



Second Grade Reading

- We are learning to use our knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families).
- We can apply our knowledge of spelling patterns to identify syllables.
- We are learning to decode phonetically regular words.
- We can identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread).
- We can recognize high frequency words.
- We can recognize common abbreviations.
- We are learning to recognize and correctly use regular and irregular plurals.
- We can use self-correction when later reading shows earlier misreading.
- We are learning to apply letter-sound knowledge to decode phonetically regular words quickly and accurately.
- We can identify high frequency phonetically irregular words in context.
- We are learning to adjust our reading rate based on purpose, text difficulty, form, and style.
- We are using the new words that we are learning. We are increasing our vocabulary.
- We can listen to, read, and discuss familiar and challenging text.
- We can use context clues to discover meanings of unfamiliar words.
- We can categorize key vocabulary and identify important features.
- We can relate new vocabulary to familiar words.
- We are learning to use our understanding of base (root) words and prefixes to discover the meanings of prefixed words.
- We can identify antonyms, synonyms, and homophones
- We can find out the correct meaning of words with multiple meanings (e.g., mine) in context.
- We can use a dictionary to discover the meaning of an unfamiliar word. We can use digital tools to determine the meaning of an unfamiliar word.
- We can identify a text's features (e.g., title, subheadings, captions, illustrations). We can use a text's features to make and confirm predictions, and to establish a purpose for reading.
- We are learning to find out the author's purpose in a text and ask clarifying questions (e.g., why, how) if the meaning is unclear.
- We can summarize information in a text, including main idea, supporting details, and connections between texts.
- We can identify cause-and-effect relationships in a text.
- We can identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in a text.
- We can identify themes or topics across various fiction and non-fiction selections.





Second Grade Reading page 2

- We can compare and contrast characters and settings in one text.
- We are learning various ways to repair comprehension when self-monitoring suggests confusion. We are learning to repair comprehension using rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.
- We can identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different.
- We can identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction.
- We can identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood.
- We can identify an author's theme, and use details from the text to explain how the author developed that theme.
- We can respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts).
- We can write a book report identifying character(s), setting, and sequence of events.
- We can identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.
- We continue to build a core foundation of knowledge by selecting a balance of fictional materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations.
- We recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations).
- We can use directly stated information to answer a question.
- We can distinguish among various text (e.g., reference, practical/functional).
- We continue to build a core foundation of knowledge by selecting a balance of non-fictional materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations.





Second Grade Writing

- We are learning to prewrite by creating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities).
- We are learning to prewrite by deciding the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece.
- We prewrite by making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).
- We are learning to write a draft by keeping focus on a single idea and by developing supporting details.
- We are learning to organize details into a logical sequence that has a clear beginning, middle and end and an awareness of the audience.
- We are learning to revise our writing by evaluating the draft for logical thinking and consistent point of view (first or third person) suitable for the purpose and the audience.
- We are learning to clarify our writing by combining related simple sentences and sequencing new ideas into paragraphs.
- We are learning to revise our writing by incorporating descriptive words and supporting details, such as sensory language that make it more interesting.
- We are learning to revise our writing by evaluating our composition, with the assistance of our teacher, peers, checklist, or rubric.
- We use conventional spelling for high frequency words. We are learning to spell new words using common spelling patterns and generalizations (e.g., word families, simple consonant-vowel-consonant words, regular plurals, simple suffixes and simple prefixes).
- We can correctly use capitalization, including first word in a sentence, the pronoun "I," and proper names.
- We correctly use commas in dates, items in a series, greetings and closings of letters, and compound sentences. We correctly use colons to punctuate time, and apostrophes to correctly punctuate contractions.
- We correctly use nouns, verbs, personal pronouns, adjectives, adverbs, and singular possessive pronouns (e.g., my/mine, his/her, hers).
- We correctly use subject/verb and noun/pronoun agreement in simple and compound sentences.
- We correctly use end punctuation for compound sentences, statements, questions, and exclamations.
- We can produce, illustrate, and share a variety of compositions.
- We are learning to write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details.
- We can compose simple stories, poems, riddles, rhymes, or song lyrics.
- We can write in various informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables).
- We can record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic.
- We can write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information.



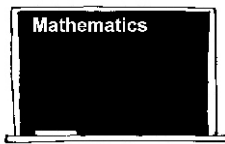


Second Grade Writing

page 2

- We can write communications, including friendly letters and thank-you notes.
- We can write simple directions to familiar locations using “left and right,” and create a map that matches the directions.
- We can draw a picture and use simple text to explain why this item (food, pet, person) is important to us.
- We can demonstrate legible printing skills.
- We can interpret presented information and seek clarification when needed.
- We are learning to use language suitable for different occasions, audiences, and topics.
- We are learning to use increasingly complex language patterns and sentence structure when communicating.
- We listen politely to oral presentations by classmates.
- We can read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.
- We are learning to make research questions by brainstorming, by identifying key words, by grouping related ideas, and by selecting suitable resources (e.g., atlases, non-fiction books, dictionaries, digital references).
- We select and use various fitting reference materials to gather information and to find information using alphabetical order.
- We are learning to analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details.
- We can record the authors and titles of works.
- We recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video).
- We can identify types of mass communication (e.g., film, newspapers, radio, digital technology).
- We can use suitable technologies to improve communication and achieve a purpose (e.g., video, presentations).
- We can use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.





Second Grade Mathematics

- We can identify relationships between the digits and their place values through the thousands. We can count by tens and hundreds.
- We can identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation.
- We can compare and order multi-digit numbers through the thousands.
- We can recall basic addition and related subtraction facts.
- We are learning to add and subtract multi-digit whole numbers through three digits. We are learning and can explain various ways to add and subtract multi-digit whole numbers including invented and standard algorithms.
- We are learning to estimate solutions to multi-digit addition and subtraction problems, through three digits.
- We are learning to solve addition and subtraction problems that involve measurement and geometry.
- We can estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.
- We can describe the inverse relationship between the size of a unit and number of units needed to measure a given object.
- We are learning to apply the Transitive Property when comparing lengths of objects.
- We can estimate, select an appropriate tool, measure, and/or compute lengths to solve problems.
- We can extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's.
- We can classify numbers as odd or even and explain why.
- We are learning to generalize numeric and non-numeric patterns using words and tables.
- We are learning to describe and apply equality to solve problems, such as in balancing situations.
- We can recognize and state rules for functions that use addition and subtraction.
- We are learning to use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.
- We can identify time to the nearest hour and half hour.
- We can identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.
- We can measure weight/mass and capacity/volume of objects. We are learning to use the suitable unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L).
- We can Solve problems that involve repeated addition.

