

# Grade 2 Content Standards for *Third Trimester*



## Reading

**Standard: Uses strategies to recognize, analyze, and determine the meaning of unfamiliar words**

- uses onsets, rimes, and word patterns to decode words that include blends and digraphs
- integrates cueing systems (letter-sound, grammar, and meaning) when reading grade level text
- applies strategies when meaning is lost (re-reads, self-corrects, reads ahead, asks, cross-checks)
- recognizes and uses knowledge of letter-sound relationships, including diphthongs (e.g. ou, ow, and r-controlled), common vowel patterns (e.g. ee, ea), and common word endings to decode unknown words
- blends, substitutes, and breaks written words into syllables, sounds, or phonemes

**Standard: Reads grade level text with fluency, accuracy, and expression**

- reads grade level materials orally attending to phrasing, intonation, and punctuation
- reads with expression and enthusiasm
- adjusts reading pace to accommodate purpose, style, and difficulty of text

**Standard: Comprehends, interprets, and responds to a variety of text**

- reads at an instructional Guided Reading Level M or QRI instructional Level 2
- recognizes key words in a spoken or written message in order to follow directions
- retells narrative text using characters, setting, sequence of events, problem/solution or plot
- retells expository text using main idea and supporting details
- demonstrates understanding of text through a written response
- expresses personal views about message read, viewed, or heard
- formulates appropriate questions and locates answers in text
- compares diverse backgrounds in stories by specific countries and cultures
- uses a range of strategies efficiently when constructing meaning from text (predicting, questioning, visualizing, summarizing, making connections, identifying important information, and making inferences)



## Writing

### **Standard: Plans, writes, and edits using a variety of forms**

- Plans, writes, and edits a recount, procedure, explanation, and report independently

### **Standard: Uses traits to write effectively for a variety of purposes and audiences: ideas, organization, sentence fluency, word choice, voice, and conventions**

- provides a clear main idea
- uses detail to elaborate on topic
- uses a logical sequence
- writes using many complete sentences
- varies sentence beginnings
- deletes and adds words to clarify meaning
- recognizes when ideas need to be clarified
- edits for correct punctuation, grammar, capitalization, and spelling
- uses common editing marks

### **Standard: Creates a legible document**

- correctly and fluently forms letters
- uses correct spacing

### **Standard: Applies spelling rules and patterns to written work**

- uses spelling strategies during the writing process (word wall, dictionary, experiment with alternative spellings, spell check)
- correctly spells all words from Grade 2 "No Excuse" Spelling List in context and in list form
- spells words from spelling journals, spelling lessons, and weekly spelling lists



## Research

### **Standard: Asks questions, locates and organizes information**

- uses alphabetical order to locate information
- recognizes and applies the organizational features of text (e.g. table of contents, index, glossary, page numbers, chapter, heading)
- reads and selects information from text and pictures
- records observations by drawing or writing
- reports in an organized manner



## Mathematics



**Number Sense Standard: Understands place value 0-1000; understands the relationship between whole numbers and fractions**

- estimates a reasonable quantity for a group up to 200 objects

**Algebraic Relationships and Patterns Standard: Recognizes, describes, creates, extends, and predicts repeating patterns with a variety of materials and symbols**

- solves simple open sentences involving addition and subtraction

**Probability and Data Analysis Standard: Uses data collection and analysis, statistics and probability to solve problems**

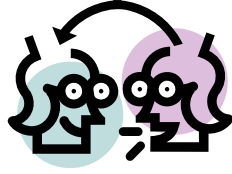
- reads, interprets, compares and displays collected information using pictographs, tallies, tables, and bar graphs
- conducts a survey, organizes, analyzes and makes predictions about data
- understands the terms luck, chance, fair, unfair, likely and unlikely as they refer to the concept of probabilities
- determines probability of simple events using basic experiments or simulations (e.g. using coins, dice, spinners)

**Measurement Standard: Estimates, measures, and compares length, weight, capacity, volume, temperature, and time using nonstandard and standard units**

- estimates and measures the perimeter of a figure using non-standard and standard units
- understands the concepts of yesterday, today and tomorrow
- understands days, weeks, months, and years as measures of time
- uses a calendar to determine day, date, month, and duration (e.g. did event last one week, two weeks)
- writes and tells time to the quarter hour using analog and digital clocks
- uses appropriate units of measurement in problems involving time, temperature and length

**Computation Standard: Uses computation skills to solve problems**

- demonstrates and verbally explains how to solve addition and subtraction problems of two-digit numbers with and without regrouping, using concrete materials
- demonstrates proficiency with addition and subtraction facts to 18
- communicates to others how a mathematical problem was solved
- develops and uses multiple strategies to add and subtract two-digit numbers with and without regrouping



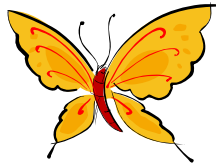
## Speaking and Listening

**Standard: Speaks to be understood; clarifies or restates ideas to make communication clear**

- reports orally on an individual or group project
- provides and supports an opinion about a work heard or viewed
- responds to classroom expectations of conversation

**Standard: Listens for, identifies, and remembers key ideas**

- follows three and four step directions
- listens respectfully to a variety of messages and speakers
- responds appropriately to written and oral presentations



## Science



**Scientific Process and Inquiry Standard: Participates in and writes about an experiment using the scientific process**

- participates in classroom observations
- asks questions and makes predictions about a scientific investigation
- creates a graphic display and writes about the experiment
- follows proper lab and safety procedures

**Life Science Standard: Understands life cycles and behaviors of organisms**

- observes and creates a graphic display of both complete and simple metamorphic life cycles
- identifies and describes various roles of insects
- observes and documents behaviors of insects at various points in their life cycle
- identifies the components of sensory systems
- identifies body parts of insects and compares them to other animals



## Social Studies



### **History Standard: Compares the cultures of people and events and how they changed over time**

- identifies ways communities record traditions and historical facts
- identifies people and events from the past and present that have been influential in the community
- identifies a region's native people and what brought nonnative people
- describes customs and traditions of native and non-native people and how they influence culture
- compares and contrasts modern day life in other regions to one's own

### **Geography Standard: Reads, interprets, and uses simple maps, globes, and other geographic tools**

- locates places on a globe and the bodies of water that surround them
- describes how lifestyles and communities are affected by the environment
- describes the major differences between a region, territory, country and state
- uses various models of the earth to note shape of the earth, variations between land and water on earth, and variations in landforms
- compares distances on a map or globe in terms of longer, shorter or about the same
- identifies pictorial and non pictorial symbols

### **Economics Standard: Understands that resources can be used in many ways and decisions must be made on how to use them**

- describes why people settle in various communities
- gives examples of how communities make decisions regarding the use of resources and services
- explains the contributions of various regions