### 2nd Grade Report Card

#### Reading

- **Phonics and Word Recognition**
  - Decodes long a, short a, and e as spelled and in isolation.
  - Decodes long o, short o, and unstressed vowels.
  - Decodes long i, short i, and unstressed vowels.
  - Decodes long u, short u, and unstressed vowels.

- **Fluency**
  - Read aloud with prosody.
  - Read aloud with expression.
  - Read aloud with accuracy.

- **Phonics and Word Recognition**
  - Identifies words with vowel patterns.
  - Identifies words with initial consonant blends.

- **Vocabulary Acquisition and Use**
  - Uses sentence-level context as a clue to the meaning of a word.
  - Decodes words with common prefixes and suffixes.

#### Writing

- **Story Telling**
  - Tells a story or recounts an event.
  - Uses sentence-level context as a clue to the meaning of a word.

- **Production and Distribution of Writing**
  - Writes in a narrative form.
  - Writes in an informational form.
  - Writes in a persuasive form.

#### Language

- **Phonological Awareness**
  - Identifies rhyming words.
  - Identifies syllables.
  - Identifies stress patterns.

- **Syntax**
  - Produces, expands, and strengthens writing by using sentence-level context.
  - Uses commas in greetings and closings of letters.

- **Vocabulary Acquisition and Use**
  - Identifies words with common prefixes and suffixes.
  - Decodes words with common prefixes and suffixes.

#### Science

- **Physical Science**
  - Identifies main purpose of scientific experiments.
  - Describes how reasons and conclusions are made by the author.

- **Life Science**
  - Identifies main purpose of scientific experiments.
  - Describes how words and phrases are used to develop ideas.

#### Social Studies

- **Geography**
  - Identifies main purpose of scientific experiments.
  - Describes how reasons and conclusions are made by the author.

#### Math

- **Addition and Subtraction Within 20**
  - Adds and subtracts within 20 using place value strategies.
  - Solves two-step word problems.

- **Money and Measurement**
  - Adds and subtracts to-order problems within 100 using place value strategies.
  - Solves two-step word problems.

### Social Skills & Behaviors

- **Responsible Behavior**
  - Accepts responsibility for personal savings and expenditures.
  - Compares and contrasts two three-digit numbers using symbols.

- **Self-Regulation**
  - Demonstrates through performance an awareness of personal savings and expenditures.
  - Demonstrates through performance an awareness of personal savings and expenditures.

### Placement Information

- **Promoted to 3rd Grade**
  - Placed in 3rd grade
  - Additional Year in 2nd Grade

See reverse side for comments.
### LEARNING SKILLS & BEHAVIORS

**S** = SUCCESSFUL - Student displays appropriate learning skills and behaviors

**P** = PROGRESSING - Student is progressing; displays appropriate learning skills and behaviors most of the time

**N** = NEEDS IMPROVEMENT - Student does not display learning skills and behaviors that lead to success

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### Parent Tips:

**A**
- Readers are beginning to learn how print works and to notice the relationship between sounds and letters. Children must be given the opportunity to read and reread these simple texts with help. Encourage your child to finger point each spoken word to the written word.

**B**
- Readers are learning how print works, developing left to right directionality. Continue to provide opportunities to read and reread these simple texts with help while encouraging to finger point each spoken word to the written word.

**C**
- Readers encounter simple stories and familiar topics with 2-6 lines of print on each page. Praise children for self-correcting and assist the use of dialogue with the voice.

**D**
- Readers track print with their eyes and process texts with fewer repeating language patterns. Children should stop pointing to each word. Attention should be given to word endings.

**E**
- Readers encounter texts with 3-8 lines of print per page. Choose text with familiar vocabulary to your child which is likely used in their oral language.

**F**
- Readers are beginning to build knowledge of the characteristics of different genres of texts. Texts may include familiar content that expands beyond home, neighborhood, and school.

**G**
- Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller. Children should be reading for understanding. Encourage self-correcting and rereading.

**H**
- Readers encounter the same challenges as Level G; but the language and vocabulary are more complex. Children will begin to read more new texts silently in order to achieve efficient and smooth processing.

**I**
- Readers are beginning to build knowledge of the characteristics of different genres of texts. Texts may include familiar content that expands beyond home, neighborhood, and school.

**J**
- Readers are able to process a variety of texts. Children read silently during independent reading.

**K**
- Readers are able to process a wide variety of genres. As children read orally they should be demonstrating all aspects of fluency.

**L**
- Readers process easy chapter books including some series books. Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.

**M**
- Readers know the characteristics of a range of genres. Encourage children to explore chapter books and nonfiction topics of interest to them.

**N**
- Readers are able to process a full range of genres. Children are able to solve words smoothly and automatically in both silent and oral reading.

**O**
- Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words. At this level children should be able to read and fully understand the text.

**P**
- Readers can identify the characteristics of a full range of genres. As children encounter more abstract text it is crucial that it can be comprehended by the child.

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### Fountas and Pinnell (Guided Reading) Reading Level Characteristics

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