CURRICULUM OVERVIEW

SECOND GRADE

LANGUAGE ARTS

This year your child will be working to develop his or her understanding and mastery of Grade 2 Common Core Standards for English-Language Arts. These standards integrate all aspects of Language Arts development and are categorized under Reading, Writing, Speaking & Listening, and Language. Your child's teacher will use a wide variety of instructional strategies and formats to help your child learn and progress toward mastery of these standards by the end of the school year

READING

•Apply Phonics and Word Recognition Skills
•Know and apply grade level phonics and word analysis skills in decoding words.
•Distinguish long and short vowels (e.g., hop and hope).
•Know spelling sound correspondence (e.g., treat, boat, about).
•Decode regularly spelled two-syllable words with long vowels (e.g., maybe).
•Decode words with common prefixes and suffixes (e.g., un, re, mis, able, ful).
•Identify words with inconsistent but common spelling-sound correspondences (e.g. body, cloth, ton, happy, sky).
•Recognize and read grade appropriate irregularly spelled words.
•Read with Fluency
•Read on level text with appropriate accuracy, rate and expression.
•Use context to confirm or self-correct word recognition and understanding.
•Identify Key Ideas and Details
•Ask and answer questions to demonstrate understanding with literature and informational texts.
•Recount stories and determine central message, lesson or moral.
•Describe how characters in a story respond to major events and challenges.
•Identify main topic in an informational text.
•Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures.
•Understand the Structure of Texts
•Describe how words and phrases supply rhythm and meaning in a story, poem or song. (beats, alliteration, rhymes, etc.)
•Describe the overall structure of a story and acknowledge differences in points of view of characters.
•Determine the meaning of words and phrases in an informational text.
Know and use various text features (captions, bold print, glossaries, etc.) to locate key facts.
•Identify the main purpose of a text including what the author wants to answer, explain or describe.
•Integrate Knowledge and Ideas Within and Across Texts
•Use illustrations and text to understand character, setting and plot.
•Compare and contrast two or more versions of the same story.
•Explain how specific images (diagram, etc.) clarify an informational text.
•Describe how the author supports points in an informational text.
•Compare and contrast the most important points presented by two informational texts on the same topic.
•Read and Comprehend a Range of Texts with Appropriate Grade Level Complexity
•Proficiently read and comprehend a variety of texts in the grade 2-3 text complexity range.

WRITING

•Write a Variety of Texts for Various Purposes
•Write opinion pieces that introduce the topic, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons and provide a concluding statement.
•Write informative/explanatory text by introducing a topic, using facts and definitions to develop points and provide a concluding statement.
•Create visual presentations on social studies and science topics (e.g. poster, chart, picture, timeline).
•Write narratives by recounting a well-elaborated event or short sequence of events, including details, thoughts and feelings, and sequencing to signal event order and provide a sense of closure.
•Produce and Publish Clear and Coherent Writing
•Revise, edit and use a variety of digital tools to publish writing with guidance and support from adults and peers.
•Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing with guidance from adult.
•Research to Build and Present Knowledge
•Participate in shared research and writing projects across disciplines.
•Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

•Participate In Collaborative Conversations with Understanding
•Build on others talk and conversations with diverse partners, follow agreed upon rules for discussions and ask for clarification and further explanation as needed.
•Recount or describe key ideas and details from a read aloud or oral presentation.
•Ask and answer questions about what a speaker says in order to clarify comprehension, gather information or deepen understanding of a topic or issue.
• Present Knowledge and Ideas Clearly
•Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
•Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
•Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE

•Demonstrate Command of Conventions of Standard English
•Apply parts of speech correctly when writing and speaking.
•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).
•Apply capitalization, punctuation and spelling when writing.
•Use Knowledge of Language
•Apply formal and informal uses of English.
•Understand and Use Grade Appropriate Vocabulary
•Determine and clarify the meaning of unknown and multiple-meaning words and phrases using a variety of strategies.
•Demonstrate an understanding of word relationships and nuances in word meanings.

•Apply words and phrases acquired through conversations, reading and responding to texts.

HANDWRITING

•Mastery of upper-and lower-case print alphabet.

SOCIAL STUDIES

Government and Civics

• Develop a sense of own relationship with family and community with an emphasis on West Hartford, Connecticut.

• Develop decision-making, problem-solving and interpersonal skills through collaborative groupings.

•Explore, understand and appreciate the cultural similarities and differences between one's own culture and other cultures.

Explain why there are different points of views

Geography

• Use a map and a grid to explain direction.

• Identify continents, countries of North America, the Atlantic and Pacific Oceans and the northern and southern hemispheres.

Identify and define: mountains, hills, rivers, plains, lakes and forests.

HISTORY

•Develop a sense of personal history.

• Develop a sense of U.S. history by studying the lives of famous Americans and national holidays.

•Apply terms related to time (e.g., decades, centuries, generations) and understand concept of a timeline.

•Place key events and people of the historical time period they are studying in a chronological sequence.

SCIENCE

Life Science

•Plants/Amphibians and Reptiles

•Recognize that organisms change in form and behavior as part of their life cycleS.

•Describe the life cycles of plants to include seed germination, growth, flowering, pollination and seed dispersal.

• Explore and describe the effects of light and water on seed germination and plant growth.

• Describe the different structures plants have for obtaining water and sunlight.

Earth Science

•Earth materials and their uses.

• Observe the varied physical properties of earth materials that make them useful in different ways.

• Describe different soils by their color, particle size and capacity to hold water.

• Observe that soils support the growth of many kinds of plants, including those in our food supply.

• Relate the properties of soils to their capacity to support the growth of certain plants.

Scientific Inquiry

• Demonstrate a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena.

•Participate in speaking, listening, presenting, interpreting, reading and writing about science.

•Understand that mathematics provides useful tools for the description, analysis and presentation of scientific data and ideas.

MATHEMATICS

Our mathematics curriculum is based on the Common Core State Standards for Mathematics (CCSS-M) that define what students should understand and be able to do by the end of the year at each grade level. The Common Core Standards for Mathematics have two key components:

(1) Standards for Mathematical Practice – eight practices in which students engage at all grade levels (2) Standards for Mathematical Content - conceptual understandings and procedural knowledge and skills

The Content Standards at each grade level are grouped into domains (e.g. Geometry) and clusters within each domain.

Our instructional focus in Grade 2 is on four critical areas: (1) extending understanding of base 10 notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. To provide you with an understanding of your child's mathematics learning, we have highlighted domains and clusters of standards for Grade 2 below. A comprehensive description of the Common Core State Standards for Mathematics is available at http://www.corestandards.org/.

Mathematical Practices

• Make sense of problems and persevere in solving them.

• Reason abstractly and quantitatively.

• Construct viable arguments and critique the reasoning of others.

• Model with mathematics.

• Use appropriate tools strategically.

• Attend to precision.

• Look for and make use of structure.

• Look for and express regularity in repeated reasoning.

Key Fluencies

• Add/subtract within 20, knowing from memory all sums of two one-digit numbers.

• Add and subtract within 100, using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Operations and Algebraic Thinking

• Represent and solve problems involving addition and subtraction.

•Use addition and subtraction within 100 to solve one and two-step problems involving adding to, taking from, putting together, taking apart and comparing.

•Solve for the unknown in all positions (e.g., by using drawing and equations with a symbol for the unknown number to represent the problem).

•Add and subtract within 20.

•Work with equal groups of objects to gain foundations for multiplication.

•Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.

•Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten

•Understand place value.

•Understand three-digit numbers as representing amounts of hundreds, tens, and ones.

•Count, read, and write numbers within 1000.

•Skip count by 5s, 10s, 100s.

•Compare three-digit numbers and use >, <, = symbols to record comparison

•Use place value understanding and properties of operations to add and subtract fluently add and subtract within 100 based on place value, properties of operations, and/or the relationship between addition and subtraction.

•Add up to four two-digit numbers using strategies based on place value and properties of operations.

•Mentally add or subtract 10 or 100 to or from a given number 100-900.

•Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement and Data

•Measure and estimate lengths in standard units.

•Measure length of an object by selecting and using appropriate tools (e.g., ruler) and estimate lengths using standards units (inches, feet, centimeters, meters)
•Measure to determine how much longer one unit is than another.
•Relate addition and subtraction to length
•Solve word problems involving lengths that are given in the same units and represent whole number lengths on a number line diagram.
•Work with time and money.
•Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
•Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately.
•Represent and interpret data.
•Generate measurement data by measuring length of several objects to nearest whole or repeated measurements of the same object and show measurements in a line plot.
•Draw a picture graph and bar graph to represent and solve problems with a data set with up to four categories.

GEOMETRY

•Reason with shapes and their attributes.
•Recognize and draw shapes having specific attributes.
•Partition shapes into the same size parts/equal shares and describe the shares (e.g., halves) and the whole as two halves, three thirds, four fourths using words. Recognize that equal shares of identical wholes need not have the same shape.

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