

Grade 2 Parent's Guide to Marking Period 1

During Marking Period 1, students in Grade 2 receive instruction on the concepts and skills described below.

PLEASE NOTE: Skills and Concepts in *Italics* Are Taught but Not Graded on the Report Card.

MATHEMATICS

Numbers and Operations in Base Ten

- Understand that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones.
- Count within 1000; skip-count by 5s, 10s, and 100s.
- Read and write numbers to 1000, using base-ten numerals, number names, and expanded form. (e.g., 512 can be written as five hundred twelve or $500 + 10 + 2$).
- Compare two 3-digit numbers using $>$, $=$, and $<$.
- Mentally add or subtract 10 or 100 to a given number between 100 and 900

Operations and Algebraic Thinking

- Mentally add and subtract within 10.
- Add and subtract within 20 using strategies like—
 - counting on;
 - making 10 (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$);
 - decomposing a number leading to a 10 (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$);
 - using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$);
 - creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- Use addition and subtraction within 20 to solve word problems with unknowns in all positions.

Measurement and Data

- *Draw a picture graph and a bar graph to represent a data set with up to four categories.*
- *Solve problems using information presented in a bar graph or picture graph.*

READING

Reading Comprehension: Literature

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe how characters in a story respond to major events and challenges.
- Describe the overall structure of a story, including 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.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- Read and comprehend literature appropriately complex for Grade 2.

Reading Comprehension: Informational

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 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.
- 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.
- Read and comprehend informational texts appropriately complex for Grade 2.

Language: Vocabulary Acquisition and Use

- Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.
- 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.
- 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.

Foundational Skills

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Recognize and read grade-appropriate irregularly spelled words.
- Decode words with common prefixes and suffixes.

WRITING

Narrative

- Write narratives in which they recount a well-elaborated event or a short sequence of events.
- Include details to describe actions, thoughts, and feelings and use temporal words to signal event order.
- Provide a sense of closure.

Informative/Explanatory

- Write informative/explanatory texts in which they introduce a topic and use facts and definitions to develop points.
- Provide a concluding statement or section.

Opinion

- Write opinion pieces in which they introduce the topic or book they are writing about and state an opinion.
- Supply reasons that support their opinion.
- Use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Process, Production, and Research

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 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) and recall information from experiences or gather information from provided sources to answer a question.

Use of Language

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Use adjectives and adverbs, and choose between them depending on whether they are describing a noun or a verb.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SCIENCE

Physical Science

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
- 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.

Engineering Design and Process

- 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.

SOCIAL STUDIES

Civics

- Explain how rules and laws are made and are necessary to maintain order and protect citizens.
- Explain how democratic skills and attitudes are associated with being a responsible citizen.
- Describe the rights and responsibilities of being a participating member of the school and the community.

Culture

- Analyze ways in which people interact.

INFORMATIONAL LITERACY

- *Use a variety of formats to prepare the findings/conclusions of the information need for sharing.*
- *Identify an assigned or personal information need.*
- *Evaluate and analyze the quality of recorded data/information to meet the information need.*

- *Identify relationships within fiction and nonfiction literature and real life.*
- *Use specific sources to find information.*
- *Record data/information in a variety of formats.*
- *Use an appropriate and accepted citation style to create a source list.*

ART

Presenting and Responding to Art

- Describe colors, lines, shapes, textures, forms, and space found in observed objects and the environment.
- Describe how artists use color, line, shape, texture, form, and space to represent what people, know, feel, and imagine.
- Observe works of art and describe how artists express ideas about people, places, and events.
- Identify sources for ideas and procedures used to create artworks.

Creating and Connecting Art

- Represent observed physical qualities of people, animals, and objects in the environment using color, line, shape, texture, form, and space.
- Use color, line, shape, texture, form, and space to represent ideas visually from observation, memory, and imagination.
- Create artworks that explore the elements of art: color, line, shape, texture, form, and the principles of design: pattern, repetition, contrast, and balance to express personal meaning.

MUSIC

Performing Music

- Sing an expanded range of pitches with appropriate vocal technique.
- Sing a variety of songs and tonal patterns in tune.
- Demonstrate proper playing technique for classroom instruments.
- Perform patriotic songs and explain their purpose.

Reading and Notating Music

- *Read simple rhythm and pitch patterns and musical symbols.*

Responding to Music

- Describe classification of classroom and orchestral instruments according to methods of sound production.
- Move to demonstrate a steady beat in various meters with music sung or heard.
- Describe how music is used in the home, school, and community.

PHYSICAL EDUCATION

Movement Skills and Concepts

- Recognize, through participating in a variety of activities, how individuals progress through stages of learning at various rates.
- Recognize that a person's skill development results from prior experience, natural ability, and practice.
- Recognize that skills will develop with practice over time.
- Recognize the importance of positive feedback on performance.
- Demonstrate proficiency in the ability to vary time/speed, force, and flow.
- Demonstrate proficiency when chasing, fleeing, and dodging.
- Demonstrate proficiency when moving in relation to objects and/or people.

Personal and Social Responsibility

- Work effectively with others in physical-activity settings.
- Build and maintain relationships that develop a sense of community

HEALTH EDUCATION

Mental and Emotional Health (MEH)

- Recognize appropriate methods of communication.
- Examine emotions and responses to various situations.
- Identify components to promote personal well-being.
- Identify choices available in order to make a decision.
- Identify positive and negative character traits that contribute to one's uniqueness.
- Recognize the factors associated with stress experienced in the family.

Alcohol, Tobacco, and Other Drugs (ATOD)

- Identify practices for using medicine safely.
- Identify how tobacco use affects health.
- Identify physical consequences of the use of alcohol.
- Identify ways to say no to unsafe medicine/drug use.

THINKING AND ACADEMIC SUCCESS SKILLS

*The **Thinking and Academic Success Skills** of fluency and collaboration are embedded in instruction.*

Fluency—*Generating multiple responses to a problem or an idea.*

- *Generate ideas using multiple strategies.*
- *Ask questions in a variety of ways.*

Collaboration—*Working effectively and respectfully to reach a group goal.*

- *Demonstrate teamwork by working productively with others.*
- *Define and identify steps to reach a group goal.*
- *Identify and analyze options for sharing responsibility to reach a group goal.*