Plainfield Community Consolidated School District 202

www.psd202.org

Learning Goals
Grade
2

We prepare learners for the future

Our Mission

The mission of Plainfield Community Consolidated School District No. 202 — the primary source of comprehensive, high quality education in a trusting, supportive environment — is to develop, at all levels, responsible, successful citizens by providing an education, in cooperation with home and community, which: fosters each individual's value, uniqueness, and importance and promotes lifelong learning in an ever-changing society.

Our Goals

District 202 recognizes the need for a vision that embraces and embodies the desires and aspirations of our learning community. We will encourage and support our students, parents, community, staff, and Board of Education as they dedicate their time, talent, and resources in support and pursuit of these goals.

1. Our Learning Community will be a place where each person can achieve his or her maximum individual potential.
2. Optimal learning cultures, climates, and facilities will be developed and maintained.
3. Communication strategies will create a climate of inclusion, trust, and shared responsibility.
4. Resources will be developed and optimized to fulfill the vision, mission, and goals of the District.

This brochure created by K-5 curriculum committees in all learning areas is intended to provide parents and community members with a listing of important learning goals. The lists does contain all of the content or skills that students will experience during the school year for English Language Arts and Math. The lists does not contain all of the content or skills that students will experience during the school year for Science, Social Studies and Physical Education/Health. A more complete listing is used by teachers to prepare lessons and activities on a daily basis; however, this list should help parents and teachers as they discuss academic progress.

Key

Outcomes are the unit of study

Components are the skills to support the unit

CC		K		R.L		10
Common Core	Grade Level		Strand Code		Strand #
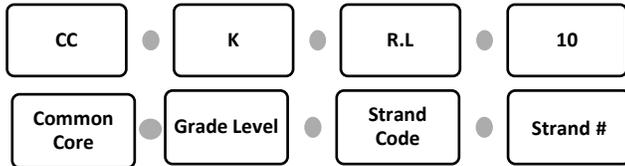
Strand Codes

RL = Reading Standards for Literature

RI = Reading Standards for Informational Text

RF = Reading Standards: Foundational Skills

W = Writing

SL = Speaking and Listening

L = Language

English Language Arts

OUTCOME A: Students will read and comprehend a variety of fiction texts, including fables, folktales, and poetry, to analyze for key ideas and details, and to integrate implicit and explicit knowledge.

Components

ELA.002.A.1 Tell how characters in a story respond to major events and challenges. CC.2.R.L.3

ELA.002.A.2 Tell how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story and poem. CC.2.R.L.4

ELA.002.A.3 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.2.R.L.5

ELA.002.A.4 Identify and show the differences in the points of view of characters. CC.2.R.L.6

ELA.002.A.5 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. CC.2.R.L.9

ELA.002.A.6 Read level 18 text orally with accuracy, appropriate rate, and expression. CC.2.R.F.4.b

OUTCOME B: Students will use the writing process to construct a narrative paragraph with a topic sentence, at least three supporting sentences, and a closing sentence using correct grammar, including adjectives, verbs, adverbs, and pronouns.

Components

ELA.002.B.1 Construct and differentiate the key ideas in fiction texts according to who, what, where, when, why, and how. CC.2.R.L.1

ELA.002.B.2 Summarize stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. CC.2.R.L.2

ELA.002.B.3 Use information gained from the illustrations and words in a print or digital text to describe characters, setting, or plot. CC.2.R.L.7

ELA.002.B.4 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. CC.2.W.3

2

ELA.002.B.5 Recall information from experiences or gather information from provided sources to answer a question. CC.2.W.8

ELA.002.B.6 Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). CC.2.L.5.b

ELA.002.B.7 Use reflexive pronouns (e.g., myself, ourselves). CC.2.L.1.c

ELA.002.B.8 Use adjectives and adverbs, and choose between them depending on what is to be modified. CC.2.L.1.e

ELA.002.B.9 Read level 20 text orally with accuracy, appropriate rate, and expression. CC.2.R.F.4.b

OUTCOME C: Students will apply grade-level phonics and word analysis skills in decoding, spelling, and grammar.

Components
ELA.002.C.1 Distinguish long and short vowels when reading regularly spelled one-syllable words. CC.2.R.F.3.a

ELA.002.C.2 Identify spelling-sound correspondences for additional common vowel teams. CC.2.R.F.3.b

ELA.002.C.3 Identify frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). CC.2.L.1.b

ELA.002.C.4 Use an apostrophe to form contractions and frequently occurring possessives. CC.2.L.2.c

ELA.002.C.5 Identify the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). CC.2.L.1.d

ELA.002.C.6 Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. CC.2.L.4.e

ELA.002.C.7 Use sentence-level context as a clue to the meaning of a word or phrase. CC.2.L.4.a

ELA.002.C.8 Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). CC.2.L.4.d

OUTCOME D: Students will write using grade-appropriate grammar, spelling, punctuation, and capitalization. Students will use the writing process to construct a persuasive letter with a topic sentence, at least three supporting sentences, and a closing sentence.

Components
ELA.002.D.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. CC.2.W.1

ELA.002.D.2 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. CC.2.W.6

ELA.002.D.3 Apply capital letters to holidays, product names, and geographic names. CC.2.L.2.a

ELA.002.D.4 Use commas in greetings and closings of letters. CC.2.L.2.B

ELA.002.D.5 Use commas in addresses. CC.3.L.2.B

OUTCOME E: Students will read and comprehend a variety of nonfiction texts to analyze for key ideas and details, and to integrate implicit and explicit knowledge.

Components
ELA.002.E.1 Construct and differentiate the key ideas in nonfiction texts according to who, what, where, when, why, and how. CC.2.R.I.1

ELA.002.E.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. CC.2.R.I.2

ELA.002.E.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. CC.2.R.I.3

ELA.002.E.4 Define the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. CC.2.R.I.4

ELA.002.E.5 Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. CC.2.R.I.5

ELA.002.E.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. CC.2.R.I.6

ELA.002.E.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. CC.2.R.I.7

ELA.002.E.8 Describe how reasons support specific points the author makes in a text. CC.2.R.I.8

ELA.002.E.9 Compare and contrast the most important points presented by two texts on the same topic. CC.2.R.I.9

ELA.002.E.10 Read level 24 text orally with accuracy, appropriate rate, and expression. CC.2.R.F.4.b

OUTCOME F: Students will apply spelling patterns and skills for grade-level words. Students will use vertical manuscript to print legibly and form all lower case letters in cursive.

Components
ELA.002.F.1 Identify words with common prefixes and suffixes. CC.2.R.F.3.d

ELA.002.F.2 Identify words with inconsistent but common spelling-sound correspondences. (Bead/head, doll/roll, hint/pint). CC.2.R.F.3.e

ELA.002.F.3 Identify grade-appropriate irregularly spelled words. CC.2.R.F.3.f

ELA.002.F.4 Apply learned spelling patterns when writing words (e.g., cage? badge; boy? boil). CC.2.L.2.d

ELA.002.F.5 Identify the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). CC.2.L.4.b

ELA.002.F.6 Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). CC.2.L.4.c

ELA.002.F.7 Form all lower case letters in cursive.

ELA.002.F.8 Connect the lowercase letters in cursive.

OUTCOME G: Students will use the writing process to construct an expository text with a topic sentence, at least three supporting sentences, and a closing sentence using correct grammar.

Components
ELA.002.G.1 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. CC.2.W.2

ELA.002.G.2 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). CC.2.W.7

ELA.002.G.3 Use collective nouns (e.g., group). CC.2.L.1.a

ELA.002.G.4 Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). CC.2.L.1.f

ELA.002.G.5 Use reference materials, including beginning dictionaries, as needed to check and correct spellings. CC.2.L.2.e

ELA.002.G.6 Read level 28 text orally with accuracy, appropriate rate, and expression. CC.2.R.F.4.b

CC		K		OA		10
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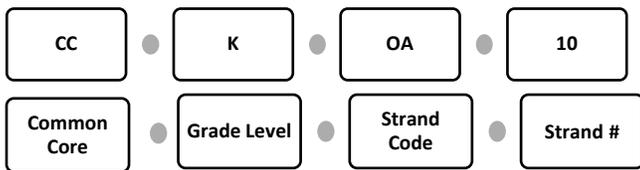
Strand Codes

CC = Counting and Cardinality

OA = Operations and Algebraic Thinking

NBT = Number and Operations in Base Ten

MD = Measurement and Data

NF = Number and Operations Fractions

RP = Ratios and Proportional Relationships

NS = Number System

G = Geometry

Math

OUTCOME A: Operations and Algebraic Thinking: Students will fluently add and subtract within 20, explain why addition and subtraction strategies work, and write equations using repeated addends.

> *Components*
>
> MA.002.A.1 Add and subtract within 20. Demonstrate fluency with addition and subtraction within 20 using mental strategies. (Examples: counting on, making ten ($8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$), decomposing a number leading to a ten ($13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$), fact families, creating equivalent but easier or known sums (doubles, doubles plus one)). CC.2.OA.2
>
> MA.002.A.2 Apply and explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects. CC.2.NBT.9
>
> MA.002.A.3 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. CC.2.OA.4
>
> MA.002.A.4 Determine whether a group of objects (up to 20) has an odd or even number of members. (Examples: pairing objects or counting them by 2s; writing an equation to express an even number as a sum of two equal addends.) CC.2.OA.3

OUTCOME B: Number and Operations in Base Ten within 100 (Part 1): Students will use place value understanding and properties of operations to add numbers within 100.

> *Components*
>
> MA.002.B.1 Mentally add 10 to a given number 0-99. CC.2.NBT.8
>
> MA.002.B.2 Demonstrate fluency with addition within 100 using mental math strategies based on place value and properties of operations. CC.2.NBT.5
>
> MA.002.B.3 Add up to four two-digit numbers using strategies based on place value and properties of operations. CC.2.NBT.6

OUTCOME C: Number and Operations in Base Ten within 100 (Part 2): Students will use place value understanding and properties of operations to subtract numbers within 100 and solve addition and subtraction word problems.

> *Components*
>
> MA.002.C.1 Mentally subtract 10 from a given number 0-99. CC2.NBT.8
>
> MA.002.C.2 Demonstrate fluency with subtraction

within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. CC.2.NBT.5

MA.002.C.3 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. CC.2.OA.1

OUTCOME D: Money: Students will identify and manipulate money to calculate given amounts, use the appropriate notation, and tell time to the nearest 5 minutes.

Components

MA.002.D.1 Identify the name and value of the penny, nickel, dime, quarter, and dollar bill. CC.2.MD.8

MA.00D.2 Label given amounts of money using $ (dollar) and ¢ (cent) symbols appropriately. CC.2.MD.8

MA.002.D.3 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. (Less than $10.00.) Example: If you have 2 dimes and 3 pennies, how many cents do you have? CC.2.MD.8

MA.002.D.4 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. CC.2.MD.7

OUTCOME E: Number and Operations in Base Ten within 1000: Students will use place value understanding and properties to add and subtract numbers up to 3 digits.

Components

MA.002.E.1 Identify that 100 can be thought of as a bundle of ten tens — called a "hundred." CC.2.NBT.1a

MA.002.E.2 Illustrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). CC.2.NBT.1b

MA.002.E.3 Illustrate that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. CC.2.NBT.1

MA.002.E.4 Mentally add or subtract 100 to or from a given number 0-900. Cc.2. NBT.8

MA.002.E.5 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. CC.2.NBT.4

MA.002.E.6 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. CC.2.NBT.3

MA.002.E.7 Count within 1000; skip-count by 5s, 10s, and 100s. CC.2.NBT.2

MA.002.E.8 Add and subtract within 1000, using concrete models or drawings. Demonstrate that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. CC.2.NBT.7

OUTCOME F: Measurement: Students will measure and estimate lengths in standard units.

Components

MA.002.F.1 Measure the length of an object using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. CC.2.MD.1

MA.002.F.2 Estimate lengths using units of inches, feet, centimeters, and meters. CC.2.MD.3

MA.002.F.3 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. Example: If an object is measured using centimeters and then inches, the centimeter measurement will be larger because the unit is smaller. CC.2.MD.2

MA.002.F.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. CC.2.MD.4

MA.002.F.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. (Example: use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.) CC.2.MD.5

MA.002.F.6 Relate addition and subtraction to length. Students will use a number line with equally spaced points corresponding to the numbers 0, 1, 2…, and represent whole-number sums and differences within 100 on a number line diagram. CC.2.MD.6

OUTCOME G: Graphing and Data: Students will collect, represent and interpret data.

Components
MA.002.G.1 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. CC.2.MD.10

MA.002.G.2 Collect measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object changing over time (growing plant, melting ice cube, pencil used over time.) Organize the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. CC.2.MD.9

MA.002.G.3 Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. CC.2.MD.10

OUTCOME H: Geometry: Students will identify and draw attributes of shapes and partition circles and rectangles into equal parts to explore the foundations of fractions.

Components
MA.002.H.1 Identify and draw shapes having specified attributes, such as a given number of angles, sides, or a given number of equal faces (cube only). Identify triangles, quadrilaterals (squares, rectangles, rhombuses), pentagons, hexagons, and cubes. 2.G.A.1

MA.002.H.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.A.2

MA.002.H.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape. 2.G.A.3

OUTCOME I: Automaticity with Addition and Subtraction Facts: Students will demonstrate automaticity with addition and subtraction facts.

Components
MA.002.I.1 By the end of Grade 2, students will demonstrate automaticity with addition facts within 20 using addends up to 10. CC.2.OA.2

MA.002.I.2 By the end of Grade 2, students will demonstrate automaticity with subtraction facts within 20. CC.2.OA.2

<u>Science</u>

Physical Science

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-1
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 2-PS1-2
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. 2-PS1-4

Life Science

- Plan and conduct an investigation to determine if plants need sunlight and water to grow. 2-LS2-1
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-LS2-2
- Make observations of plants and animals to compare the diversity of life in different habitats. 2-LS4-1

Earth Science

- Use information from several sources to provide evidence that Earth events can occur quickly or slowly. 2-ESS1-1
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 2-ESS2-1
- Develop a model to represent the shapes and kind of land and bodies of water in an area. 2-ESS2-2
- Obtain information to identify where water is found on Earth and that it can be solid or liquid. 2-ESS2-3

Social Science

OUTCOME A: Students will interpret maps, create maps, and locate their community on a map.

OUTCOME B: Students will explain how community laws and government ensure rights to its citizens and identify individual and collective responsibility to promote civic ideals.

OUTCOME C: Students will explain how local communities are made up of individuals and groups with a variety of jobs and resources and characterize cultural traditions in their own locality.

Fine Arts
Art
OUTCOME A: Students will apply line direction to create art.

OUTCOME B: Students will demonstrate basic color mixing and color identification.

OUTCOME C: Students will create a figure by combining and overlapping 2D shapes.

OUTCOME D: Students will identify 3D form focusing on line and color.

Music
OUTCOME A: Students will demonstrate various rhythm patterns in common time.

OUTCOME B: Students will sing various melodic patterns independently and/or in groups (small or large).

OUTCOME C: Students will define musical terminology and distinguish between various musical elements.

OUTCOME D: Students will identify folk instruments presented visually and aurally.

OUTCOME E: Students will play pitched instruments independently and/or in small groups.

Physical Education/Health
OUTCOME HA: Students will demonstrate knowledge of safe choices related to emergencies, food and rules.

OUTCOME HB: Students will name and relate various body parts to their function including the brain, heart, skin and muscles.

OUTCOME HC: Students will identify the stages of the Human Growth Cycle and healthy decision making skills for risky behaviors.

OUTCOME PA: Students will demonstrate locomotor, non locomotor, rhythmic, and manipulative skills in individual and group activities.

OUTCOME PB: While applying knowledge to physical and fitness activities, students will demonstrate health related fitness components and skills.