

Richmond Community Schools

A Parent's Guide to Report Cards



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Non-Discrimination Statement

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Dear Parents:

The information in this brochure is intended to serve as a guide to understanding the core curriculum for English Language Arts, Mathematics, Social Studies, and Science at each grade level. Each grade level report card has been aligned to reflect the most current standards for each subject. The curriculum in English Language Arts and Mathematics is aligned to the Michigan State Standards. The standards are a list of expectations that help teachers make sure their students have the skills and knowledge they need **at the end of each grade level** from kindergarten through 12th grade. They define the reading, writing, and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation young people are prepared to go to college or to enter the workplace. The standards offer consistent expectations for students learning across much of the nation. This guide will also identify the Science and Social Studies standards and concepts that your child will experience throughout the year as well.

The report cards represent a progression of your student's progress. Students will be assessed on additional sub-standards throughout the school year. Students' progress on each standard will vary by card marking as additional sub-standards/skills are introduced. Please see the explanation below regarding the grading key. Below the key you will find an analogy as if the key were applied to the standard of riding a bike.

AP – Advanced Proficient: Above Grade Level

(Wow! You not only ride a bike on your own, but you can pop a wheelie, jump ramps, and perform other bike stunts.)

P – Proficient: Applies skill/concept independently at grade level

(Congratulations! You are successfully riding a bike by yourself.)

PP – Partially Proficient: Shows some understanding: needs assistance

(You are pedaling well and staying upright as long as someone is holding on and giving you a little push.)

NP – Not Proficient: shows little understanding of skill/concept

(You are riding a bike, but using training wheels.)

Items not marked have not been introduced

Subject: English Language Arts (Michigan State Standards)

Domain: Reading Literature

Standard: Key Ideas and Details (1st, 2nd Marking Period)

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.

Standard: Craft and Structure (2nd Marking Period)

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Standard: Integration of Knowledge and Ideas (3rd Marking Period)

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Standard: Range of Reading and Level of Text Complexity (4th Marking Period)

- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Domain: Reading Informational Text

Standard: Key Ideas and Details (1st, 2nd Marking Period)

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Standard: Craft and Structure (2nd Marking Period)

- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Standard: Integration of Knowledge and Ideas (3rd Marking Period)

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Standard: Range of Reading and Level of Text Complexity (4th Marking Period)

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Domain: Reading Foundational Skills

Standard: Phonics and Word Recognition (1st, 2nd, 3rd, 4th Marking Period)

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

Standard: Fluency (1st, 2nd, 3rd, 4th Marking Period)

- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Domain: Writing

Standard: Text Type and Purposes (1st, 2nd, 3rd, 4th Marking Period)

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Standard: Production and Distribution of Writing (1st, 2nd, 3rd, 4th Marking Period)

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Standard: Research to Build and Present Knowledge (4th Marking Period)

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- Recall information from experiences or gather information from provided sources to answer a question.

Domain: Speaking and Listening (4th Marking Period)

Standard: Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Standard: Presentation of Knowledge and Ideas (4th Marking Period)

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Domain: Language

Standard: Conventions of Standard English (2nd, 3rd, 4th Marking Period)

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, and told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words.

- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Standard: Knowledge of Language (4th Marking Period)

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English

Standard: Vocabulary Acquisition and use (3rd Marking Period)

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word.
- Use a known root word as a clue to the meaning of an unknown word with the same root word.
- Use knowledge of the meaning of individual words to predict the meaning of compound words.
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Subject: Math (Michigan State Standards)

Domain: Operations and Algebraic Thinking (1st Marking Period)

Standard: Represent and solve problems involving addition and subtraction

- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

Standard: Add and subtract within 20 (1st, 2nd, 3rd and 4th Marking Period)

- Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

Standard: Work with equal groups of objects to gain foundations for multiplication (4th Marking Period)

- Determine whether a group of objects has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Domain: Geometry

Standard: Reason with shapes and their attributes (2nd Marking Period)

- Recognize and draw shapes having specified attributes, such as given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Domain: Measurement and Data

Standard: Measure and estimate lengths in standard units (2nd Marking Period)

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of standards length until.

Standard: Relate addition and subtraction to length (2nd Marking Period)

- Use addition and subtraction within 100 to solve word problems involving lengths that are given the same units.

- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,, and represent whole-number sums and differences within 100 on a number line diagram.

Standard: Work with time and money (3rd Marking Period)

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and c symbols appropriately.

Standard: Represent and interpret data (3rd Marking Period)

- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off on whole-number units.
- Draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Domain: Number and Operations in Base Ten

Standard: Understand place value (2nd, 3rd Marking Period)

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases:
 - 100 can be thought of as a bundle of ten tens – called a “hundred”.
 - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds.
- Count within 1,000; skip-count 5s, 10s, and 100s.
- Read and write numbers to 1,000 using base-ten numerals, number names, and expanded forms.
- Compare two three-digit numbers based on meaning of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Standard: Use place value understanding and properties of operations to add and subtract (3rd Marking Period)

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Add up to four two-digit numbers strategies based on place value and properties of operations.
- Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose and decompose tens or hundreds.
- Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- Explain why addition and subtraction strategies work, using place value and the properties of operations.

Standards for Mathematical Practice

PARENTS' GUIDE

As your son or daughter works through homework exercises, you can help him/her develop skills with these mathematical practice standards by asking some of these questions...

- 1. Make sense of problems and persevere in solving them.**
 - What are you solving for in the problem?
 - Can you think of a problem that you have solved before that is like this one?
 - How will you go about solving it? What's your plan?
 - Are you making progress toward solving it? Should you try a different plan?
 - How can you check your answer? Can you check using a different method?
- 2. Reason abstractly and quantitatively.**
 - Can you write or recall an expression or equation to match the situation?
 - What do the numbers or variables in the equation refer to?
 - What's the connection among the numbers and the variables in the equation?
- 3. Construct viable arguments and critique the reasoning of others.**
 - Tell me what your answer means.
 - How do you know that your answer is correct?
 - If I told you I think the answer should be (offer a wrong answer), how would you explain to me why I'm wrong.
- 4. Model with mathematics.**
 - Do you know a formula or relationship that fits this problem situation?
 - What's the connection among the numbers in the problem?
 - Is your answer reasonable? How do you know?
 - What does the number(s) in your solution refer to?
- 5. Use appropriate tools strategically.**
 - What tools could use to solve this problem? How can each one help you?
 - Which tool is more useful for this problem? Explain your choice.
 - Why is this tool (the one selected) better to use than (another tool mentioned)?
 - Before you solve the problem, can you estimate the answer?
- 6. Attend to precision.**
 - What do the symbols that you used mean?
 - What units of measure are you using? (for measurement problems)
 - Explain to me (a term from the lesson)
- 7. Look for and make use of structure.**
 - What do you notice about the answers to the exercises you've just completed?
 - What do different parts of the expression or equation you are using tell you about possible correct answers?
- 8. Look for and express regularity in repeated reasoning.**
 - What shortcut can you think of that will always work for these kinds of problems?
 - What pattern(s) do you see? Can you make a rule or generalization?

Subject: Social Studies (Michigan State Standards)

Domain: History (1st, 4th Marking Period)

- Thirteen Colonies
- First Americans
- Landmarks
- Holidays, Customs, Family Traditions

Domain: Geography (2nd Marking Period)

- Living in a neighborhood
- Caring for Resources
- Comparing our state and community

Domain: Civics & Government (3rd Marking Period)

- Community Services
- Voting
- Three Branches of Government
- Getting Along
- Rules

Domain: Economics (3rd Marking Period)

- Earning/Using Money
- Consumers and Producers
- Reading and moving goods

Subject: Science (Michigan State Standards)

Units are shared so Science units will be taught in a different order depending on the teacher.

Domain: Physical Science (1st, 2nd, 3rd Marking Period)

Standard: Structure and Properties of Matter

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Domain: Earth Science (2nd, 3rd, 4th Marking Period)

Standard: Processes that Shape the Earth

- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body.
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.
- Obtain information to identify where fresh water is found on Earth, including the Great Lakes and Great Lakes Basin.

Domain: Life Science (1st, 4th Marking Period)

Standard: Interdependent Relationships in Ecosystems

- Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- Make observations of plants and animals to compare the diversity of life in different habitats.

Domain: Engineering Design (1st, 2nd, 3rd Marking Period)

Standard: Engineering Design

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.