

Grade 2 Parent's Guide to Marking Period 2

During Marking Period 2, 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

Measurement and Data

- Represent whole numbers as lengths from 0 on a number line diagram, with equally spaced points corresponding to the numbers 0, 1, 2 ... and represent whole-number sums and differences within 100 on a number line diagram.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Numbers and Operations in Base Ten

- Count within 1000; skip-count by 5s, 10s, and 100s.
- Fluently add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Explain why addition and subtraction strategies work, using place value and the properties of operations.

Operations and Algebraic Thinking

- Fluently add and subtract within 10.
- Add and subtract within 20 using strategies such as
 - counting on;
 - making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$);
 - decomposing a number leading to a ten (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 $6 + 6 + 1 = 12 + 1 = 13$).
- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

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 characters in a story respond to major events and challenges.
- 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.
- Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- 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.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the 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.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify 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.

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.
- With guidance and support from adults and peers, 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).
- Recall information from experiences or gather information from provided sources to answer a question.

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.
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- 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.

Narrative

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

SCIENCE

Earth and Space Science

- Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- Obtain information to identify where water is found on Earth and that it can be solid or liquid.
- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

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

Geography

- Use geographic tools to locate and describe places on Earth.
- Classify places and regions in an environment using geographic characteristics.

- Explain how people modify, protect, and adapt to their environment.

Culture

- Analyze elements of two different cultures and how each meets their human needs and contributes to the community.
- Explain that individuals and groups share and borrow from other cultures to form a community.

INFORMATIONAL LITERACY

- Identify relationships within fiction and nonfiction literature and real life.
- Formulate and refine questions to meet an information need.
- Identify resources to meet the information need.
- Locate and select sources to meet the information need.
- 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.
- Use a variety of formats to prepare the findings/conclusions of the information need for sharing.

ART

Creating and Connecting to 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.

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.

MUSIC

Responding to Music

- Perform music that includes contrasting and repeating sections.
- Move to demonstrate a steady beat in various meters with music sung or heard.

- Perform sequences of movement in singing games.
- Explore the connections between the musical elements and other disciplines.
- Evaluate classroom performances using given criteria.
- Identify criteria for their own or others' performance appropriate audience behaviors.

Creating Music

- Demonstrate proper playing technique for classroom instruments.
- Perform a bordun to accompany a given melody.
- Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies.

Reading and Notating Music

- Read simple rhythm and pitch patterns and musical symbols.

PHYSICAL EDUCATION

Health-enhancing Physical Fitness and Activity

- Identify and demonstrate how the components of the circulatory system respond to exercise.
- Identify why the body responds to exercise (heart rate, breathing, perspiration).
- Participate in activities to enhance health-related fitness, including muscular strength, aerobic capacity/cardiorespiratory endurance, and flexibility.
- Identify the relationship between nutrition and physical activity.
- Explore individual pulse points during various activities.
- Explain how different activities affect heart rate.

Movement Skills and Concepts

- Recognize, by 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 catching an overhand-thrown object.
- Refine skills needed in catching, tossing, and throwing.

HEALTH EDUCATION

Physical and Consumer Health (PCH)

- Explain how to improve or maintain personal health.
- Identify health services available in the community.
- Identify health issues created by pollution.

Safety and Injury (SI)

- Demonstrate the ability to respond appropriately to emergency situations.
- Identify ways to stay safe outdoors.
- Identify actions to stay safe from strangers.
- Describe actions to stay safe around familiar people.