

# ENGLISH LANGUAGE ARTS/READING

## GRADE TWO

Second grade students use their beginning skills to develop expertise in communicating through reading, writing, listening and speaking. The ability to apply these skills increases as students participate in written and oral language experiences.

### **WORD ANALYSIS – PHONICS, VOCABULARY, SPELLING**

*It is expected that students will:*

- ⊙ use knowledge of phonics to decode words of one or more syllables in context
- ⊙ use structural elements (e.g., syllables, prefixes, roots, and suffixes) to decode words of one or more syllables in context
- ⊙ read high-frequency words to build fluency and construct meaning
- ⊙ read texts aloud with fluency, accuracy, and appropriate intonation and expression
- ⊙ identify the meanings of common prefixes, and suffixes, and abbreviated words in context
  - identify and use knowledge of spelling patterns to correctly spell words
  - identify and use special vowel spellings to correctly spell words
- ⊙ identify and use knowledge of spelling patterns and special vowel spellings when reading
- ⊙ identify and use basic syllabication rules
- ⊙ apply knowledge of basic syllabication rules when reading
- ⊙ identify and use knowledge of synonyms, antonyms, homophones, and homographs to understand text

### **READING COMPREHENSION – SKILLS AND STRATEGIES**

*It is expected that students will:*

- access prior knowledge, predict, preview, and set a purpose as pre-reading strategies to aid comprehension
- identify self-correcting strategies such as self-questioning and rereading
- recall important details/facts
- recall sequence of events
- ⊙ recall the main idea of text
  - retell the main idea of text
- ⊙ formulate the main idea while reading
  - identify cause and effect
  - compare and contrast information
- ⊙ draw conclusions
  - respond to fiction and nonfiction selections
  - locate words and/or sentences to answer questions
  - describe, classify, compare, and contrast objects/pictures and information
  - demonstrate comprehension of various forms of literature

## **ENGLISH LANGUAGE ARTS/READING GRADE TWO (Continued)**

### **READING COMPREHENSION – LITERATURE**

*It is expected that students will:*

- ⦿ identify simple elements of a story such as setting, character, and plot.
- ⦿ make basic inferences about characters and predict story outcomes
  - restate the logical and sequential development of a story
  - generate alternative endings to stories
  - identify simple character traits
- ⦿ compare and contrast different versions of the same stories from different cultures and eras
  - compare rhythm, rhyme, and alliteration in poetry
  - distinguish between poetry and prose
  - identify different types of literature
  - read independently/daily

### **READING COMPREHENSION - INFORMATIONAL TEXTS**

*It is expected that students will:*

- ⦿ locate table of contents and chapter headings
- ⦿ interpret information from diagrams, charts, and graphs
- ⦿ identify and explain cause and effect
- ⦿ determine the main idea of a passage
  - ask questions to gain understanding of important information in a text
- ⦿ read and follow simple directions to perform a task
  - read a variety of non-fiction from content areas

### **WRITING - COMPOSITION**

*It is expected that students will:*

- participate in daily writing activities
- write complete sentences
- ⦿ use at least two sources to write an informative paper
- ⦿ write friendly letters
- ⦿ write stories and poems
- ⦿ write responses to literature
- write directions

### **WRITING - PROCESS**

*It is expected that students will:*

- generate possible ideas for future writing by recalling experiences, talking, drawing, and listening to stories
- ⦿ organize ideas through activities such as listing, webbing, and clustering

## ***ENGLISH LANGUAGE ARTS/READING GRADE TWO (Continued)***

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- identify a purpose for writing
- ⊙ write stories or other compositions
- ask questions to develop and clarify ideas
- ⊙ revise writing for detail and clarity
- self-check for organization, ideas, word choice, and sentence structure
- edit, with teacher assistance, for correct word usage
- correct for mechanics, spelling, grammar, and punctuation
- produce writing for given audiences
- share writing with others and listen to responses
- display writing through informal/formal publication

### **WRITING - CONVENTIONS OF ENGLISH LANGUAGE**

*It is expected that students will:*

- ⊙ use nouns, verbs, pronouns, adjectives, and adverbs in writing
  - demonstrate correct grammar usage when writing sentences
- ⊙ identify complete and incomplete sentences in writing
- ⊙ use commas in the greeting and closing of a letter
- ⊙ use commas in words in a series
- ⊙ use commas in dates
  - use a comma between city and state
- ⊙ use end punctuation
  - use periods in abbreviations
- ⊙ use periods with initials
- ⊙ use contractions correctly
- ⊙ use possessives correctly
- ⊙ capitalize proper nouns and initials
- ⊙ use correct spelling of words containing short, long, and r-controlled vowels
- ⊙ use correct spelling of words containing blends and digraphs
- ⊙ use correct spelling of irregular words (e.g., said, who, they)
  - create readable compositions that are legible

### **LISTENING SKILLS**

*It is expected that students will:*

- ⊙ determine the purpose(s) for listening (e.g., to obtain information, to solve problems, or for enjoyment)
  - link prior knowledge with new information
  - activate prior knowledge
  - listen to different types of literature
  - attend and respond to public presentations and a variety of media
  - distinguish among different dialects
- ⊙ follow two-step oral directions to complete a task

## ***ENGLISH LANGUAGE ARTS/READING GRADE TWO (Continued)***

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### **SPEAKING SKILLS**

*It is expected that students will:*

- select and use specific vocabulary to communicate ideas
- speak clearly at an understandable pace
- ⊙ make oral presentations that maintain a clear focus
- ⊙ recount experiences and tell stories that move through a logical sequence of events and include character and setting
- ⊙ give clear directions to complete a simple task
- participate in various forms of oral communication (i.e., informal dialogue, music, plays, book talks, oral reports, speeches)

### **DISCUSSION**

*It is expected that students will:*

- demonstrate turn-taking and eye contact in conversations and group discussions
- ⊙ ask and answer questions to gather and provide information
- present ideas and information in groups

### **RESEARCH AND STUDY SKILLS**

*It is expected that students will:*

- use parts of a book to locate information
- ⊙ alphabetize words by second letter and apply basic knowledge of alphabetical order
- construct simple graphic organizers to show relationships of ideas (e.g., story map, semantic map, web, chart, graph, diagram)
- formulate questions to explore areas of interest
- ⊙ locate and use information from reference materials and technology
- present research findings using various media
- use test-taking strategies

# MATHEMATICS

## GRADE TWO

Second grade students extend their learning of whole numbers to include three-digit numbers. They continue to learn and use the basic addition facts through sums of eighteen and the corresponding subtraction facts. Students also develop problem solving strategies, estimate, and read and interpret bar graphs.

### **NUMBERS, NUMBER SENSE, AND COMPUTATION**

*It is expected that students will:*

- compare and order groups of objects and numerals less than 1,000
- ⊙ use ordinal positions first through twentieth
- ⊙ use the inherent patterns in numbers to skip count by 2's, 3's, 5's, and 10's to 100 and beyond
- ⊙ use, model, and identify place value positions (ones, tens, and hundreds)
- ⊙ read, write, and use number words (0 - 20)
- demonstrate understanding of the processes of addition and subtraction
- ⊙ use decimals to show money amounts
- ⊙ identify and model basic addition facts (sums to 18) and the corresponding subtraction facts
- ⊙ immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts
- ⊙ add and subtract multi-digit numbers without regrouping
- add and subtract two-digit numbers with regrouping
- add and subtract money amounts
- describe and explain sequence of steps in addition and subtraction algorithms
- use a variety of appropriate strategies to compute and solve problems with whole numbers
- ⊙ estimate the number of objects in a set to 20; verify by counting, and revise estimate, as needed, based on results
- ⊙ generate and solve one-step addition and subtraction problems based on practical situations
- use estimation and mental computation in appropriate situations to solve problems
- ⊙ identify, model, and label  $\frac{1}{2}$  and  $\frac{1}{4}$  as parts of a whole

### **PATTERNS, FUNCTIONS, AND ALGEBRA**

*It is expected that students will:*

- compare and contrast attributes of objects, shapes, and numbers
- ⊙ recognize and describe repeating and increasing patterns using symbols, objects, manipulatives, and calculators
- ⊙ use patterns and their extensions to solve problems
- ⊙ use variables and open sentences to express relationships
- ⊙ generate and solve problems based on various numerical sentences
- ⊙ model, explain, and solve a number sentence involving addition and subtraction
- ⊙ represent mathematical situations using numbers, symbols, and words

## **MATHEMATICS GRADE TWO (Continued)**

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### **MEASUREMENT**

*It is expected that students will:*

- ⊙ compare and order objects by various measurable attributes including time, temperature, length, weight, capacity, and area, and communicate their similarities and differences
- ⊙ compare objects to standard whole units such as inches, yards, centimeters, and meters to identify the objects as greater than, less than, or equal to the given units
  - estimate and measure length, weight, and capacity of objects, using a standard or non standard unit of measure
- ⊙ read time to nearest quarter hour; distinguish between day and night (i.e., A.M. and P.M.)
- ⊙ determine the value of any given set of coins and bills

### **SPATIAL RELATIONSHIPS AND GEOMETRY**

*It is expected that students will:*

- ⊙ describe and compare and contrast two-dimensional shapes (circles, triangles, rectangles [squares]) regardless of position
  - use position words such as before, far, below, left to describe location of objects and to place objects
- ⊙ identify congruent shapes
- ⊙ compare the size (larger and smaller) of similar two-dimensional figures such as circles, triangles
  - recognize and describe position of shapes after transformation (flip, turn, slide), using models
- ⊙ identify figures with symmetry as they appear in the environment
- ⊙ create two-dimensional designs that contain a line of symmetry
- ⊙ identify, name, sort, describe, compare, and contrast two- and three-dimensional geometric figures and objects such as circle/sphere, square/cube, triangle/pyramid

### **DATA ANALYSIS**

*It is expected that students will:*

- ⊙ collect, organize, record, and explain classification of data using concrete materials
  - collect, organize, tally, display, and interpret data in charts, tables, and graphs
  - read and interpret simple picture and bar graphs to solve problems

### **PROBLEM SOLVING**

*It is expected that students will:*

- ⊙ select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts
- ⊙ apply previous experience and knowledge to new problem-solving situations
- ⊙ formulate own problems; use various approaches to investigate and solve problems
- ⊙ explain and verify results with respect to the original problem
  - try more than one strategy when the first strategy proves to be unproductive

## ***MATHEMATICS GRADE TWO (Continued)***

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- apply solutions and strategies from earlier problems to new problem situations
- use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)

### **MATHEMATICAL COMMUNICATION**

*It is expected that students will:*

- discuss and exchange ideas about mathematics as a part of learning
- use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems
- ⊙ use pictorial representations to identify mathematical operations and concepts
- ⊙ use physical materials, models, pictures, or writing to represent and communicate mathematical ideas
- ⊙ explain and justify thinking about mathematical ideas and solutions
- use everyday language to explain thinking about strategies and solutions to mathematical problems
- express mathematical ideas and use them to define, compare, and solve problems orally and in writing
- use mathematical notation to communicate and explain mathematical situations

### **MATHEMATICAL REASONING**

*It is expected that students will:*

- justify and explain the solutions to problems using manipulatives and physical models
- ⊙ use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems
- ask questions to reflect on, clarify, and extend thinking
- determine relevant, irrelevant, and/or sufficient information to solve mathematical problems

### **MATHEMATICAL CONNECTIONS**

*It is expected that students will:*

- link new concepts to prior knowledge
- use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics
- identify practical applications of mathematical principles that can be applied to other disciplines
- ⊙ identify, explain, and use mathematics in everyday life

# SCIENCE GRADE TWO

Second-grade students keep and share records of their observations, investigations, interactions with solids and liquids, living things and their habitats, and weather. They work collaboratively to develop questions, make predictions based on evidence, and gather evidence. They use tools for safely collecting data and sharing information. They create charts and labeled illustrations for sharing data. Nature and History of Science objectives are embedded throughout the year in the contexts of life, earth, and physical science.

## **NATURE AND HISTORY OF SCIENCE**

*It is expected that students will:*

- record observations and explanations using words, numbers, and labeled pictures
- keep a record, in a science notebook, of observations and measurements taken over time (weather, moon cycle, life cycle)
- use equipment (pan balance, thermometer, funnel, ruler) to gather information
- make and justify predictions based on observations
- ask questions about the natural world
- cooperate and contribute ideas within a group
- relate classroom science experiences to the work of scientists

## **PHYSICAL SCIENCE**

*It is expected that students will:*

- sort solids and liquids according to similarities and differences
- observe and describe solids and liquids
- investigate and describe how water changes back and forth from solid to liquid; differentiate between hot and cold
- describe and sort materials in terms of their observable properties (shape, weight, color, texture)
- investigate the properties of sound and describe how sound has different properties

## **EARTH SCIENCE**

*It is expected that students will:*

- investigate and describe how the sun warms the land, air, and water
- observe that water on Earth can be a liquid (rain) or a solid (snow and ice)
- investigate, observe, describe and record how weather changes from day to day and seasonally throughout the year
- observe, record, and describe patterns associated with the sun and moon

## ***SCIENCE GRADE TWO (Continued)***

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### **LIFE SCIENCE**

*It is expected that students will:*

- explain that many different kinds of living things exist on Earth
- investigate and describe how animals have offspring that are the same kind of animal
- investigate, observe, and describe how animals grow and change through their life cycles
- investigate, observe, and describe how animals use their senses
- explore how living things make sounds
- investigate and describe how animals use plants and other animals for food
- explain that habitats include food, water, shelter, and space
- explain how particular features of plants and animals help them live in different kinds of places
- identify and sort animals by observable characteristics

## SOCIAL STUDIES GRADE TWO

Second grade students learn about the needs and responsibilities of people as they live, work, and play in communities. Students develop an awareness and appreciation of American culture through learning about patriotic symbols, courage, and national holidays.

### **CIVICS**

*It is expected that students will:*

- identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks
- participate in class decision making
- name a traditional U.S. patriotic activity, holiday, or symbol (e.g., Fourth of July)
- name the school and community
- discuss responsible citizenship, including the importance of education
- demonstrate awareness of the rights and property of individuals
- complete tasks independently
- work cooperatively in groups
- recognize differences of opinion
- identify appropriate ways to make changes and resolve conflicts
- recite the “Pledge of Allegiance”

### **ECONOMICS**

*It is expected that students will:*

- give examples of what is given up when choices are made
- give examples of an all-or-nothing choice (e.g., choose to have music on or off)
- demonstrate an understanding of trade
- give examples of prices people have paid when buying goods and services
- give reasons why consumers choose to buy more of a good or service (including when its price is low) and when they choose to buy less (including when its price is high)
- identify reasons people use banks
- explain what money is and how it is used
- explain what a consumer does
- give examples of ways people earn money by working
- explain how tools and machinery may help a person work faster or better, or make a person’s work easier
- give examples of inventions
- identify community occupations in a given job cluster (e.g., medical, educational)

## ***SECOND GRADE SOCIAL STUDIES (Continued)***

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### **GEOGRAPHY**

*It is expected that students will:*

- identify the map titles and map symbols on a variety of maps
- describe what a map or globe represents
- recognize geographic information from maps, globes, photographs, and graphs
- choose a title and construct a key (legend) from given map symbols
- recognize spatial patterns on a map
- identify and locate land and water on a map or globe, using the terms continent and ocean
- locate Nevada and the United States on a map
- identify basic types of landforms and bodies of water (e.g., mountains, valleys, islands, lakes, rivers)
- identify traditions and customs that families practice
- give examples of how technology is used in the home and classroom
- identify changes that have occurred over time at home, at school, or in the neighborhood
- identify areas that have different purposes in the home or the classroom
- describe the weather conditions typical to each season in the community and in other places
- identify some basic elements of a simple ecosystem (e.g., plants, animals)
- use a school map to construct a visual model of population distribution
- give oral directions from one location to another within the school or community
- categorize different ways to move people, goods, and ideas
- compare and contrast rural and urban communities
- distinguish between goods and services
- use a map or chart to display information about an economic product
- distinguish between wants and needs and describe how people fulfill them
- list different groups to which people belong
- identify places where cooperation and conflict take place
- identify how people shape the physical environment at home and school
- recognize the location of major current events
- plan a spatial change for a classroom or school (e.g., changing the location of furniture, redesigning the playground)
- ask questions about location
- gather geographic information from books and pictures
- make simple lists and graphs and arrange visual materials to display geographic information
- identify and group information from several geographic sources
- display the results of a geographic inquiry
- name the cardinal directions: north, south, east, and west
- construct simple maps
- describe natural resources (e.g., water, air, trees, rocks, plants, animals, oil, gas)

## ***SECOND GRADE SOCIAL STUDIES (Continued)***

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### **HISTORY**

*It is expected that students will:*

- identify past, present, and future events
- tell why Columbus Day is celebrated
- tell why Thanksgiving Day is celebrated
- tell why the Fourth of July is celebrated
- tell why Presidents' Day is celebrated
- tell why Labor Day is celebrated
- tell why Memorial Day and Veterans' Day are celebrated
- tell why Martin Luther King, Jr. Day is celebrated
- describe Native American daily life prior to European colonization (e.g., housing, farming, illness) and describe Native American life of today
- discuss why and from where people came to North America and the United States
- discuss the courage of various Americans
- read historical passages and restate details
- recognize a timeline