

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

It is expected that students will:

- ⦿ use knowledge of phonics (e.g., vowels, spelling patterns, and blends) to decode words in text
- ⦿ use structural elements (e.g., syllables, compound words, prefixes, base words, and suffixes) to decode words in text
- ⦿ identify and use knowledge of homographs, homophones, abbreviations, synonyms, antonyms, context clues, and structural analysis to understand text
- ⦿ read high frequency words to build fluency and construct meaning
- ⦿ read text aloud with fluency (e.g., accuracy, expression, and appropriate rate)
- ⦿ develop vocabulary by reading, writing, listening, and speaking
 - apply basic knowledge of alphabetic order

READING STRATEGIES

It is expected that students will:

- ⦿ use before-reading strategies (e.g., preview text, access prior knowledge, set purpose for reading, make predictions, and determine text type) to aid comprehension
- ⦿ use during-reading strategies (e.g., self-correct, make, confirm, and revise predictions, identify main idea and details, and make inferences)
- ⦿ use after-reading strategies (e.g., recall details, restate main idea, organize information, and summarize text)

LITERARY TEXT

It is expected that students will:

- ⦿ identify setting and sequence of events
- ⦿ describe physical and personality traits of a character
- ⦿ identify how one event may cause another event
- ⦿ compare and contrast information
- ⦿ make inferences and draw conclusions based on evidence
- ⦿ describe and make inferences about characters
- ⦿ read and discuss text from different cultures and time periods
- ⦿ make connections to self, other texts, and/or the world when reading
- ⦿ use information to answer specific questions
- ⦿ explain the main idea
- ⦿ make predications based on evidence

ENGLISH LANGUAGE ARTS/READING GRADE TWO (Continued)

- identify examples of imagery, sensory words, and similes
- identify and read a variety of literature

EXPOSITORY TEXT

It is expected that students will:

- ⊙ identify and gain information from text features (e.g., titles, headings, graphs, charts, illustrations, diagrams, tables of contents, bold-faced and italicized words)
- gain information from reference materials
- ⊙ explain the topic
- ⊙ identify the main idea
- ⊙ identify cause and effect
- ⊙ describe the sequence or chronological order of text
- ⊙ make predictions
- ⊙ make inferences and draw conclusions
- ⊙ identify fact and opinion
- ⊙ read and discuss text from different cultures and time periods
- ⊙ use information to answer specific questions
- ⊙ read and follow directions to complete tasks
- read a variety of non-fiction texts

EFFECTIVE WRITING

It is expected that students will:

- ⊙ plan written work
- ⊙ choose and narrow topic
- ⊙ organize ideas
- ⊙ write complete sentences with supporting details
- ⊙ revise writing (e.g., organization, ideas, word choice, sentence structure and relevant details)
- ⊙ edit for correct use of end punctuation and commas (e.g., greeting and closing of a letter, dates, and words in a series)
- ⊙ edit for capitalization (e.g., first and last names, initials, beginning of sentences, months, and days of the week)
- ⊙ edit for spelling (e.g., high frequency words, content words, contractions, possessives, and pattern words)
- ⊙ edit for correct word usage (e.g., nouns, pronouns, verbs, adjectives, verb tenses, and subject/verb agreement)
- ⊙ edit for use of complete sentences
- ⊙ prepare a legible final draft to display or share

TYPES OF WRITING

It is expected that students will:

- ⊙ write informational sentences using a topic sentence

ENGLISH LANGUAGE ARTS/READING GRADE TWO (Continued)

- ⊙ write paragraphs that include a topic sentence, supporting details, and a concluding sentence
- ⊙ write sentences and paragraphs about experiences and/or events
 - write an opinion statement
- ⊙ write responses to a variety of texts
- ⊙ write friendly letters
- ⊙ write sentences that answer a research question; record information from at least two sources
- ⊙ write simple stories and other compositions
 - write daily

LISTENING

It is expected that students will:

- ⊙ listen for a variety of purposes (e.g., gaining information, being entertained, and understanding directions)
- ⊙ listen and respond to oral communication
- ⊙ expand vocabulary through listening
 - listen to different types of texts

SPEAKING

It is expected that students will:

- ⊙ give directions to complete tasks
- ⊙ use precise language to describe feelings, experiences, observations, and ideas
- ⊙ communicate information by maintaining a clear focus
 - communicate information in a logical sequence
- ⊙ ask relevant questions to clarify and gather information
 - speak clearly with appropriate expression and pace
 - participate in various forms of oral communication (e.g., conversations, group discussions, and presentations)

MATHEMATICS

GRADE TWO

Second grade students expand their understanding of number sense and place value. 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 collect and read data using tables, pictographs, and bar graphs.

NUMBERS, NUMBER SENSE, AND COMPUTATION

It is expected that students will:

- ⊙ identify, use, and model place value positions of 1's, 10's, and 100's
- ⊙ identify the value of a given digit in the 1's, 10's, and 100's place
- ⊙ identify equal parts of a whole
- ⊙ identify and model the unit fractions $\frac{1}{2}$ and $\frac{1}{4}$ as equal parts of a whole or sets of objects
- ⊙ read, write, compare, and order numbers from 0-999
- ⊙ identify ordinal positions first to twentieth
- ⊙ read and write number words to 20
- ⊙ create, compare, and describe sets of objects and numbers from 0-999 as greater than, less than, or equal to ($>$, $<$, $=$)
 - use number patterns to skip count
 - add and subtract money
- ⊙ 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 one- and two-digit numbers without regrouping
- ⊙ generate and solve one-step addition and subtraction problems based on practical situations
 - model addition and subtraction in a variety of ways using pictorial representations and symbols to illustrate subtraction of sets, comparison of sets, and missing addends
 - reinforce the use of mathematical vocabulary and symbols to describe addition, subtraction, and equality
 - use estimation and mental computation to solve problems

PATTERNS, FUNCTIONS, AND ALGEBRA

It is expected that students will:

- ⊙ recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives
- ⊙ use patterns and their extensions to solve problems
- ⊙ model, explain, and identify missing operations and missing numbers in open number sentences involving number facts in addition and subtraction
- ⊙ complete number sentences with the appropriate words and symbols ($+$, $-$, $=$)
- ⊙ represent mathematical situations using numbers, symbols, and words

MATHEMATICS GRADE TWO (Continued)

MEASUREMENT

It is expected that students will:

- ⊙ compare, order, and describe objects by various measurable attributes for length, weight, and temperature
- ⊙ compare objects to standard whole units to find objects that are greater than, less than, and/or equal to a given unit
- ⊙ determine the value of any given set of coins
- ⊙ use decimals to show money amounts
- ⊙ recognize equivalent combinations of coins
- ⊙ read time to the nearest half-hour and quarter hour
- ⊙ recognize that there are 12 months in 1 year, 7 days in 1 week, and 24 hours in 1 day
- ⊙ use elapsed time in one hour increments, beginning on the hour, to determine start, end, and elapsed time

SPATIAL RELATIONSHIPS, GEOMETRY, AND LOGIC

It is expected that students will:

- ⊙ describe, sketch, and compare two-dimensional shapes regardless of orientation
- ⊙ identify congruent and similar shapes (circles, triangles, and rectangles including squares)
- ⊙ identify figures with symmetry as they appear in the environment
- ⊙ identify, name, sort, and describe two- and three-dimensional geometric figures and objects including circle/sphere and square/cube
- ⊙ sort and classify objects by two or more attributes

DATA ANALYSIS

It is expected that students will:

- ⊙ collect, record, and classify data in response to questions posed by teacher and/or students
- ⊙ use tables, pictographs, and bar graphs to represent data
 - use informal concepts of probability (certain and impossible) to make predictions about future events

PROBLEM SOLVING

It is expected that students will:

- ⊙ apply previous experience and knowledge to new problem solving situations
- ⊙ formulate their own problems
- ⊙ explain and verify results with respect to the original problem
- ⊙ try more than one strategy when the first strategy proves to be unproductive
- ⊙ use technology, including calculators, to develop mathematical concepts

MATHEMATICS GRADE TWO (Continued)

MATHEMATICAL COMMUNICATION

It is expected that students will:

- ⊙ use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems
- ⊙ use inquiry techniques to solve mathematical problems (discussion, questioning, research, data gathering)
 - use mathematical notation to communicate and explain problems
- ⊙ use physical materials, models, pictures, or writing to represent and communicate mathematical ideas

MATHEMATICAL REASONING

It is expected that students will:

- ⊙ justify and explain the solutions to problems using physical models
- ⊙ discuss the steps used to solve a mathematical problem
- ⊙ draw logical conclusions about mathematical problems

MATHEMATICAL CONNECTIONS

It is expected that students will:

- link new concepts to prior knowledge
- identify, explain, and use mathematics in everyday life
- ⊙ apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science
- ⊙ view mathematics as an integrated whole in order to identify mathematics used 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, charts 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
- ⊙ recognize that science involves people of all ages and backgrounds

PHYSICAL SCIENCE

It is expected that students will:

- ⊙ describe solids and liquids according to similarities and differences
- ⊙ investigate and describe how water changes back and forth from solid to liquid; differentiate between hot and cold
- ⊙ investigate and describe how properties of materials can be changed by heating, freezing, mixing, cutting, and bending
- ⊙ describe and sort materials in terms of their observable properties (shape, weight, color, texture)
- ⊙ investigate the properties of sound and describe how sound is produced by vibrating objects

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)

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
- ⦿ 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 and/or behaviors

SOCIAL STUDIES

GRADE TWO

Second grade students begin building a global perspective by looking at communities in their immediate area, around the country, and the world. Students determine what makes the United States unique and explore different patriotic traditions around the world. Students explore the uses of money and the purposes of financial institutions.

HISTORY

It is expected that students will:

- compare the local community with others around the nation
- use artifacts to understand how people lived their daily lives
- tell why important events, people, and/or customs are marked by holidays
- recognize similarities and differences of earlier generations in areas such as work, dress, manners, stories, games, and festivals
- compare communities around the world with the local community
- explain why important events, people, and/or customs from around the world are marked by holidays
- examine artifacts from around the world for important clues as to how people lived their daily lives
- identify ways in which people cooperate to achieve a common goal
- explore the importance of both local and national landmarks, and explain how they create a sense of community among citizens
- identify public and private spaces within the community
- compare and/or contrast their daily lives with children around the world
- explain why people and events are honored in commemorative holidays
- demonstrate respect for each other and people in the community
- define technology and identify uses of technology in their daily lives
- listen to and discuss news events in the community

GEOGRAPHY

It is expected that students will:

- identify titles and symbols on maps
- recognize spatial patterns, i.e., political units, physical features, on a map and globe
- construct a map key from given symbols and choose a map title
- give and follow simple oral directions to move from one location to another
- use a simple letter/number grid system to find a specific location
- identify geographic information within media sources, i.e., maps, books, photographs
- define region and provide examples of regions
- describe neighborhoods and communities as places where people live, work, and play
- identify traditions and customs that families practice

SECOND GRADE SOCIAL STUDIES (Continued)

- identify patterns of change in the community
- provide examples of geographical uses of machines, tools, and technologies, i.e., surveying tools, map navigation programs
- show that different locations have different addresses
- locate his/her city and state on a map
- construct a visual model, i.e., graph, table, and/or choropleth map of population distribution
- categorize different ways to move people, goods, and ideas, i.e., air, water, land, phone, and/or computer
- define and compare rural and urban communities
- list types of social groups to which people belong
- tell how the physical environment affects community activity, i.e., recreation, water usage
- provide examples of tools that assist in finding geographic locations
- identify how people shape the physical environment
- define and provide examples of natural hazards
- identify natural resources and where they can be found in the neighborhood

ECONOMICS

It is expected that students will:

- give examples of what is given up when choices are made
- identify consumers and where they make purchases
- identify producers in your neighborhood and community
- discuss why people work
- discuss the concept that money is limited
- identify reasons for saving money
- identify businesses in the community
- describe ways to share classroom resources
- demonstrate an understanding of trade by providing an example

CIVICS

It is expected that students will:

- identify and follow classroom and school rules that guide behavior and resolve conflicts
- identify an individual's rights within the classroom and in school
- participate in class decision-making, i.e., individual responsibilities in the classroom
- recognize the Pledge of Allegiance
- describe traditional patriotic activities, holidays, or symbols from around the world
- name the current President of the United States
- identify sources of information
- name their school and community