



CÈSAR CHÀVEZ ACADEMY EAST CAMPUS 2014-2015

Student Name		School	Cèsar Chàvez East
Student ID		Principal	Ms. Philyaw
Academic Year	September 2014-June 2015	School Phone #	313-971-8247
Grade	Second (2 nd)	School Address	4130 Maxwell
Teacher	Ms. Preston	School Website	www.chavezeast.com

Attendance	Q1	Q2	Q3	Q4
Days Enrolled				
Days Absent				
Days Tardy				

Mastered/M	100%-90%
Progressing/P	89%-70%
Unsatisfactory/U	69%-Below

Reading Standards For Literature	Q1	Q2	Q3	Q4
Grade for Semester				
Key Ideas and Details <ul style="list-style-type: none"> 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. 				
Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> 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. 				
Craft and Structure <ul style="list-style-type: none"> 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. 				
Integration of Knowledge and Ideas <ul style="list-style-type: none"> 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. 				
Reading Standards For Informational Text	Q1	Q2	Q3	Q4
Key Ideas and Details <ul style="list-style-type: none"> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding and 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. 				

<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> 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. 				
<p>Craft and Structure</p> <ul style="list-style-type: none"> 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. 				
<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Explain how specific images (e.g., 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. 				
Reading Standards: Foundational Skills	Q1	Q2	Q3	Q4
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> 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. 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. 				
<p>Fluency</p> <ul style="list-style-type: none"> 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. 				

Writing Standard	Q1	Q2	Q3	Q4
Grade for Semester				
<p>Text Types and Purposes</p> <ul style="list-style-type: none"> 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. 				
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> 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. 				
<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> 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. 				

Speaking and Listening Standards	Q1	Q2	Q3	Q4
<i>Grade for Semester</i>				
Comprehension and Collaboration <ul style="list-style-type: none"> 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., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 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. 				
Presentation of Knowledge and Ideas <ul style="list-style-type: none"> 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. 				

Language Standards	Q1	Q2	Q3	Q4
<i>Grade for Semester</i>				
Conventions of English <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns. Form and use frequently occurring irregular plural nouns. Use reflexive pronouns. Form and use the past tense of frequently occurring irregular verbs. Use adjectives and adverb, 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. 				
Knowledge of Language <ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading or listening. Compare formal and informal uses of English. 				
Vocabulary Acquisition Use <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 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 forms when a known prefix is added to known word. 				

<ul style="list-style-type: none"> • Use a known root word as a clue to the meaning of an unknown word with the same root. • 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. • Identify life connections between words and their use. • Distinguish shades of meaning among closely related verbs and closely related adjectives. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts and including using adjectives and adverbs to describe. 				
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Quarter 1 Comments	
Quarter 2 Comments	
Quarter 3 Comments	
Quarter 4 Comments	

Mathematical Standards	Q1	Q2	Q3	Q4
Grade for Semester				
Operations and Algebraic Thinking <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Determine the unknown whole number in an addition or subtraction equation relating three numbers. • Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 e.g., by using objects, drawings, equations with a symbol for the unknown number to represent the problem. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations. • Work with equal groups of objects to gain foundations for multiplication. 				
Number and Operation in Base Ten				

<ul style="list-style-type: none"> • Understand place value. • Use place value understanding and properties of operations to add and subtract. 				
Measurement and Data <ul style="list-style-type: none"> • Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with Time and Money. • Represent and interpret data. 				
Geometry <ul style="list-style-type: none"> • Reason with shapes and their attributes. 				

Quarter 1 Comments	
Quarter 2 Comments	
Quarter 3 Comments	
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Science Standards	Q1	Q2	Q3	Q4
Grade for Semester				
Develop an understanding that scientific inquiry and reasoning involves observing, questioning, recording, and developing solutions to problems. <ul style="list-style-type: none"> • Make purposeful observation of the natural world using the senses. • Generate questions based on observations. • Plan and conduct simple investigations. • Manipulate simple tools that aid observation and data collection. • Make accurate measurements with appropriate units for measurement tool. • Construct simple charts from data and observations. 				
Develop an understanding that scientific inquiry and investigations require analysis and communications of finding, using appropriate technology. <ul style="list-style-type: none"> • Share ideas about science through purposeful conversation. • Communicate and present findings of observations. • Develop strategies for information gathering (ask an expert, use a book, make 				

observations, conduct simple investigation and watch a video).				
<p>Understand how scientists decide what constitutes scientific knowledge and reflection; its application to new situations to better understand the role of science in society and technology.</p> <ul style="list-style-type: none"> • Demonstrate science concepts about the senses through illustrations, performances, models, exhibits and activities. 				
<p>Develop an understanding of the warming of the earth by the sun as the major source of energy for phenomenon on earth and how the sun's warming relates to weather, climate, seasons and the water cycle Understand how human interaction and use of natural resources affects the environment.</p> <ul style="list-style-type: none"> • Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (clear, cloudy, foggy) precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm). • Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation and wind. • Describe severe weather characteristics. • Describe precaution that should be taken for human safety during severe weather conditions (thunder and lightning, tornadoes, strong winds, heavy precipitation). • Identify the tools that might be used to measure temperature, precipitation, cloud cover and wind. • Observe and collect data of weather conditions over a period of time. 				
<p>Develop an understanding that plants and animals (including humans) have basis requirement for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as the are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.</p> <ul style="list-style-type: none"> • Identify the needs of animals. • Recognize that living things have basic needs. • Identify and compare living and nonliving things. • Describe the life cycle of animals including the following stages; egg, young, adult, egg, larva, pupa and adult. 				
<p>Develop an understanding that all life forms must reproduce to survive. Understand that characteristics of mature plants and animals may be inherited or acquired and that only inherited traits are passed on to their young. Understand that inherited traits can be influenced by changed in the environment and by genetics.</p> <ul style="list-style-type: none"> • Identify characteristics that are passed on from parents to young. • Classify young animals based on characteristics that are passed on from parents. 				
<p>Develop an understanding of the warming of the earth by the sun as the major energy source of energy for phenomenon on Earth and hw the sun's warming related to weather, climate, seasons and the water cycle. Understand how human interaction and use of natural resources affects the environment.</p> <ul style="list-style-type: none"> • Identify the most important source of heat which warms the land, air and water of the earth. • Demonstrate the importance of sunlight and warmth in plant growth. 				
<p>Develop an understanding the properties of earth materials and how those properties make materials useful. Understand gradual and rapid changes in each materials. Understand magnetic properties of earth.</p> <ul style="list-style-type: none"> • Describe how earth materials contribute to the growth of plant and animal life. 				
<p>Develop an understanding that all matter has observable attributes with physical and chemical properties that are described, measured and compared. Understand that states of matter exist as solid, liquid, or gas.</p> <ul style="list-style-type: none"> • Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating. • Demonstrate that water as a solid keeps its own shape. • Demonstrate that water as a liquid takes on the shape of various containers. • Identify materials that are attracted by magnets. • Observe that like poles of a magnet repel and unlike poles of a magnet attract. 				

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Quarter 3 Comments	
Quarter 4 Comments	

Social Studies Standards	Q1	Q2	Q3	Q4
Grade for Semester				
Core Democratic Values/Government/Community and Citizenship <ul style="list-style-type: none"> • Explain why people form governments • Distinguish between government action and private action. • Explain how local governments balance individual rights with the common good to solve local community problems. • Describe how the Pledge of Allegiance reflects the core democratic value of patriotism. • Give examples of how local governments make, enforce, and interpret laws in the local community. • Use examples to describe how local government affects the lives of its citizens. • Identify ways citizens participate in community decisions. • Distinguish between personal and civic responsibilities and explain why they are important in community life. • Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community. 				
Chronological Thinking and Historical changes and Understanding <ul style="list-style-type: none"> • Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events. • Describe changes in the local community over time(e.g., types of businesses, architecture and landscape, jobs, transportation, population. • Construct a historical narrative about the history of the local community from a variety of sources. 				
Goods and Services/Resources/Economics <ul style="list-style-type: none"> • Identify the opportunity cost involved in a consumer decision. • Identify businesses in the local community. 				

<ul style="list-style-type: none"> Describe how businesses in the local community meet economic wants of consumers. Describe the natural, human and capital resources needed for production of a good or service in a community. Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks). 				
Black History Month/Famous People in History <ul style="list-style-type: none"> Explain why descriptions of the same event in the local community can be different. Use an example to describe the role of the individual in creating history. Identify a problem in a community's past and describe how it was resolved. 				
Maps/Land Use/Geography <ul style="list-style-type: none"> Describe land use in the community. Describe the means people create for moving people, goods, and ideas within the local community. Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community. Compare the physical and human characteristics of the local community with those of another community. Describe how the local community is part of a larger region (e.g., county, metropolitan area, state). Construct maps of the local community that contain symbols, labels and legends denoting human and natural characteristics of place. Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction and scale. Suggest ways people can responsibly interact with the environment in the local community. Describe positive and negative consequences of changing the physical environment of the local community. 				
Community Project/Identifying Problems and Solutions/Gathering and Organizing Data <ul style="list-style-type: none"> Design and participate in community improvement projects that help or inform others. Develop and implement an action plan to address or inform others about a public issue. Participate in projects to help or inform others. Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions. 				

Quarter 1 Comments	
Quarter 2 Comments	

Quarter 2 Comments	
Quarter 3 Comments	
Quarter 4 Comments	

Art	Q1	Q2	Q3	Q4
<i>Grade for Semester</i>				
Drawing, Handwriting, Fonts and Characters				
Drawing Geometric Shapes				
Surrealism: Using Oil pastels				
Painting and Sculpture				
Sculpture and Weaving				
Collage/Cubism and Tissue Expose				
Special Projects				
Water Color Resist				
Paper Sculpture and Design				
Forming and identifying lines, color and shapes along with patterns				

Quarter 1 Comments	
Quarter 2 Comments	

Quarter 3 Comments	
Quarter 4 Comments	

<i>Citizenship</i>	Q1	Q2	Q3	Q4
Respects people and property				
Shows interest in learning				
Puts forth best effort on a daily basis				
Prepares and organizes				
Participates in class/group activities				
Completes assignments when due				
Follow Directions on a regular basis				

Quarter 1 Comments	
Quarter 2 Comments	
Quarter 3 Comments	

Quarter 4
Comments