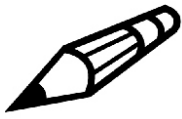




# This year Second Grade Reading

- We know how to read fast enough to understand what we are reading when we read out loud and when we read silently.
- We know how to use spelling patterns to figure out what we are reading.
- We break down words into syllables using rules.
- We can understand two-syllable real words & nonsense words.
- We know what abbreviations mean and can use them in our writing.
- We know how to use regular and irregular plural nouns.
- We can read fluently and correctly with good expression vocabulary and concept development.
- We can understand and tell about antonyms and synonyms.
- We can predict what compound words mean because we know what the individual words mean.
- We know the meaning of prefixes (over-, un-, re-) and suffixes (-ing, -ly).
- We can identify words that have more than one meaning.
- We know how to use titles, tables of contents and chapter headings.
- We can explain why we are reading.
- We know why the author is writing.
- We ask clarifying questions to understand the text.
- We restate facts and details to clarify and organize what we learned.
- We can find “cause-and-effect” relationships when we read.
- We can figure out charts, graphs and diagrams.
- We can read and follow two-step written directions.
- We know what plot, setting, characters and theme mean and can compare and contrast them from different stories.
- We can write new plots to stories and explain why they ended differently.
- We can compare and contrast different versions of the same story from different cultures.
- We can explain how poets use rhythm, rhyme and alliteration.

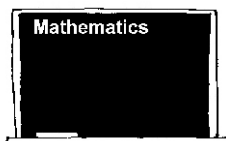




# This year Second Grade Writing

- We can group similar ideas together when we write.
- We can stay focused on the topic we are writing about.
- Our documents are readable with handwriting that can be read.
- We know how to use dictionaries, thesauruses and atlases to find information.
- We can edit and revise our sloppy copy to improve the sequence and add descriptive details.
- We can write short narratives about our lives using logical sequences and can describe the setting, characters, objects and events in detail.
- We can write a friendly letter complete with the date, salutation, body, closing and signature.
- We can tell the difference between a complete and incomplete sentence.
- We can recognize the correct word order in written sentences. When we write we use the correct word order.
- We can name and use parts of speech including nouns and verbs in writing and speaking.
- We can use commas in the greeting and closure of a letter; with dates; and with items in a series.
- We can use quotation marks correctly.
- We can capitalize all proper nouns, words at the beginning of sentences, greetings, months and days of the week and titles and initials of people.
- We can spell 2nd grade high frequency irregular words correctly.
- We can spell 2nd grade level short-vowel, long-vowel, r-controlled and consonant-blend patterns correctly.
- We can figure out why we need to be listening (to get information; to solve problems or for enjoyment).
- We know how to ask for more information to clarify or explain ideas.
- We know how to paraphrase information that has been told to us.
- We know how to give and follow three- and four-step spoken directions.
- We know how to organize our speaking to stay focused with a beginning, middle and end.
- We know how to speak clearly and at a good pace so everyone can understand our ideas.
- We can retell experiences we've had in the right order.
- We can retell stories including the characters, setting and plot.
- We can give a report on a topic with facts and details to explain it.
- Using standard American English we can use speaking strategies to retell stories including story elements of characters, plot and setting.
- We can report on a topic with facts and details that we got from several different place.

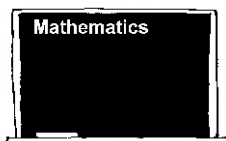




# This year Second Grade Math

- We understand how numbers, quantities and place value are connected including ones, tens, hundreds and thousands.
- We can count, read and write whole numbers to 1,000. We know the place value for each digit.
- We can use words, models and expanded form ( $45 = 4 \text{ tens} + 5 \text{ ones}$ ) to represent numbers to 1,000.
- We can use the symbols and  $=$  to represent and order whole numbers up to 1,000.
- We can estimate, calculate and solve problems using addition and subtraction of two-digit and three-digit numbers.
- We can understand and use the fact families to solve addition and subtraction problems. ( $8 + 6 = 14$  is the same as  $14 - 8 = 6$ ).
- We can add and subtract to find the sum or difference of whole numbers up to 3 digits long.
- We can use mental arithmetic to find the sum or difference of two 2-digit numbers.
- We can model and solve easy problems using multiplication and division.
- We can use repeated addition, arrays and skip counting to do multiplication.
- We can use repeated subtraction, equal sharing and forming equal groups with remainders to do division.
- We know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and have memorized them.
- We understand that fractions and decimals both are examples of parts of a set and parts of a whole.
- We can recognize, name and compare unit fractions from  $1/12$  to  $1/2$ .
- We can recognize fractions of a whole and parts of a group (one-fourth of a pie and two-thirds of 15 balls.)
- We know that when all the fractional parts are included, like four-fourths, the result is equal to the whole and to the number 1.
- We can model and solve problems by representing, adding, and subtracting amounts of money.
- We know how to solve problems using combinations of coins and bills.
- We know how to use decimals with dollars and cents.
- We know how to use the dollar symbol and the cent symbol when working with money.
- We know how to use estimation strategies in computation and problem solving with numbers in the ones, tens, hundreds and thousands place.
- We can recognize when an estimate is reasonable when we are measuring things
- We can model, represent and interpret number relationships to create and solve problems using addition and subtraction.
- We can use the commutative property (it makes no difference which order the numbers are in when we add them together) & the associative rules ( $a + (b + c)$  is the same as  $(a + b) + c$ ) to simplify mental calculations and to check results.
- We know how to make number sentences out of word problems using addition and subtraction.
- We know how to use data from charts and picture graphs to solve addition and subtraction problems.





# This year Second Grade Math page 2

- We know how to measure the length of objects, and measure how much time has passed.
- We can measure the length of objects by repeating a standard or nonstandard unit.
- We understand that when we are measuring the same object, if we use a greater measuring unit, the measure will be less than if we use a smaller measuring unit.
- We know how to measure the length of an object to the nearest inch and the nearest centimeter.
- We can tell the time to the nearest quarter hour. We know that there are 60 minutes in one hour, 7 days in one week and 52 weeks in one year.
- We can figure out how long it is between intervals of hours.
- We can identify and describe the attributes of common plane and solid figures.
- We can describe and classify plane and solid figures using the terms "faces, edges and vertices" for circles, triangles, squares, rectangles, spheres, pyramids, cubes and rectangular prisms.
- We can put shapes together and take them apart to form other shapes. (2 congruent right triangles can form a rectangle)
- We know how to collect, record, organize, display and interpret data on bar graphs and other kinds of charts.
- We can record data systemically using tally marks, symbols or tables to keep track of what has been counted.
- We can represent the same data set in more than one way (e.g. bar graphs and charts with tallies)
- We know that "range" of data means the difference between the largest and the smallest piece of data. We know that "mode" means the piece of data that is seen the most often within one set of data.
- We know how to ask and answer simple questions related to data charts, tables and graphs.
- We can demonstrate that we understand patterns and how they grow.
- We can recognize, describe and extend patterns and we can figure out what the next term in a linear pattern will be. (e.g. 4, 8, 12 ; the number of ears on one horse, two horses, three horses, four horses).
- We can solve problems by noticing simple number patterns.
- We can make decisions about how to set up a problem so we can solve it.
- We know how to use strategies and materials to solve problems.
- We know how to use base 10 blocks, linker cubes, counters, tally marks, and sketches to solve problems.
- We can solve problems and can explain why it is right.
- We can explain and justify why the procedures we use are right when we solve problems.
- We can make precise calculations and we can use the inverse operation to check our results when solving a problem.
- We can make connections between similar types of problems.

