

SECOND GRADE FOURTH NINE WEEKS

READING

Acquisition of Vocabulary

- B 4.** Read accurately high-frequency sight words.
- E 10.** Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries and technology

Phonemic Awareness, Word Recognition, and Fluency

- B 2.** Read regularly spelled multi-syllable words by sight.
- B 8.** Demonstrate a growing stock of sight words.
- B 9.** Read text using fluid and automatic decoding skills.
- B 10.** Read passages fluently with appropriate changes in voice, timing and expression.

Reading Applications: Literacy Text

- E 6.** Identify the theme of a text.

Reading Applications: Informational, Technical and Persuasive Text

- B 3.** Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).
- C 2.** Identify the sequence of events in informational text.
- C 4.** Identify central ideas and supporting details of informational text with teacher assistance.
- E 6.** Follow multiple-step directions.

Reading Process: Concepts of Print, Comprehension Strategies & Self Monitoring Strategies

- E 6.** Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

WRITING

Writing Processes

- A 1.** Generate writing ideas through discussions with others.
- A 2.** Develop a main idea for writing.
- B 3.** Develop a purpose and audience for writing.
- C 4.** Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
- D 5.** Organize writing with a developed beginning, middle and end.
- E 6.** Use a range of complete sentences, including declarative, interrogative and exclamatory.
- D 7.** Include transitional words and phrases.
- D 8.** Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
- D 9.** Use available technology to compose text.
- D 10.** Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
- D 11.** Add descriptive words and details and delete extraneous information.
- D 12.** Use resources (e.g., word wall, beginner's dictionary and word bank) to select effective vocabulary.
- E 13.** Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
- F 14.** Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- G 15.** Rewrite and illustrate writing samples for display and for sharing with others.

Writing Conventions

- A 1.** Print legibly, and space letters, words and sentences appropriately.
- B 2.** Spell words with consonant blends and digraphs.
- B 3.** Spell regularly used and high-frequency words correctly.
- B 4.** Spell words studied (e.g., word lists, text words) correctly.
- B 5.** Spell plurals and verb tenses correctly.
- B 6.** Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing).
- B 7.** Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes).
- C 8.** Use periods, question marks and exclamation points as endpoints correctly
- C 9.** Use quotation marks.
- C 10.** Use correct punctuation for contractions and abbreviations.
- C 11.** Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).
- D 12.** Use nouns, verbs and adjectives correctly
- D 13.** Use subjects and verbs that are in agreement.
- D 14.** Use personal pronouns.
- D 15.** Use past and present verb tenses (e.g., "we were" rather than "we was").
- D 16.** Use nouns and pronouns that are in agreement.

Research

- A 1.** Create questions for investigations, assigned topic or personal area of interest
- A 2.** Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources)
- A 3.** Acquire information with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROM's, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
- B 4.** Identify important information and write brief notes about the information.
- B 5.** Sort relevant information into categories about the topic with teacher assistance.
- B 6.** Report findings to others.

Writing Applications

- A 1.** Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.
- A 4.** Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.
- B 2.** Write responses to stories by comparing text to other texts, or to people or events in their own lives.
- C 3.** Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).

Communications: Oral and Visual

- A 1.** Use active listening strategies, such as making eye contact and asking for clarification and explanation.
- A 3.** Identify the main idea of oral presentations and visual media.
- B 2.** Compare what is heard with prior knowledge and experience.
- C 4.** Follow two-and three-step oral directions.
- D 5.** Demonstrate an understanding of the rules of the English language.
- D 6.** Select language appropriate to purpose and use clear diction and tone.
- D 7.** Adjust volume to stress important ideas.
- E 8.** Deliver informational presentations that:
 - a. Present events or ideas in logical sequence and maintain a clear focus
 - b. Demonstrate an understanding of the topic
 - c. Organize information with a clear beginning and ending.
 - d. Organize information with a clear beginning and ending.
 - e. Include diagrams, charts or illustrations as appropriate
 - f. Identify sources.
- E 9.** Deliver formal and informal descriptive presentations recalling an event of personal experience that convey relevant information and descriptive details.
- E 10.** Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories)

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MATH

Measurement

- B 1.** Identify and select appropriate units of measure for:
- Length – centimeters, meters, inches, feet, or yards;
 - Volume (capacity) – liters, cups, pints, or quarts;
 - Weight – grams, ounces, or pounds;
 - Time – hours, half-hours, quarter-hours, or minutes and time designations a.m. or p.m.
- C 2.** Establish personal or common referents for units of measure to make estimates and comparisons; e.g., the width of a finger is a centimeter, a large bottle of soda pop is 2 liters, a small paper clip weighs about one gram.
- D 5.** Estimate and measure the length and weight of common objects, using metric and U.S. customary units, accurate to the nearest unit.
- D 6.** Select and use appropriate measurement tools; e.g., a ruler to draw a segment 3 inches long, a measuring cup to place 2 cups of rice in a bowl, a scale to weigh 50 grams of candy.
- E 3.** Describe and compare the relationships among units of measure, such as centimeters and meters; inches, feet and yards; cups, pints and quarts; ounces and pounds; and hours, half-hours, and quarter-hours; e.g., how many inches in a foot?
- E 7.** Make and test predictions about measurements, using different units to measure the same length or volume.

Patterns, Functions and Algebra

- G 7.** Describe qualitative and quantitative changes, especially those involving addition and subtraction; e.g., a student growing taller versus a student growing two inches in one year.

Geometry and Spatial Sense

- A 1. Identify, describe, compare and sort three-dimensional objects (i.e., cubes, spheres, prisms, cones, cylinders and pyramids) according to the shape of the faces or the numbers of faces, edges, or vertices.
- A 2. Predict what new shapes will be formed by combining or cutting apart existing shapes.
- B 1. Identify, describe, compare, and sort three-dimensional objects (i.e., cubes, spheres, prisms, cones, cylinders and pyramids) according to the shape of the faces or the numbers of faces, edges, or vertices.
- C 1. Identify, describe, compare, and sort three-dimensional objects (i.e., cubes, spheres, prisms, cones, cylinders, and pyramids) according to the shape of the faces or the numbers of faces, edges, or vertices.
- D 4. Identify and determine whether two-dimensional shapes are congruent (same shape and size) or similar (same shape different size) by copying or using superposition (lay one thing on top of another).
- E 3. Recognize two-dimensional shapes and three-dimensional objects from different positions.
- G 5. Create and identify two-dimensional figures with line symmetry; e.g., what letter shapes, logos, polygons are symmetrical?
- F. Describe location, using comparative (before, after) directional (above, below) and positional (first, last) words.
- G 5. Create and identify two-dimensional figures with line symmetry, e.g., what letter shapes, signs polygons are symmetrical.

Number, Number Sense and Operations

- A 1.** Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words with ones, tens and hundreds. For example:
- Recognize 10 can mean “10 ones” or a single entity (1 ten) through physical models and trading games.
 - Read and write 3-digit numerals (e.g., 243 as two hundred forty three, 24 tens and 3 ones, or 2 hundreds and 43 ones, etc.) and construct models to represent each.
- B 1.** Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example:
- Recognize 10 can mean “10 ones” or a single entity (1 ten) through physical models and trading games.
 - Read and write 3-digit numerals (e.g., 243 as two hundred forty three, 24 tens and 3 ones, or 2 hundreds and 43 ones, etc.) and construct models to represent each.
- B 2.** Recognize and classify numbers as even or odd.
- C 5.** Represent fractions (halves, thirds, fourths, sixths and eighths), using words, numerals and physical models. For example:
- Recognize that a fractional part can mean different amounts depending on the original quantity.
 - Recognize that a fractional part of a rectangle does not have to be shaded with contiguous parts.
 - Identify and illustrate parts of a whole and parts of sets of objects.
 - Compare and order physical models of halves, thirds and fourths in relations to 0 and 1.
- I 7.** Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.
- J 8.** Model, represent and explain division as sharing equally and repeated subtraction.

SOCIAL STUDIES

People in Societies

- A 1.** Describe the cultural practices and products of people on different continents.

Economics

- B 2.** Explain how people are both buyers and sellers of goods and services.
- B 3.** Recognize that most people work in jobs in which they produce a few special goods or services.
- B 4.** Explain why people in different parts of the world earn a living in a variety of ways.
- C 5.** Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

SCIENCE

Science and Technology

- A 1.** Explain that developing and using technology involves benefits and risks.
- A 2.** Investigate why people make new products or invent new ways to meet their individual wants and needs.
- A 3.** Predict how building or trying something new might affect other people and the environment.
- B 4.** Communicate orally, pictorially, or in written form the design process used to make something.

Scientific Ways of Knowing

- C 2.** Explain why scientists review and ask questions about the results of other scientists' work.

Life Sciences

- B 2.** Identify that there are many distinct environments that support different kinds of organisms.
- B 3.** Explain why organisms can survive only in environments that meet their needs (e.g., organisms that once lived on Earth have disappeared for different reasons such as natural forces or human-caused effects).
- B 6.** Investigate the different structures of plants and animals that help them live in different environments (e.g., lungs, gills, leaves and roots).
- C 4.** Compare similarities and differences among individuals of the same kind of plants and animals, including people.

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