

SECOND GRADE SECOND NINE WEEKS

READING

Acquisition of Vocabulary

- A 1.** Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.
- C 6.** Determine the meaning of common compound words (e.g., lunchroom baseball) by explaining the relationship between the words contained in the compound.
- C 9.** Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.
- D 2.** Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).
- D 3.** Classify words into categories (e.g., colors, fruits, vegetables).

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

- A 1.** Establish a purpose for reading (e.g., to be informed, to follow directions, or to be entertained).
- A 5.** Create and use graphic organizers, such as Venn diagrams or webs, to demonstrate comprehension.
- D 3.** Compare and contrast information and texts with prior knowledge and experience.
- E 6.** Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic visual media.
- F 7.** Monitor comprehension by recognizing when text does not make sense, and look back or read on to reinforce comprehension.

Reading Applications: Literary Text

- C 4.** Distinguish between stories, poems, plays, fairy tales and fables.

Reading Applications: Informational, Technical and Persuasive Text

- D 5.** Identify information in diagrams, charts, graphs and maps.

WRITING

Writing Conventions

- A 1.** Print legibly, and space letters, words and sentences appropriately.
- 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 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 14.** Use personal pronouns.

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 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.

Research

- A 1.** Create questions for investigations, assigned topic or personal area of interest.
- B 5.** Sort relevant information into categories about the topic with teacher assistance.

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 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.

MATH

Patterns, Functions, and Algebra

- C 3.** Create new patterns with consistent rules or plans, and describe the rule or general plan of existing patterns.
- E 5.** Understand equivalence and extend the concept to situations involving symbols; e.g., $4+5=9$ and $5+4=9$ and $4+5=3+6+\triangle + \square$
- F 6.** Use symbols to represent unknown quantities and identify values for symbols in an expression or equation using addition and subtraction; e.g., $4+ \square = 10$ and $\triangle - 2 = 4$

SECOND GRADE SECOND NINE WEEKS

MATH CONTINUED

Number, Number Sense and Operations

- A 1 & B 1.** Use place value concepts to represent, compare and order whole numbers using physical models, numerals with words with ones, tens, hundreds.
- a.** Recognize 10 can mean 10 ones or a single entity (1 ten) through physical models and trading games
- D 4.** Represent and write the value of money using the c sign and in decimal form when using the \$ sign.
- E 3.** Count money and make change using coins and a dollar bill.

Data Analysis and Probability

- A 1 & B 1.** Pose questions, use observations, interviews and surveys to collect data, and organize data in charts, picture graphs and bar graphs.
- A 6.** Recognize that data may vary from one population to another; e.g., favorite TV shows of students and of parents.

SOCIAL STUDIES

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.

Social Studies Skills and Methods

- B 3.** Predict the next event in a sequence.
- B 4.** Distinguish the difference between fact and fiction in oral, visual and print materials.

History

- C 4.** Use historical artifacts, photographs, biographies, maps diaries and folklore to answer questions about daily life in the past.
- C 5.** Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.
- C 6.** Identify and describe examples of how science and technology have changed the daily lives of people and compare:
- a.** Forms of communication from the past and present.
- b.** Forms of transportation from the past and present.

Government

- A 1.** Identify leaders such as mayor, governor and president, and explain that they are elected by the people.
- A 2.** Explain how a system of government provides order to a group such as a school or community and why government is necessary including:
- Making and enforcing laws
 - Providing leadership
 - Providing services
 - Resolving disputes

SCIENCE

Scientific Inquiry

- B 7.** Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., magnifiers, non-breakable thermometers, timers, rulers, balances and calculators and other appropriate tools.)
- B 8.** Measure properties of objects using tools such as rulers, balances and thermometers.
- C 9.** Recognize that explanations are generated in response to observations, events and phenomena..

Scientific Ways of Knowing

- A 1.** Discover that scientific investigations generally work the same way under the same conditions.

Life Sciences

- B 7.** Compare the habitats of many different kinds of Ohio plants and animals and some of the ways animals depend on plants and each other.
- B 8.** Compare the activities of Ohio's common animals (e.g., squirrels, chipmunks, deer, butterflies, bees, bats, ants, and frogs) during the different seasons by describing changes in their behaviors and body covering.
- B 9.** Compare Ohio plants during the different seasons by describing changes in their appearance.

Earth and Space Sciences

- C 4.** Observe and describe that some weather changes occur throughout the day and some changes occur in a repeating seasonal pattern.
- C 5.** Describe weather by measurable quantities such as temperature and precipitation.