

GRADE TWO GRADE LEVEL STANDARDS

ENGLISH LANGUAGE ARTS

LANGUAGE

- ◆ Follow agreed-upon rules for discussion.
- ◆ Contribute knowledge to class discussion in order to develop a topic for a class project.
- ◆ Share personal experience or interests, using clear enunciation and adequate volume.
- ◆ Maintain focus on the topic.
- ◆ Identify and sort common words into conceptual categories (opposites, living things).
- ◆ Identify base words (*look*) and their inflectional forms (*looks, looked, looking*).
- ◆ Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).
- ◆ Identify common antonyms and synonyms.
- ◆ Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, everyday).
- ◆ Determine meanings of words by using a beginning dictionary.
- ◆ Use language to express spatial and temporal relationships (up, down, before, after).
- ◆ Recognize that the names of things can also be the names of actions (fish, dream, run).
- ◆ Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (April 24, 2001).
- ◆ Identify appropriate end marks (periods, question marks).
- ◆ Recognize formal and informal language in stories, POEMS, and plays.

READING & LITERATURE

- ◆ Demonstrate understanding of the various features of written English:
 - a. know the order of the letters of the alphabet;
 - b. understand that spoken words are represented in written English by sequences of letters;
 - c. match oral words to printed words;
 - d. recognize that there are correct spellings for words;
 - e. use correct spelling of appropriate high-frequency words, whether regularly or irregularly spelled;
 - f. recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing);
 - g. identify the author and title of a book, and use a table of contents.
- ◆ Demonstrate orally that phonemes exist:
 - a. generate the sounds from all the letters and letter patterns, including consonant blend, long-and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;
 - b. use knowledge of consonant digraphs, vowel digraphs, consonant digraphs and r-controlled letter-sound association (as in star) to read words;
- ◆ Recognize common irregularly spelled words by sight (have, said, where).
- ◆ Use letter-sound knowledge to decode written English:
 - a. decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;
 - b. read accurately many irregularly spelled words, special vowel spellings and common word endings;
 - c. apply knowledge of letter patterns to identify syllables;
 - d. apply independently the common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs and vowel digraphs and diphthongs;
 - e. know and use more difficult word families (-ought) and known words to decode unknown words;
 - f. read words with several syllables;
 - g. read aloud with fluency and comprehension at grade level.
- ◆ Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why. Retell a story's beginning, middle, and end.
- ◆ Distinguish cause and effect.
- ◆ Make and confirm predictions about the content of a text using prior knowledge and text features (headings, table of contents, key words).
- ◆ Restate main ideas.
- ◆ Identify similarities and/or differences in events, setting, and character among the works of an author or illustrator.
- ◆ Identify differences among the common forms of literature: poetry, fiction, non-fiction and drama/plays.
- ◆ Relate themes in works of fiction and nonfiction to personal experience.
- ◆ Identify the events, character and setting in a favorite story.
- ◆ Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).
- ◆ Identify and use knowledge of common graphic features (illustrations, type, size).
- ◆ Restate main ideas and important facts from a text heard or read.

- ◆ Identify a regular beat and similarities of sounds in words responding to rhythm and rhyme in poetry.
- ◆ Identify the senses implied in words appealing to the senses in literature and spoken language.
- ◆ Identify familiar forms of traditional literature (nursery rhymes and fairy tales) read aloud.
- ◆ Retell or dramatize traditional literature.
- ◆ Identify and predict recurring phrases (Once upon a time) in traditional literature.
- ◆ Use dialogue in informal plays/skits.
- ◆ Recite stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.

COMPOSITION

- ◆ Write or dictate stories that have a beginning, middle, and end.
- ◆ Write or dictate short poems.
- ◆ Write or dictate letters, directions, or personal stories that follow a logical order.
- ◆ Write or dictate research questions.
- ◆ Use a variety of forms or genres of writing for different purposes.
- ◆ After writing or dictating a composition, make revisions to make the thought clearer, logical or interesting.
- ◆ Use correct standard English mechanics such as:
 - a. printing upper- and lower-case letters legibly and using them to make words;
 - b. separating words with spaces;
 - c. understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("Janet", "I", "George Washington," "Springfield") and capitalization and commas in dates (February 24, 2001);
 - d. using correct spelling of sight and/or spelling words;
 - e. using appropriate end marks such as periods and question marks.
- ◆ Arrange events in order when writing or dictating.
- ◆ Arrange similar ideas together, i.e., paragraphing.
- ◆ Generate questions and gather information from different sources in a classroom, school, or library.
- ◆ Provide compliments or questions about classroom presentations.

MATH

NUMBER SENSE & OPERATION

- ◆ Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.
- ◆ Identify and represent common fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) as parts of wholes.
- ◆ Identify the value of all U.S. coins. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money. Use appropriate notation, e.g., 69¢, \$1.35.
- ◆ Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).
- ◆ Understand and use Fact Families (the inverse relationship between addition and subtraction (e.g., $8 + 6 = 14$ is equivalent to $14 - 6 = 8$ and is also equivalent to $14 - 8 = 6$)) to solve problems and check solutions.
- ◆ Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.
- ◆ Apply a variety of mental math and estimation methods to problems involving up to 2-digit whole numbers and amounts of money up to \$100.

PATTERNS, RELATIONS, AND ALGEBRA

- ◆ Identify different patterns on the hundreds chart.
- ◆ Describe and create addition and subtraction number patterns, e.g., Frames and Arrows, In and Out Boxes.
- ◆ Skip count by twos, fives, and tens up to at least 50, starting at any number.
- ◆ Construct and solve open sentences that have variables, e.g., $\square + 7 = 10$.
- ◆ Describe functions related to trading, including coin trades, e.g., five pennies make one nickel, 11 nickels are worth more than 5 dimes.

GEOMETRY

- ◆ Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides.
- ◆ Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.

MEASUREMENT

- ◆ Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.
- ◆ Compare the length and weight of two or more objects by using direct comparison.
- ◆ Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, and inch.
- ◆ Make and use estimates of measurement.

DATA AND ANALYSIS

- ◆ Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.
- ◆ Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.

SOCIAL STUDIES

HISTORY

- ◆ Use a calendar to identify days, weeks, months, years and seasons.
- ◆ Use correctly words and phrases related to time (now, in the past, in the future).
- ◆ Understand sense of time “now and in the past.”
- ◆ Understand that people may have different ideas and feelings.
- ◆ Understand that people have similarities and differences.
- ◆ Understand the Golden Rule and apply it in the treatment of others.

GEOGRAPHY

- ◆ Read globes and maps and follow narrative accounts on them.
- ◆ Identify cardinal directions (north, east, south, west) and apply them to maps and locations in the classroom.
- ◆ On a map of the world, locate all the continents: North America, South America, Europe, Asia, Africa, Australia and Antarctica.
- ◆ Locate the present boundaries of the United States, Canada and Mexico.
- ◆ Locate major oceans: the Arctic, Atlantic, Indian and Pacific Oceans.
- ◆ Locate the Mississippi River.
- ◆ Identify global features of land and water forms. Identify equator. Understand that there is more than one kind of map.
- ◆ Identify several reasons why people move from one place to another. Understand that the natural resources of the areas under study determine how people live.

ECONOMICS

- ◆ Identify situations in which there is more than one way to solve a problem.
- ◆ Identify typical male and female roles for time periods and areas under study.

CIVICS

- ◆ Understand the need to work effectively alone and in cooperation with others.
- ◆ Show respect for the learning community and know its rules and begin to assume leadership for specific class responsibilities.
- ◆ Participate in groups to accomplish defined tasks and responsibilities in the classroom.
- ◆ Recite the Pledge of Allegiance.

SCIENCE

EARTH SCIENCE & SPACE SCIENCE

- ◆ Recognize that water, rocks, soil, and living organisms are found on the earth's surface.
- ◆ Understand that air is a mixture of gases that is all around us and that wind is moving air.
- ◆ Describe the weather changes from day to day and over the seasons.
- ◆ Recognize that the sun supplies heat and light to the earth and is necessary for life.
- ◆ Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

LIFE SCIENCE (BIOLOGY)

- ◆ Recognize that animals (including humans) and plants are living things that grow, reproduce and need food, air, and water.
- ◆ Differentiate between living and nonliving things. Group both living and nonliving things according to the characteristics that they share.
- ◆ Recognize that plants and animals have life cycles, and that life cycles vary for different living things.
- ◆ Recognize that fossils provide us with information about living things that inhabited the earth years ago.
- ◆ Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

PHYSICAL SCIENCE

- ◆ Sort objects by observable properties such as size, shape, color, weight, and texture.

- ◆ Identify objects and materials as solid, liquid, or gas. Recognize that solids have a definite shape and that liquids and gases take the shape of their container

ART

MEDIA, MATERIALS AND TECHNIQUES

- ◆ Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles and yarns and explore and practice how to use them to produce different visual effects.
- ◆ Explore and create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood or found objects for assemblage and construction.
- ◆ Become familiar with and use appropriate vocabulary related to methods, materials and techniques.
- ◆ Learn to take care of materials and tools and to use them safely.

ELEMENTS AND PRINCIPLES OF DESIGN

- ◆ Explore and experiment with the use of color in dry and wet media.
- ◆ Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork.
- ◆ Explore how color can convey mood and emotion. For example, students mix light and dark values of colors and predict the results of overlapping and blending primary colors.
- ◆ Identify a wide variety of types of lines in the environment and artwork. For example, students take a walk around the school and note jagged, straight, curved, thick and thin lines.
- ◆ Observe and explore a wide variety of types of textures, for example, smooth, rough and bumpy in the environment and artwork.
- ◆ Create representations of textures in drawings, paintings, rubbings or relief.
- ◆ Explore the use of shapes and forms in 2D and 3D works. Observe and explore simple shapes of different sizes. For example, circles, squares, triangles and forms, for example, spheres, cones, cubes in the environment and in artwork.
- ◆ Explore the use of patterns and symmetrical forms and shapes in 2D and 3D works.
- ◆ Identify patterns and symmetrical forms and shapes in the environment and artwork.
- ◆ Identify patterns and symmetrical forms and shapes in the environment and artwork

ELEMENTS AND PRINCIPLES OF DESIGN -

Cont'd

- ◆ Practice producing ways in which patterns and symmetrical shapes may be made. For example, a student folds and cuts paper to achieve symmetry, or makes printed patterns.
- ◆ Explore composition by creating artwork with a center of interest, repetition and/or balance.
- ◆ Observe and explore foreground, middle ground and background.
- ◆ Observe and explore occurrences of balance, rhythm, repetition, variety and emphasis.

OBSERVATION, ABSTRACTION, INVENTION AND EXPRESSION

- ◆ Create 2D and 3D artwork from direct observation. For example, students draw a still life of flowers, fruit, action studies of their classmates in sports poses or sketches of the class pet having a snack or nap.
- ◆ Create 2D and 3D expressive artwork that explores abstraction. For example, a student simplifies an image by making decisions about essential colors, lines or textures.
- ◆ Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy. For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship.

DRAFTING, REVISING AND EXHIBITING

- ◆ Select a work or works created during the year and discuss them with a parent, classmate or teacher, explaining how the work was made and why it was chosen for discussion. For example, a second grader chooses a painting and tells how she mixed the colors and talks about decisions she made.
- ◆ Help to select works for exhibition and work as a group to create a display.
- ◆ As a class, develop and use criteria for informal classroom discussions about art.

CRITICAL RESPONSE

- ◆ In the course of making and viewing art, learn ways of discussing it, such as by making a list of all the images seen in artwork (visual inventory), observe and identify kinds of color, line, texture, shapes and forms in work.
- ◆ Observe artworks in general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography and film.

- ◆ Observe similarities and differences in works and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.
- ◆ Begin to distinguish difference between realism and abstractionism: “who works like this,” stylistic differences.

MUSIC

PERFORMING SKILLS

- ◆ Find and match a beat and work on producing a beat; know half notes and dotted half note rhythms.
- ◆ Move singing voice to match pitch, introduce and reinforce singing syllables (solfége); play accompaniments on barred chord instruments changes and simple melodies; follow a conductor.
- ◆ Expand repertoire of movement to simple set and folk dances, play musical games.

MUSICAL CONCEPTS

- ◆ Read notes on the treble clef staff from middle C to D as well as the quarter note and eighth note values; use dynamics, tempo and phrasing with direction.
- ◆ Differentiate rhythm and beat; recognize treble clef staff as a picture of high/low; recognize ragtime.
- ◆ Explore historical background of Native American and African-American cultures: continue learning songs, games and dances from other cultures.

CREATING

- ◆ Have many opportunities to improvise in both large and small group settings.
- ◆ Compose a 16 beat melodic composition in parallel phrases.
- ◆ Move appropriately to the mood & style of a piece.
- ◆ Perform student compositions

PHYSICAL EDUCATION

Individual Body Management Dance: Locomotor/Non-locomotor

- ◆ Demonstrate the ability to travel in all directions using various locomotor patterns.
- ◆ Demonstrate the ability to walk and run using the mature form.
- ◆ Demonstrate the ability to distinguish between slow and fast movements.

Individual Body Management Dance: Manipulative Activity

- ◆ Demonstrate the ability to manipulate a variety of objects in a variety of ways.
- ◆ Demonstrate the ability to work alone or with others while manipulating objects.

Individual Body Management Dance: Jump Rope Skills

- ◆ Demonstrate basic jump rope skills.
- ◆ Demonstrate different methods of jumping rope.
- ◆ Acquire knowledge that jumping rope is beneficial to physical well being.

Individual Body Management Dance: Creative and Folk

- ◆ Demonstrate the ability to move in a variety of movement patterns with the ability to change directions quickly.
- ◆ Demonstrate the ability to move to music following a rhythmic pattern.
- ◆ Demonstrate the ability to work in a group without interfering with others.

Individual Body Management Dance: Gymnastics

- ◆ Demonstrate the ability to roll in various directions without hesitating.
- ◆ Demonstrate the ability to balance on a variety of body parts.
- ◆ Demonstrate the ability to travel across equipment in various ways.
- ◆ Demonstrate the ability to safely use equipment.

Group Interactive: Tagging Skills - Offense/Defense

- ◆ Be able to move in a space without interfering with others.
- ◆ Be able to participate in a game while executing the correct rules playing the game.

- ◆ Be able to choose partners freely.

Group Interactive: Educational and Cooperative games

- ◆ Demonstrate the ability to work with others in order to accomplish a goal.
- ◆ Demonstrate critical thinking within a group setting.
- ◆ Demonstrate the ability to communicate in a group both verbally and physically.