

Goodridge Elementary – Expectations for Completion of 2nd grade

Students are expected to:

Math

Operations and Algebraic Thinking

Solve problems involving addition and subtraction (1 and 2 step problems)

- Add and subtract within 20. (know from memory all sums of two one-digit numbers fluently)
- Work with equal groups of objects to gain foundations for multiplication (up to 5x5).

Number and Operations in Base 10

- Understand place value. (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, Compare two three-digit numbers.)
- Use place value understanding and properties of operations to add and subtract. (Add up to four two-digit numbers. Add and subtract within 1000, using concrete models or drawings and strategies. Mentally add or subtract 10 or 100 to or from a given number.)

Measurement and Data

- Measure and estimate lengths in standard units (using rulers, yardsticks, meter sticks, and measuring tapes. Estimate lengths using units of inches, feet, centimeters, and meters.)
- Relate addition and subtraction to length. (Solve word problems involving lengths.)
- Work with time and money. (Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.)
- Represent and interpret data. (Draw a picture graph and a bar graph to represent data.)

Geometry

- Reason with shapes and their attributes. (Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Partition circles and rectangles into two, three, or four equal shares and describe them using halves, thirds, and fourths.)

English / Language Arts

Reading Literature

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text (in literature and informational text)
- Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to key events and conflicts.

- 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 (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.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- By the end of the year, read and comprehend literature, including stories and poetry, on a second to third grade level.

Reading Informational Text

- Identify the main topic of a multiparagraph 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.
- 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.
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts on a second to third grade level.

Reading Foundational Skills

Phonics/Decoding Words

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.

- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

Fluency

- Read with sufficient accuracy and fluency to support comprehension
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- Write opinion pieces (giving an introduction, state an opinion, supply reasons and give a conclusion.
- Write to inform or explain (introduce a topic, use facts and definitions to develop points, and provide a conclusion.)
- Write narratives (recount a well-elaborated event or sequence of events, including details about actions, thoughts, and feelings with a sense of closure.)
- With support use revising and editing.
- With guidance use digital tools to produce and publish writing.
- Participate in shared research and writing projects
- Gather information from sources to answer a question.

Speaking and Listening

- Participate in conversations about *grade 2 topics*. (Follow agreed-upon rules for discussions. Build on other's comments)
- 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.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task to provide detail or clarification.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., *group*) and irregular plural nouns (feet, children...)
 - 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
 - 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.
 - Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use a variety of strategies to determine the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).