site!

Turtle Diary- Educational Games and lessons for first grade.

Star Fall - Language Arts activities





If you have any questions, please don't hesitate to email us:

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