

Grade 2 Parent's Guide to Marking Period 4

During Marking Period 4, 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

Geometry

- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Numbers and Operations in Base Ten

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Add up to four 2-digit numbers using strategies based on place value and properties of operations.
- Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.
 - Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- Explain why addition and subtraction strategies work, using place value and the properties of operations.

Operations and Algebraic Thinking

- Fluently add and subtract within 20 using mental strategies.
- By end of Grade 2, know from memory all sums of two 1-digit numbers.

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.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 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.

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.
- 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.
- 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.
- By the end of 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 as needed at the high end of the range.

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.
- 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.
- Ask for clarification and further explanation as needed about the texts under discussion.

WRITING

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.

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).

Use of Language

- 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.
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- 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.

SCIENCE

Life Science

- Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Develop a model that mimics the function of an animal in dispersing seeds or pollinating plants.

Engineering Design and Process

- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

SOCIAL STUDIES

Geography

- Examine differences between past and present time.
- Describe people, places, and artifacts of today and long ago.

Civics

- *Explain how contributions and events are important to the American political system.*

INFORMATIONAL LITERACY

- *Use a variety of formats to prepare the findings/conclusions of the information need for sharing.*
- *Identify relationships within fiction and nonfiction literature and real life.*
- *Identify resources to meet the information need.*
- *Locate and select sources to meet the information need.*
- *Evaluate sources to meet the information need.*
- *Use specific sources to find information.*
- *Record data/information in a variety of format*

ART

Presenting and Responding to Art

- Identify a theme for a community exhibition and justify the selection of artwork.
- Compare different materials and methods for preparing artwork to display.
- Analyze how art exhibited inside and outside of schools contributes to communities.
- Describe and analyze artwork to determine aesthetic characteristics.
- Compare images that depict similar subject matter to interpret meaning.
- Identify and apply established criteria for self-evaluating the aesthetics of artwork.

Creating and Connecting Art

- Identify and apply multiple approaches to respond to a creative problem.
- Use art elements and design principles to represent

ideas about community.

- Demonstrate proper procedures when using art tools, media, and workspace.
- Refine artwork by adding details and demonstrating craftsmanship.
- Create artwork about home, school, or community life.
- Compare purposes for artwork from different communities.

MUSIC

Responding to Music

- Listen to and describe music that illustrates fast/slow, loud/soft, long/short, high/low.
- Use musical terminology to describe music from a variety of world cultures.

Creating Music

- Use the voice to improvise simple melodic or rhythmic phrases.
- Arrange “found” sounds and classroom instrument sounds to enhance a song.
- Compose a simple rhythm pattern and notate it using iconic or standard notation.

Performing Music

- *Sing an expanded range of pitches with appropriate vocal technique.*
- *Sing a variety of songs and tonal patterns in tune.*
- *Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies.*

PHYSICAL EDUCATION

Personal and Social Responsibility

- Recognize the relationship between effort and improvement.
- Establish and modify personal physical activity goals while monitoring progress toward achievement.

Movement Skills and Concepts

- Refine skills needed in striking with body parts and implements.
- Demonstrate kicking a rolling ball.
- Demonstrate striking with short-handled implements.
- Demonstrate controlling the ball while dribbling with the feet.

HEALTH EDUCATION

Disease and Preventive Control (DPC)

- *Define communicable disease.*
- *Define non communicable disease.*