North Kansas City Schools
Parent Guide
to the Grade Card

Grade 2
Parent Guide
Grade 2
Measurement Topics and Descriptions

**Explanation of Reading Levels**


<table>
<thead>
<tr>
<th>Emergent (EM) Description</th>
<th>Early (EA) Description</th>
<th>Transitional (TR) Description</th>
<th>Fluent (FL) Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent Readers:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• heavily rely on information from pictures</td>
<td>• rely less on pictures and use more information from print</td>
<td>• have full control of early reading strategy</td>
<td>• use all sources of information flexibly</td>
</tr>
<tr>
<td>• may attend to and use some features of print</td>
<td>• have increasing control of early reading strategy</td>
<td>• use multiple sources of information while reading for meaning</td>
<td>• solve problems in an independent way</td>
</tr>
<tr>
<td>• may notice how print is used</td>
<td>• know several frequently used words automatically</td>
<td>• integrate the use of cues</td>
<td>• extend their understanding by reading a wide range of texts for different purposes</td>
</tr>
<tr>
<td>• may know some words</td>
<td>• read using more than one source of information</td>
<td>• have a large core of frequently used words</td>
<td>• read for meaning, solving problems in an independent way</td>
</tr>
<tr>
<td>• use the introduced language pattern of books</td>
<td>• read familiar texts with phrasing and fluency</td>
<td>• notice pictures but rely very little on pictures to read the text</td>
<td>• continue to learn from reading</td>
</tr>
<tr>
<td>• respond to texts by linking meaning with their own experience</td>
<td>• exhibit behaviors indicating strategies such as monitoring, searching, cross-checking, and self-correction</td>
<td>• for the most part, read fluently with phrasing</td>
<td>• read much longer, more complicated texts</td>
</tr>
<tr>
<td>• begin to make links between their own oral language and print</td>
<td></td>
<td>• read longer, more complex texts</td>
<td>• read a variety of genres</td>
</tr>
</tbody>
</table>

**Reading Performance**

Independent reading performance (what a child can do without support) will be reported out in two ways. The child’s independent reading stage will be provided and whether their reading performance is at grade level (=), above grade level (+), or below grade level (−) expectations for that quarter.

**English Language Arts**

**Reading Foundational Skills**

Students will know and apply grade-level phonics and word analysis skills (distinguish long and short vowel sounds in one-syllable words; decode words with common prefixes and suffixes) in decoding words. Students will also read on-grade level text with purpose, accuracy and understanding.

**Reading Fiction and Non-Fiction Text**

Students will read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.

**Writing**

Students will compose a variety of texts (opinion, informative/explanatory, narrative) that supply reasons and/or facts and provide a sense of closure. Students will conduct research projects to build knowledge about a topic. With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.

**Mathematics**

**Number Sense and Operations in Base Ten**

Students will understand three-digit numbers are composed of hundreds, tens and ones; understand that 100 can be thought of as 10 tens – called a “hundred”; count within 1000 by 1s, 10s and 100s starting with any number; read and write numbers to 1000 using number names, base-ten numerals and expanded form; compare two three-digit numbers using the symbols >, = or <; demonstrate fluency with addition and subtraction within 100; add up to four two-digit numbers; add or subtract within 1000, and justify the solution; use the relationship between addition and subtraction to solve problems; add or subtract mentally 10

**Language**

Students will demonstrate command of the conventions of standard English grammar, usage, and mechanics when writing, speaking, reading, and listening. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.

**Listening and Speaking**

Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Students will also produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
or 100 to or from a given number within 1000; and, write
and solve problems involving addition and subtraction
within 100.

**Relationships and Algebraic Thinking**
Students will demonstrate fluency with addition and
subtraction within 20; determine if a set of objects has an
odd or even number of members; and, find the total
number of objects arranged in a rectangular array with up to
5 rows and 5 columns, and write an equation to represent
the total as a sum of equal addends.

**Geometry and Measurement**
Students will recognize and draw shapes having specified
attributes, such as a given number of angles or sides;
partition a rectangle into rows and columns of same-size
squares and count to find the total number of squares;
partition circles and rectangles into two, three or four equal
shares, and describe the shares and the whole; measure the
length of an object by selecting and using appropriate tools;
analyze the results of measuring the same object with
different units; estimate lengths using units of inches, feet,
yards, centimeters and meters; measure to determine how
much longer one object is than another; use addition and
subtraction within 100 to solve problems involving lengths
that are given in the same units; represent whole numbers
as lengths on a number line, and represent whole-number
sums and differences within 100 on a number line; tell and
write time from analog and digital clocks to the nearest five
minutes, using a.m. and p.m.; describe a time shown on a
digital clock as representing hours and minutes, and relate a
time shown on a digital clock to the same time on an analog
clock; find the value of combinations of dollar bills,
quarters, dimes, nickels and pennies, using $ and ¢
appropriately; and, find combinations of coins that equal a
given amount.

**Data and Statistics**
Students will create a line plot to represent a set of numeric
data, given a horizontal scale marked in whole numbers;
generate measurement data to the nearest whole unit, and
display the data in a line plot; draw a picture graph or a bar
graph to represent a data set with up to four categories;
solve problems using information presented in line plots,
picture graphs and bar graphs; and, draw conclusions from
line plots, picture graphs and bar graphs.

**Standards for Mathematical Practice**
The Standards for Mathematical Practice describe varieties of
expertise we work to develop in our students. In doing so, we
expect students to make sense of problems and persevere in
solving them; reason abstractly and quantitatively; construct
viable arguments and critique the reasoning of others; model
with mathematics; use appropriate tools strategically; attend to
precision; look for and make use of structure; and, look for and
make use of regularity in repeated reasoning.

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**Science**

**Force and Motion**
Students will describe forces and motion required to do
work (ex. push, pull, gravity, and friction).

**Properties of Matter**
Students will describe and classify different kinds of
materials by their observable properties (ex. Color, texture,
hardness and flexibility), and analyze properties to
determine which materials are best suited for an intended
purpose.

**Earth Science**
Students will be able to identify where water is found on
Earth both in liquid and solid form and be able to explain
why it is in that form. Observe natural patterns in the
world and be able to represent them on a map. Describe
changes to the Earth both slowly and quickly (ex. Erosion,
volcanoes, earthquakes, etc.).

**Living Things**
Students will plan and conduct investigations then record
observations of relationships between different plants and
animals in their habitats: Living things need water, air, and
resources from the land, and they live in places that have
the things they need. Humans use natural resources for
everything they do. All animals need food in order to live
and grow. They obtain their food from plants or from other
animals. Plants need water and light to live and grow.
Animals and plants are dependent on each other, animals
eat plants and animals disperse the seeds that pollinate
plants.

**Engineering, Technology and Application**
Students will plan and carry out investigations in which they
ask questions, identify a problem that needs to be solved
and design a solution for the problem. Students generate
and compare multiple possible solutions to a problem based
on how well each is likely to meet the criteria. Students will
compare different solutions to decide which solution best
solves the problem within the given constraints.

**Social Studies**

**Democracy**
Students will understand that citizen’s rights,
responsibilities, and decisions affect the common good and
living peacefully together.

**Economics**
Students will understand that society makes decisions using
trade and bartering. Students will understand that
technology and transportation affect our lives.

**Interactions Between Cultures and People**
Students will understand how their needs are met through
family and friends.
**Geography and Geographic Tools**
Students understand that by using maps we gain information about the unique characteristics of our world, locations of landforms, and how it impacts peoples’ lives. Students will understand that geographic features affect choices in homes, clothes, travel, and languages. Students will understand that Native American tribes developed unique identities based on the resources particular to the region in which they lived.

**U.S. Documents and Symbols**
Student will describe the importance of the Pledge of Allegiance.

**Influential Individuals**
Students will describe influential Native Americans specific to Missouri: Osage, Iowa, Missouri, and mound builders. Students will also compare and contrast the daily lives of Woodland and Plain Indians.

**People, Places and the Environment**
Students will understand how to classify regions by unifying characteristics such as political, climatic, language, and physical. Students will also understand why different groups of people tend to settle in one place more than another.