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


**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: 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.

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.