

SECOND GRADE THIRD NINE WEEKS

READING

Acquisition of Vocabulary

- C 7.** Identify contractions and common abbreviations and connect them to whole words.
- C 8.** Determine the meaning of prefixes, including un-, re- pre-, and suffixes, including -er, -est, -ful, -less
- D 5.** Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.

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

- B 2.** Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.
- C 4.** Summarize text by recalling main ideas and some supporting details.
- D 4.** Summarize text by recalling main ideas and some supporting details.
- E 6.** Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- F 8.** Monitor reading comprehension by identifying word errors and self-correcting.
- F 9.** Use criteria to choose independent reading materials (e.g., for enjoyment, for literary experience, to gain information or to perform a task.
- F 10.** Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task.)

Reading Applications: Literary Text

- A 1.** Compare and contrast different versions of the same story.
- A 3.** Retell the plot of a story.
- B 2.** Describe characters and setting.
- E 6.** Identify the theme of a text.

Reading Applications: Informational, Technical and Persuasive Text

- A 1.** Use the table of contents, glossary, captions and illustrations to identify information and to comprehend texts.

WRITING

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")

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:
 - b.** Demonstrate an understanding of the topic
 - c.** Include relevant facts and details to develop a topic
 - 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).

Writing Applications

- A 4.** Produce formal writings (e.g., messages, journals, notes and poems) for various purposes.
- B 2.** Write responses to stories by comparing texts 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).

Research

- A 1.** Create questions for investigations, assigned topic or personal area of interest.
- 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 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.
- 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 11.** Add descriptive words and details and delete extraneous information.
- D 12.** Use resources (e.g., word wall, beginners dictionary and word bank) to select effective vocabulary.
- E 6.** Use a range of complete sentences, including declarative, interrogative and exclamatory.
- 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 9.** Use available technology to compose text.
- G 15.** Rewrite and illustrate writing samples for display and for sharing with others.

SECOND GRADE THIRD NINE WEEKS

MATH

Measurement

- C 4.** Tell time to the nearest minute interval on digital and to the nearest 5 minute interval on the analog (dial) timepieces.

Number, Number Sense and Operations

- L 11.** Add and subtract multiples of 10.
- M 9.** Model and use the cumulative property for addition.
- M 12.** Demonstrate multiple strategies for adding and subtracting 2 or 3 digit whole numbers, such as:
- Compatible numbers
 - Compensatory numbers
 - Informal use of cumulative and associative properties of addition
- M 13.** Estimate the results of whole number addition and subtraction problems using front-end estimation, and judge the reasonableness of the answers.

Data Analysis and Probability

- C 2.** Read, interpret and make comparisons and predictions from data represented in charts, line plot, picture graphs and bar graphs.
- C 3.** Read and construct simple timelines to sequence events.
- C 5.** Identify untrue or inappropriate statements about a given set of data.
- D 7.** List some of the possible outcomes of a simple experiment, and predict whether given outcomes are more, less or equally likely to occur.
- D 8.** Use physical models and pictures to represent possible arrangements of 2 or 3 objects.

SOCIAL STUDIES

People in Societies

- B 2.** Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
- B 3.** Explain how contributions of different cultures within the United States have influenced our common national heritage.
- B 4.** Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.

History

- B 3.** Place a series of related events in chronological order on a time line.
- D 7.** Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:
- Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, and Martin Luther King Jr.)
 - Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong)

Government

- B 3.** Explain the importance of landmarks in the United States and the ideals that they represent including:
- The Washington Monument
 - The Jefferson Memorial
 - The Lincoln Memorial

Geography

- C 5.** Compare how land is used in urban, suburban and rural environments.
- C 6.** Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.

Economics

- A 1.** Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel)

SCIENCE

Scientific Ways of Knowing

- B 3.** Describe ways in which using the solution to a problem might affect other people and the environment.

Scientific Inquiry

- C 6.** Recognize that explanations are generated in response to observations, events and phenomena.

Life Sciences

- A 1.** Explain that animals, including people, need air, water, food, living space and shelter; plants need air, water, nutrients (e.g., minerals), living space and light to survive.
- A 5.** Explain that food is a basic need of plants and animals (e.g., plants need sunlight to make food and to grow, animals eat plants and/or other animals for food, food chain) and is important because it is a source of energy (e.g., energy used to play, ride bicycles, read, etc.)

Physical Sciences

- B 1.** Explore how things make sound (e.g., rubber bands, tuning fork and strings)
- B 3.** Explore with flashlights and shadows that light travels in a straight line until it strikes an object.
- C 2.** Explore and describe sounds (e.g., high, low, soft and loud) produced by vibrating objects.