



## *Report Card Information for Parents*

Welcome to a wonderful year of learning with your child’s teacher and school! The Cobb County School District is committed to providing an academically rigorous, caring and safe educational environment in partnership with families, students and the community. The learning expectations and standards outlined in this folder will assist you in developing this partnership with your child’s teacher and school. You will want to keep this folder with other important papers so that you may reference it throughout the school year.

The purpose of the report card is to communicate to students, parents, and staff, the progress each student is making toward accomplishing performance based standards. Please note:

- The instruction your child receives will reflect the entire grade level curriculum.
- The report card statements report the critical concepts, skills, and processes found in the Georgia Performance Standards and the CCSD curriculum.
- The specific quarterly learning targets will mark progress toward meeting the end of the year grade level standards.
- Learning targets are listed by category for each subject area.
- The level of performance required for each 9-week period increases as the year progresses.
- The ultimate goal for the end of the year is for every child to have met or exceeded all standards.
- The report card is one piece of a comprehensive reporting system which should be helpful in defining areas of strength or weakness and providing a guide for future learning targets.

This information will help you monitor your child’s progress during the year. By supporting your child’s learning in this way, you have the opportunity to celebrate the learning success your child has demonstrated. Below are the keys teachers use to evaluate student progress:

### **Key to Academic Progress**

<b>3+</b> <b>Exceeds Standards</b> In addition to a 3, the student makes applications and inferences beyond expectations	<b>3</b> <b>Meets Standards</b> consistently and independently	<b>2</b> <b>Progressing</b> toward meeting Standards	<b>1</b> <b>Limited Progress</b> or does not meet Standards	<input type="checkbox"/> <b>or NA</b> <b>Not Assessed</b> at this time
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### **Key to Learning Skills & Behaviors**

<b>S</b> <b>Successful</b> Student displays appropriate learning skills and behaviors	<b>P</b> <b>Progressing</b> Student is progressing; displays appropriate learning skills and behaviors most of the time	<b>N</b> <b>Needs Improvement</b> Student does not display learning skills and behaviors that lead to success
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## Second Grade Parent Information

Standards		Benchmarks of Progress																														
READING	Quarter 1	Quarter 2	Quarter 3	Quarter 4																												
<b>Applies knowledge of letter-sounds and spelling patterns to decode unfamiliar words</b>	Reads words containing blends, digraphs, silent letters, r-controlled vowels, compound words, and multi-syllables	Reads words containing blends, digraphs, diphthongs, r-controlled vowels, plurals, possessives, contractions, and multi-syllables	Reads words containing blends, digraphs, diphthongs, possessives, irregular vowel patterns, multi-syllables, and contractions	Reads words containing blends, digraphs, diphthongs, possessives, irregular vowel patterns, multi-syllables, and contractions																												
<b>Demonstrates the ability to read orally with speed, accuracy, and expression</b>	Reads text with expression, decodes quickly and accurately, and self corrects  (Fountas and Pinnell Level I, J or above with 95% accuracy or higher)	Reads text with expression, decodes quickly and accurately, and self corrects  (Fountas and Pinnell Level K or above with 95% accuracy or higher)	Reads texts with expression, decodes quickly and accurately, and self corrects  (Fountas and Pinnell Level L or above with 95% accuracy or higher)	Reads texts with expression, decodes quickly and accurately, and self corrects  (Fountas and Pinnell Level M or above with 95% accuracy or higher)																												
<b>Fountas and Pinnell Reading Level</b>	Students will be expected to progress through multiple reading levels over the course of the school year. The chart to the right shows progression for grade K-3.		<table border="1" style="margin: auto;"> <tr> <td style="border: 1px dashed black;">A</td> <td style="border: 1px dashed black;">B</td> <td style="border: 1px dashed black;">C</td> <td style="border: 1px dashed black;">D</td> <td style="border: 1px dashed black;">E</td> <td style="border: 1px dashed black;">F</td> <td style="border: 1px dashed black;">G</td> <td style="border: 1px dashed black;">H</td> <td style="border: 1px dashed black;">I</td> <td style="border: 1px dashed black;">J</td> <td style="border: 1px dashed black;">K</td> <td style="border: 1px dashed black;">L</td> <td style="border: 1px dashed black;">M</td> <td style="border: 1px dashed black;">N</td> <td style="border: 1px dashed black;">O</td> <td style="border: 1px dashed black;">P</td> </tr> <tr> <td colspan="3" style="text-align: center;">K</td> <td colspan="3" style="text-align: center;">1st</td> <td colspan="3" style="text-align: center;">2nd</td> <td colspan="3" style="text-align: center;">3rd</td> </tr> </table>		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	K			1st			2nd			3rd		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P																	
K			1st			2nd			3rd																							
<b>Uses grade level words to communicate effectively</b>	Recognizes and uses vocabulary such as antonyms and synonyms	Uses context clues to determine the meaning of unknown words including the recognition and use of words with multiple meanings such as homophones, homographs, antonyms, and synonyms	Uses context clues to determine the meaning of unknown words including the recognition and use of words with multiple meanings such as homophones, homographs, antonyms, and synonyms	Uses context clues to determine the meaning of unknown words including the recognition and use of words with multiple meanings such as homophones, homographs, antonyms, and synonyms																												
<b>Uses strategies to gain meaning from grade level text</b>	Uses all of the following strategies to demonstrate comprehension: making predictions, making connections, and summarizing text	Uses 4 or more of the following strategies to demonstrate comprehension: making connections, making predictions, generating questions, inferring, and summarizing	Uses 5 or 6 of the following strategies to demonstrate comprehension: making connections, making predictions, generating questions, inferring, summarizing, and interpreting features of informational text	Uses 5 or 6 of the following strategies to demonstrate comprehension: making connections, making predictions, generating questions, inferring, summarizing, and comparing and contrasting a variety of texts																												
Writing	Quarter 1	Quarter 2	Quarter 3	Quarter 4																												
<b>Progresses through the writing process</b>	Generates ideas, creates a coherent text that develops a central idea with consideration of the audience and purpose; rereads and revises to add details and edits to make corrections	Generates ideas, creates a coherent text that develops a central idea with consideration of the audience and purpose; begins to create complex sentences; rereads and revises to add details and edits to make corrections	Generates ideas, creates a clear coherent text that develops a central idea with consideration of the audience and purpose; creates more complex sentences; rereads and revises to add details and edits to make corrections	Generates ideas, creates a clear coherent text that develops a central idea with consideration of the audience and purpose; creates more complex sentences; rereads and revises to add details and edits to make corrections																												
<b>Uses resources to support writing</b>	Uses classroom resources (such as dictionary, thesaurus, word walls, class charts, etc.) to support writing	Uses classroom resources (such as dictionary, thesaurus, encyclopedia, Internet, books, word walls, class charts, etc.) to support writing	Uses classroom resources (such as dictionary, thesaurus, encyclopedia, Internet, books, word walls, class charts, etc.) to support writing	Uses classroom resources (such as dictionary, thesaurus, encyclopedia, Internet, books, word walls, class charts, etc.) to support writing																												
<b>Writes in complete sentences using appropriate grammar</b>	Writes in complete sentences; begins to use singular/plural nouns and pronouns	Writes in complete sentences; applies the rules for singular and plural nouns and pronouns	Writes in complete sentences with correct subject/verb agreement; applies the rules for singular and plural nouns and pronouns	Writes in complete sentences with correct subject/verb agreement and applies the rules for singular, plural, and possessive nouns and pronouns																												
<b>Uses common rules of spelling</b>	Applies grade-appropriate spelling rules	Applies grade-appropriate spelling rules	Applies grade-appropriate spelling rules	Applies grade-appropriate spelling rules																												
<b>Uses capitalization and punctuation appropriately</b>	Uses capitalization at the beginning of sentences and ending punctuation	Uses capitalization at the beginning of sentences and ending punctuation; begins to use commas	Uses capitalization at the beginning of sentences, correct ending punctuation, and begins to use commas and to capitalize proper nouns	Uses capitalization at the beginning of sentences, correct ending punctuation, uses commas, and capitalizes proper nouns																												
<b>Writes legibly</b>	Writes legibly with appropriate shape, slant, size, and spacing	Writes legibly with appropriate shape, slant, size, and spacing	Writes legibly with appropriate shape, slant, size, and spacing	Writes legibly with appropriate shape, slant, size, and spacing																												
<b>Uses genre specific strategies</b>	Produces pieces that include at least five of the following: <ul style="list-style-type: none"> <li>• Includes the appropriate purpose, expectations, and length for audience and genre</li> <li>• Begins to sustain a focus</li> <li>• Captures a reader's interest</li> <li>• Uses appropriate details</li> <li>• Uses genre specific organizational structures and formats</li> <li>• Develops a sense of closure</li> </ul>	Produces pieces that include at least five of the following: <ul style="list-style-type: none"> <li>• Includes the appropriate purpose, expectations, and length for audience and genre</li> <li>• Begins to sustain a focus</li> <li>• Captures a reader's interest</li> <li>• Uses appropriate details</li> <li>• Uses genre specific organizational structures and formats</li> <li>• Develops a sense of closure</li> </ul>	Produces pieces that include at least five of the following: <ul style="list-style-type: none"> <li>• Includes the appropriate purpose, expectations, and length for audience and genre</li> <li>• Begins to sustain a focus</li> <li>• Captures a reader's interest</li> <li>• Uses appropriate details</li> <li>• Uses genre specific organizational structures and formats</li> <li>• Develops a sense of closure</li> </ul>	Produces pieces that include at least five of the following: <ul style="list-style-type: none"> <li>• Includes the appropriate purpose, expectations, and length for audience and genre</li> <li>• Begins to sustain a focus</li> <li>• Captures a reader's interest</li> <li>• Uses appropriate details</li> <li>• Uses genre specific organizational structures and formats</li> <li>• Develops a sense of closure</li> </ul>																												

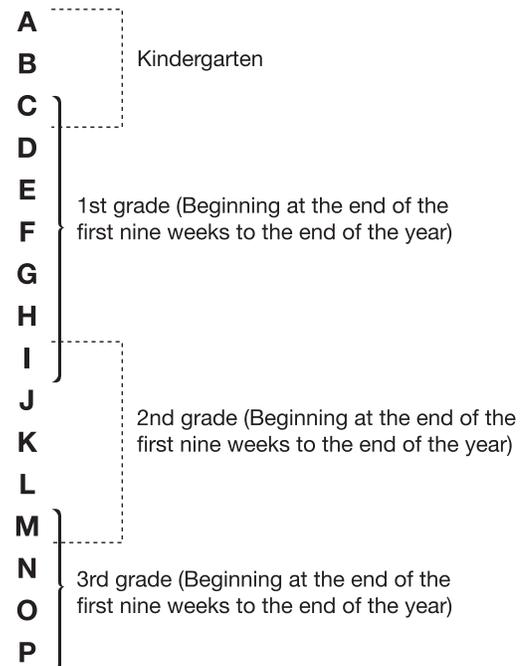
Listening, Speaking and Viewing	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Uses oral strategies to communicate effectively	Effectively uses new vocabulary and applies it in oral communication for different purposes	Effectively uses new vocabulary and begins to use increasingly complex language patterns and sentence structure orally to communicate for different purposes	Effectively uses new vocabulary and uses increasingly complex language patterns and sentence structure orally to communicate for different purposes	Effectively uses new vocabulary and uses increasingly complex language patterns and sentence structure orally to communicate for different purposes
<b>SOCIAL STUDIES</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Identifies and describes historical figures and their contributions	Identifies and describes the contributions of the Creeks and Cherokees, including Sequoyah	Identifies and describes the contributions of James Oglethorpe, Mary Musgrove and Tomochichi	Identifies and describes the contributions of Jackie Robinson and Martin Luther King, Jr.	Identifies and describes the contributions of Jimmy Carter
Locates and describes physical features of Georgia and their effect on people's lives	Locates and describes physical features of Georgia and their effect on the Creeks and Cherokees, including Sequoyah			
Defines concept of government and need for rules and laws			Defines the concept of government and the need for rules and laws, related to Robinson's and King's lives	
Identifies ways in which goods and services are allocated		Identifies 4 ways in which goods and services are allocated		Identifies 8 or more ways in which goods and services are allocated
<b>TECHNOLOGY</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Comprehends and applies first grade concepts and skills	Uses drawing tools within a graphics program (such as Kid Pix) to create an original illustration and/or picture story	Uses a brainstorming/webbing application to plan and/or organize information	Uses a graphing application to create/edit a graph	Formats text (changes font, size, color and/or alignment) on a document
<b>MATH - NUMBERS AND OPERATIONS</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Represents and compares numbers	Represents <u>AND</u> compares numbers up to 999 using models, diagrams, and number sentences	Represents <u>AND</u> compares numbers using models, diagrams, and number sentences	Models, identifies, labels and compares fractions (thirds, sixths, eighths, tenths) as equal parts of a whole and a set	Represents <u>AND</u> compares numbers using models, diagrams, and number sentences
Understands and uses operations with whole numbers	Adds two-digit numbers with regrouping	Subtracts two-digit numbers with regrouping	Adds <u>AND</u> subtracts up to three-digit numbers with regrouping	Uses repeated addition, arrays, and counting by multiples to multiply one-digit numbers correctly and constructs the multiplication table
Understands money concepts	Uses decimal notation and the cent symbol to represent a collection of coins and currency	Makes change using a collection of coins <u>AND</u> currency	Makes change using a collection of coins <u>AND</u> currency (dollars and cents together)	Makes change using a collection of coins <u>AND</u> currency (dollars and cents together)
<b>MEASUREMENT</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Understands concepts of measurement	Knows relationships of time such as seconds in a minute, minutes in an hour, and hours in a day	Tells time to the nearest five minutes	Knows the standard unit of inch, foot, yard, centimeter and meter and measures length to the nearest inch <u>AND</u> centimeter using the appropriate tool	Tells time to the nearest five minutes
<b>GEOMETRY</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Describes and classifies geometric figures		Describes and classifies plane figures according to their attributes (sides, angles, and vertices)	Describes and classifies solid figures according to their attributes (edges, angles, vertices, and faces)	
Describes the change in attributes of geometric figures		Cuts and rearranges geometric figures and describes the changes in attributes	Cuts and rearranges geometric figures and describes the changes in attributes	
<b>DATA ANALYSIS</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Creates and interprets graphs	Organizes and interprets data using picture graphs, bar graphs, pictographs, simple charts and tables using a scale of 1 and 2	Organizes and interprets data using Venn diagrams, bar graphs, pictographs, simple charts and tables using a scale of 1, 2 and 5	Creates, organizes, displays and interprets data using pictographs, Venn diagrams, bar graphs, simple charts and tables with scales of 1, 2 and 5	Creates, organizes, displays and interprets data using pictographs, Venn diagrams, bar graphs, pictographs, simple charts and tables with scales of 1, 2 and 5
<b>SCIENCE</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Investigates Earth, Life, and Physical Science concepts	Identifies characteristics of the three common states of matter (solid, liquid, gas) and methods by which they can be changed	Identifies sources of light, heat, and motion energy and describes how they are used	Compares/contrasts our Sun (a star) to other stars by using physical attributes (size, brightness, and patterns)	Determines the sequence of the life cycle of four common animals (mammal, bird, amphibian, insect)
Applies and identifies scientific knowledge	Compares/contrasts seasonal changes using evidence of length of day/night <u>AND</u> using observational data related to how a tree changes over time	Demonstrates how two different forces (push and pull) affect the motion of an object (direction, speed, etc...) and how a different force affects the motion	Determines how the shadows of various fixed objects change during the day based on the position of the sun	Identifies the life cycle of a plant from seed to maturity by recording changes over a period of time

HEALTH	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Comprehends concepts related to health promotion and disease prevention	Compares and contrasts nutritional and junk foods	Compares and contrasts effective and ineffective strategies to use regarding peer pressure and the use of alcohol and tobacco	Compares and contrasts proper and improper dental hygiene care	Compares and contrasts accident prevention strategies to use in 3 recreational activities/sports
ART	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Creates art using one or more of the elements and principles of design	Consistently recognizes and investigates specific elements and principles	Consistently recognizes and uses specific elements and principles in art	Consistently produces art that emphasizes specific elements and principles	Consistently produces art based on direct observation, that emphasizes specific elements and principles
Examines and discusses formal and expressive qualities of art	Recognizes and investigates the formal and expressive qualities of art	Compares and contrasts the formal qualities of art	Analyzes expressive qualities of art	Discovers connections between art, culture, and environment
MUSIC	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Demonstrates through performance awareness of pitch (singing, playing instruments, character voices, sound effects, movement, visual manipulatives)	Consistently sings pentatonic (5 note) patterns using head voice	Consistently performs 2 or 3 note melodic patterns using instruments	Consistently reads simple 2 or 3 note melodic patterns within a treble clef staff	Consistently demonstrates pitch concepts through performance at grade level
Demonstrates through performance awareness of rhythmic concepts (singing, playing instruments, character voices, sound effects, movement, visual manipulatives)	Performs ostinati (repeated patterns) with accuracy	Reads half, quarter, paired eighth notes and quarter rests using non-traditional <u>AND/OR</u> traditional notation	Improvises simple rhythmic patterns using a variety of sound sources	Consistently demonstrates rhythmic concepts through performance at grade level
PHYSICAL EDUCATION	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Demonstrates motor skills and movement patterns	Demonstrates the ability to safely utilize personal and general space in movement sequences or game situations	Demonstrates the mature form of locomotor skills in movement sequences or game situations	Demonstrates manipulative skills in movement sequences or game situations	Demonstrates manipulative skills in movement sequences or game situations

## TIPS FOR PARENTS

- Read to and with your child, and have your child read to you.
- Encourage your child to keep a journal of daily events.
- Keep books available for your child and make regular trips to the public library.
- When you shop for groceries, have your child help you find items and then estimate the cost of the purchase.
- Discuss different kinds of jobs and careers in your community to help your child understand that school prepares them for a career.
- Visit museums, zoos and city art exhibits with your child.
- Help your child identify and set fitness goals. Make walking, hiking or biking a family activity.
- Talk to your child about the importance of education.
- Meet with your child's teachers regularly to monitor progress.
- Compliment your child's work and success in school.
- Make sure your child does each day's homework assignment.
- Set aside a quiet place for homework and set a regular time each day for it.
- Listen to music together and have art materials (crayons, paintbrushes, pencils, paper) available at home.

## FOUNTAS & PINNELL READING LEVELS



Please feel free to contact your child's teacher with any specific questions you have regarding the concepts, skills and objectives that will be taught this year. We recognize that open communication between home and school will serve to strengthen your child's educational experience. For more information on the grade level standards, please visit [www.cobbk12.org](http://www.cobbk12.org).