



# Williamson County Schools

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Grade

2

|                 |
|-----------------|
| Name _____      |
| School _____    |
| Principal _____ |
| Teacher _____   |

| ATTENDANCE              |                         |                         |                         |                         |        |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------|
| <i>Reporting Period</i> |                         |                         |                         |                         |        |
|                         | 1 <sup>st</sup> 9 Weeks | 2 <sup>nd</sup> 9 Weeks | 3 <sup>rd</sup> 9 Weeks | 4 <sup>th</sup> 9 Weeks | Totals |
| Days Present            |                         |                         |                         |                         |        |
| Days Absent             |                         |                         |                         |                         |        |
| Days Tardy              |                         |                         |                         |                         |        |
| Early Dismissal         |                         |                         |                         |                         |        |

## STANDARDS RATING KEY

|   |   |  |
|---|---|--|
| 5 | The student has mastered grade level standards for this component and is engaged in <b>deeper study</b> .   | Used at component level only when all standards within component are mastered. |
| 4 | The student has <b>mastered</b> the standard.   |  |
| 3 | The student has been introduced to the standard and <b>is making expected progress toward mastery</b> .     | Not used 4 <sup>th</sup> nine weeks.   |
| 2 | The student has been introduced to the standard and <b>is not making expected progress toward mastery</b> . | Not used 4 <sup>th</sup> nine weeks.<br><i>Parent communication required.</i>  |
| 1 | The student has <b>not mastered</b> the standard.   | Used 4 <sup>th</sup> nine weeks only.  |
|   | The standard has <b>not been introduced and/or assessed</b> .   |  |

*This key is used to assess student progress in Literacy, Mathematics, Science, and Social Studies.*

| <b>LITERACY</b>  | <b>1st 9 Weeks</b> | <b>2nd 9 Weeks</b> | <b>3rd 9 Weeks</b> | <b>4th 9 Weeks</b> |
|--|--------------------|--------------------|--------------------|--------------------|
| <i>Language Component</i>  |                    |                    |                    |                    |
| Identifies and uses correctly adjectives, nouns, pronouns, verbs   |                    |                    |                    |                    |
| Uses capital letters correctly   |                    |                    |                    |                    |
| Identifies and uses periods, question marks, and exclamation points correctly  |                    |                    |                    |                    |
| Uses commas correctly in a series  |                    |                    |                    |                    |
| Recognizes grade level sight words   |                    |                    |                    |                    |
| Spells high frequency words correctly  |                    |                    |                    |                    |
| Recognizes common abbreviations  |                    |                    |                    |                    |
| Adds prefixes and suffixes to base words   |                    |                    |                    |                    |
| Identifies multiple-meaning words based on context   |                    |                    |                    |                    |
| Recognizes and identifies compound words, synonyms, and antonyms   |                    |                    |                    |                    |
| Identifies and produces rhyming words  |                    |                    |                    |                    |
| Continues to apply phonics to decode words   |                    |                    |                    |                    |
| <i>Communication Component</i>   |                    |                    |                    |                    |
| Retells a story  |                    |                    |                    |                    |
| <i>Writing Component</i>   |                    |                    |                    |                    |
| Writes to describe, entertain, and inform and in response to literature  |                    |                    |                    |                    |
| Arranges events in logical and sequential order  |                    |                    |                    |                    |
| Adds descriptive words and details to writing  |                    |                    |                    |                    |
| Creates legible documents  |                    |                    |                    |                    |
| Uses a simple rubric   |                    |                    |                    |                    |
| Incorporates photographs or illustrations in written work  |                    |                    |                    |                    |
| <i>Research Component</i>  |                    |                    |                    |                    |
| Narrows a research question and writes a report  |                    |                    |                    |                    |
| Determines three resources, including print and non-print  |                    |                    |                    |                    |
| <i>Logic Component</i>   |                    |                    |                    |                    |
| Distinguishes between fact and opinion   |                    |                    |                    |                    |
| Identifies cause-effect relationship   |                    |                    |                    |                    |
| Compares and contrasts information and ideas   |                    |                    |                    |                    |
| <i>Informational Text Component</i>  |                    |                    |                    |                    |
| Identifies main idea and supporting details in informational text  |                    |                    |                    |                    |
| Recognizes and uses text features  |                    |                    |                    |                    |
| <i>Media Component</i>   |                    |                    |                    |                    |
| Identifies main idea in a visual message (i. e., picture, cartoon, poster)   |                    |                    |                    |                    |
| Utilizes technology to publish and present writing   |                    |                    |                    |                    |
| <i>Literature Component</i>  |                    |                    |                    |                    |
| Distinguishes between fiction and nonfiction; fantasy and reality  |                    |                    |                    |                    |
| Derives meaning from text  |                    |                    |                    |                    |
| Identifies plot, characters, setting   |                    |                    |                    |                    |
| Reads orally with fluency and accuracy   |                    |                    |                    |                    |
| <b>MATHEMATICS</b>   | <b>1st 9 Weeks</b> | <b>2nd 9 Weeks</b> | <b>3rd 9 Weeks</b> | <b>4th 9 Weeks</b> |
| <i>Mathematical Processes Component</i>  |                    |                    |                    |                    |
| Reads and writes time to five minute intervals   |                    |                    |                    |                    |
| Uses calendar skills independently   |                    |                    |                    |                    |
| Solves problems using elapsed time of an hour and half-hour.   |                    |                    |                    |                    |
| Uses strategies to make estimates of time  |                    |                    |                    |                    |
| Counts and creates sets of coins up to one dollar  |                    |                    |                    |                    |
| Uses tools to measure Fahrenheit, Celsius, pound and kilogram  |                    |                    |                    |                    |
| Recognizes and creates fractions : 1/2, 1/3 and 1/4  |                    |                    |                    |                    |
| Develops and solves story problems that illustrate a given addition or subtraction number sentence                           |                    |                    |                    |                    |
| Uses visual representations to compare a quantity to ½ (determine if the quantity is less than, equal to, or greater than ½) |                    |                    |                    |                    |
| Demonstrates relationship between a whole and 1/2, 1/3, and 1/4  |                    |                    |                    |                    |

|  |                               |                               |                               |                               |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <i>Numbers and Operations Component</i>  |                               |                               |                               |                               |
| Starting at an appropriate multiple, counts by ones, twos, fives, tens and hundreds to 1,000                             |                               |                               |                               |                               |
| Reads number words to 100  |                               |                               |                               |                               |
| Writes numbers using numerals to 1,000   |                               |                               |                               |                               |
| Locates and interprets numbers on a number line  |                               |                               |                               |                               |
| Uses place value notation (e.g., write 853 as 8 hundreds, 5 tens, and 3 ones)  |                               |                               |                               |                               |
| Compares and orders multi-digit numbers up to 1,000  |                               |                               |                               |                               |
| Develops fluency at recalling basic addition and subtraction facts   |                               |                               |                               |                               |
| Solves problems of two- and three-digit whole numbers using addition and subtraction                                     |                               |                               |                               |                               |
| Estimates sums or differences with ones, tens, and hundreds  |                               |                               |                               |                               |
| Relates patterns in skip counting to addition and repeated addition to multiplication                                    |                               |                               |                               |                               |
| <i>Algebra Component</i>   |                               |                               |                               |                               |
| Describes and extends arithmetic and geometric patterns  |                               |                               |                               |                               |
| Finds unknowns in number sentences (addition, subtraction, multiplication)   |                               |                               |                               |                               |
| Uses the commutative and associative properties of addition and multiplication   |                               |                               |                               |                               |
| Understands that if $a=b$ , $b=c$ , then $a=c$ (Transitive Property of Equality)   |                               |                               |                               |                               |
| Describes change using measurement   |                               |                               |                               |                               |
| <i>Geometry and Measurement Component</i>  |                               |                               |                               |                               |
| Describes geometric attributes of plane and solid objects  |                               |                               |                               |                               |
| Demonstrates slides, flips, turns and lines of symmetry with shapes  |                               |                               |                               |                               |
| Estimates, measures, and calculates length to the nearest meter, centimeter, yard, foot and inch                         |                               |                               |                               |                               |
| Combines and/or divides polygons   |                               |                               |                               |                               |
| <i>Data, Probability, and Statistics Component</i>   |                               |                               |                               |                               |
| Uses data to create, read, interpret and analyze graphs  |                               |                               |                               |                               |
| Reads, interprets, and creates tables using tally marks  |                               |                               |                               |                               |
| Determines whether an event is likely or unlikely  |                               |                               |                               |                               |
| Predicts outcomes of events based on data  |                               |                               |                               |                               |
| <b>SCIENCE</b>   | <b>1<sup>st</sup> 9 Weeks</b> | <b>2<sup>nd</sup> 9 Weeks</b> | <b>3<sup>rd</sup> 9 Weeks</b> | <b>4<sup>th</sup> 9 Weeks</b> |
| <i>Inquiry, Technology, and Engineering Component</i>  |                               |                               |                               |                               |
| Uses senses and simple tools (e. g., hand lenses, measurement tools, arm balances) to make observations                  |                               |                               |                               |                               |
| Communicates using age appropriate science vocabulary  |                               |                               |                               |                               |
| <i>Life Science Component</i>  |                               |                               |                               |                               |
| Recognizes that plants and animals are made up of smaller parts and need food, water and air to survive                  |                               |                               |                               |                               |
| Compares and contrasts habitats of local plants and animals  |                               |                               |                               |                               |
| Compares and contrasts the life cycles of various organisms  |                               |                               |                               |                               |
| Draws conclusions from fossils about organisms that lived in the past  |                               |                               |                               |                               |
| <i>Earth and Space Science Component</i>   |                               |                               |                               |                               |
| Identifies the sun is our nearest star and observes its changing position  |                               |                               |                               |                               |
| Recognizes changes in the moon over time   |                               |                               |                               |                               |
| Sorts, analyzes and compares a variety of soil types   |                               |                               |                               |                               |
| Identifies the difference between renewable and nonrenewable resources   |                               |                               |                               |                               |
| Matches temperature patterns with seasonal changes   |                               |                               |                               |                               |
| Classifies rocks according to size, shape, texture and color   |                               |                               |                               |                               |
| <i>Physical Science Component</i>  |                               |                               |                               |                               |
| Investigates the three states of matter and how they change  |                               |                               |                               |                               |
| Explains how the sun affects the earth's surface   |                               |                               |                               |                               |
| Describes the sounds produced by different types of vibrating objects (loudness and pitch)                               |                               |                               |                               |                               |
| Explains how magnets interact with objects   |                               |                               |                               |                               |
| Identifies six simple machines   |                               |                               |                               |                               |
| <b>SOCIAL STUDIES</b>  | <b>1<sup>st</sup> 9 Weeks</b> | <b>2<sup>nd</sup> 9 Weeks</b> | <b>3<sup>rd</sup> 9 Weeks</b> | <b>4<sup>th</sup> 9 Weeks</b> |
|  |                               |                               |                               |                               |
| Compares and contrasts Tennessee culture by the Three Grand Divisions of the state and regional cultures of other states |                               |                               |                               |                               |
| Defines the major products of Tennessee  |                               |                               |                               |                               |
| Describes different types of occupations using examples of both producers and service providers                          |                               |                               |                               |                               |
| Using the globe, locates Hemispheres, Poles, Equators, Continents, Oceans  |                               |                               |                               |                               |
| Uses map legends, scales, and grids to locate places on a map  |                               |                               |                               |                               |

|   |  |  |  |  |
|---|--|--|--|--|
| Identifies how different regions are depicted on a map using Climate, Natural Resources, Physical Features  |  |  |  |  |
| Explains the roles of government service providers (e.g., policemen, firemen, school teachers, librarians, park rangers, etc.)                                  |  |  |  |  |
| Distinguishes between local, state, and national government by providing examples of the role of leaders (e.g., mayor, governor, president) at different levels |  |  |  |  |
| Identifies characteristics of good citizenship using examples from school and community life  |  |  |  |  |
| Demonstrates an understanding of chronology by creating a variety of timelines  |  |  |  |  |
| Compares how the physical and human characteristics of a community change over time   |  |  |  |  |

**KEY FOR SPECIALTY AREAS (*Visual Art, Music, and Physical Education*)  
and WORK SKILLS/HABITS**

- S: Satisfactory:** Has met expected outcomes
- P: In Progress:** Working towards expected outcomes
- U: Unsatisfactory:** Not working towards expected outcomes.

| <b>SPECIALTY AREAS</b>    | <b>1<sup>st</sup> 9 Weeks</b> | <b>2<sup>nd</sup> 9 Weeks</b> | <b>3<sup>rd</sup> 9 Weeks</b> | <b>4<sup>th</sup> 9 Weeks</b> |
|---------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <i>Visual Art</i>         |                               |                               |                               |                               |
| <i>Music</i>              |                               |                               |                               |                               |
| <i>Physical Education</i> |                               |                               |                               |                               |
| <i>World Languages</i>    |                               |                               |                               |                               |

| <b>WORK SKILLS/HABITS</b>   | <b>1<sup>st</sup> 9 Weeks</b> | <b>2<sup>nd</sup> 9 Weeks</b> | <b>3<sup>rd</sup> 9 Weeks</b> | <b>4<sup>th</sup> 9 Weeks</b> |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <i>Self Control:</i> Shows self control in class                                      |                               |                               |                               |                               |
| <i>Self Directed Learner:</i> Takes responsibility to do work                         |                               |                               |                               |                               |
| <i>Works/Plays Well With Others:</i> Works and plays with others in a positive manner |                               |                               |                               |                               |
| <i>Skilled Worker:</i> Completes work on time   |                               |                               |                               |                               |
| <i>Quality Producer:</i> Produces neat work   |                               |                               |                               |                               |
| <i>Efficient Writer:</i> Handwriting is age appropriate, neat, and legible            |                               |                               |                               |                               |
| <i>Effective Communicator:</i> Expresses needs and wants effectively                  |                               |                               |                               |                               |
| <i>Technology:</i> Uses technology effectively, as defined in Grade 2 standards       |                               |                               |                               |                               |
| <i>Effort:</i> Does his/her best on each assignment and activity.                     |                               |                               |                               |                               |
| <i>Follows Directions:</i> Listens well and follows directions                        |                               |                               |                               |                               |
| <i>Homework:</i> Completes and submits homework on time                               |                               |                               |                               |                               |

**Teacher Comments**

|                          |   |
|--------------------------|---|
| <b>First Nine Weeks</b>  | <input type="checkbox"/> Conference Requested |
| <b>Second Nine Weeks</b> | <input type="checkbox"/> Conference Requested |
| <b>Third Nine Weeks</b>  | <input type="checkbox"/> Conference Requested |
| <b>Fourth Nine Weeks</b> |   |

**Parent/Guardian Signature & Comments**

|  |
|--|
| <b>First Nine Weeks</b>  |
| _____ (Signature) <span style="float: right;"><input type="checkbox"/> Conference Requested</span> |
| <b>Second Nine Weeks</b>   |
| _____ (Signature) <span style="float: right;"><input type="checkbox"/> Conference Requested</span> |
| <b>Third Nine Weeks</b>  |
| _____ (Signature) <span style="float: right;"><input type="checkbox"/> Conference Requested</span> |

**Next Year's Grade** \_\_\_\_\_