

## Grade 2 Parent's Guide to Marking Period 3

During Marking Period 3, 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

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#### Measurement and Data

- Measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, (e.g., by using drawings, such as drawings of rulers and equations with a symbol for the unknown number to represent the problem).
- 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.
- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.
- Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

#### Geometry

- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical whole need not have the same shape.

#### Operations and Algebraic Thinking

- Add and subtract within 20 using strategies such as
  - 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  $6 + 6 + 1 = 12 + 1 = 13$ ).
- Fluently add and subtract within 10.
- 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.

- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 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).
- Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.

### READING

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#### 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 how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing 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.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 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.
- 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.
- 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.
- Compare and contrast the most important points presented by two texts on the same topic.
- Read and comprehend informational texts appropriately complex for Grade 2.

## Language: Vocabulary Acquisition and Use

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Use words and phrases acquired through reading and being read to, including using adjectives and adverbs, to describe.
- 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

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### 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).
- Recall information from experiences or gather information from provided sources to answer a question.

### Use of Language

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- 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.
- Compare formal and informal uses of English.

### Opinion

- Write opinion pieces in which they state an opinion, introduce the topic, and 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.

## SCIENCE

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### Life Science

- Make observations of plants and animals to compare diversity of life in different habitats.

### 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

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### Geography

- *Explain how transportation and communication link places by the movement of people, goods, and ideas.*

### Economics

- Explain why people have to make economic choices about goods and services.
- Explain the production process.
- Examine how technology affects the way people live, work, and play.
- Describe different types of markets.
- Describe how consumers acquire goods and services.

## INFORMATIONAL LITERACY

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- Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.
- Use a variety of formats to prepare the findings/conclusions of the information need for sharing.
- Identify an assigned or personal information need.
- Identify relationships within fiction and nonfiction literature and real life.
- Evaluate the relevance of information within a source to meet the information need.

## ART

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### 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

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### Reading and Notating Music

- Read simple rhythm and pitch patterns and musical symbols.
- Notate simple rhythm patterns and pitches using a five-line staff.

## **Creating Music**

- Use instruments to improvise simple rhythmic or melodic phrases.
- Use the voice to improvise simple melodic or rhythmic phrases.

## **Responding to Music**

- *Create simple movement patterns for music.*
- *Identify meter in aural music examples and show the meter through movement.*
- *Use musical terminology to describe music from a variety of world cultures.*
- *Identify similarities and differences in the meaning of common terms used in the various art forms.*
- *Explore the connections between the musical elements and other disciplines.*

## **PHYSICAL EDUCATION**

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### **Health-enhancing Physical Fitness and Activity**

- Identify the functions of selected muscles (names, contracts, or lengthens).
- Identify the relationship between the muscular and skeletal systems.
- Participate in activities to enhance health-related fitness, including muscular strength, aerobic capacity/cardiorespiratory endurance, and flexibility.
- Investigate the benefits of physical activity.
- Explain how different activities affect heart rate.

### **Movement Skills and Concepts**

- Demonstrate proficiency in the ability to vary time/speed, force, and flow.
- Demonstrate proficiency when jumping and landing while using a jump rope.
- Develop creative movement skills.
- Demonstrate a tumbling sequence using balance and weight transfer.

## **HEALTH EDUCATION**

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### **Nutrition and Fitness (NF)**

- *Define nutrient.*
- *Explain the relationship between personal fitness and a healthy lifestyle.*
- *Demonstrate that foods are categorized into groups.*
- *Identify the Nutrition Facts Label.*

### **Family Life and Human Sexuality (FLHS)**

- *Identify how your family helps you and you help your family.*
- *Describe the physical, social, and mental growth processes.*