

Grade 2 Content Standards

Bulleted items are a sample of learning expectations and do not represent the total curriculum. The entire curriculum can be found at www.bvsd.org or through your child's teacher.

Language Arts

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

Writing (continued)

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

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

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

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Mathematics

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

- reads, writes, orders, compares, and counts on to 1,000
- counts or counts on by 1s, 2s, 5s, 10s: 1 to 100; counts on to 1,000 by 100s; and counts back from 100 by 10s and 1s
- understands and represents the common fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{10}$ of a whole and of a set using physical materials and symbolic representation
- understands value and equivalencies of pennies, nickels, dimes, quarters, half-dollars, and dollars and combines coins up to \$1.00 (e.g. 20¢ = 2 dimes)
- compares two sets of objects and represents them with a number sentence (=, <, >) from 0-1,000
- identifies place value for whole numbers through thousands
- understands the relationship between physical materials grouped by hundreds, tens, and ones, and the corresponding written number, including expanded notation for 0-1,00
- uses and compares ordinal numbers first through thirty-first
- 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

- recognizes the rule of a wide variety of patterns
- understands and extends basic number patterns including odd and even
- translates patterns from one representation to another
- solves simple open sentences involving addition and subtraction
- sorts and classifies real objects by two or more attributes

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)

Geometry Standard: Describes and classifies attributes of plane and solid geometric objects; uses geometric vocabulary

- reproduces all basic shapes (circle, square, rectangle, triangle, oval, pentagon, rhombus, trapezoid) and recognizes from different perspectives
- recognizes geometric solids: sphere, cube, cylinder, cone, rectangular and triangular prisms
- understands what makes a figure symmetric along one line
- sorts and classifies a variety of plane geometric figures according to properties and attributes (e.g. number of sides, right angle, length of sides)
- understands geometric terms used to name and describe basic solid geometric figures (e.g. faces, edges, vertex, curved surfaces)
- understands that figures can be combined or separated to create new figures
- finds the perimeter of basic shapes using non-standard and standard units of measurement
- estimates and verifies the number of units needed to fill a container

Mathematics (continued)

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

Science

Scientific Process and Inquiry Standard: Categorizes and writes about scientific investigations

- 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

Physical Science Standard: Describes and compares states of matter and their properties

- observes and describes behaviors and interactions of solids and liquids
- compares and sorts objects of differing weight and volume according to difference and similarity
- describes the various properties of solids and liquids
- describes simple changes in matter

Life Science Standard: Identifies life cycles and behaviors of insects

- 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

Earth Science Standard: Identifies the properties of air and weather

- describes ways humans are affected by natural events
- observes and documents weather
- explains properties of air

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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 non-native 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

Civics Standard: Describes the purpose of government and how conflict and cooperation impact a community

- describes the purpose of government in the community
- describes ways conflict is resolved in the community
- describes ways cooperation enhances a community

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

Music

Standard: Sings or plays instruments

- performs a simple melody with good intonation beat and rhythm
- sings or plays contrasting or repeated phrases
- identifies and performs long/short melodic and rhythmic patterns
- recognizes, understands piano (p)/forte (f) and crescendo/decrescendo symbols

Standard: Reads and notates music

- recognizes and performs melodic direction using a 2-5 line staff
- responds to duple and triple meter through movement and iconic symbols
- reads and performs rhythmic patterns most of the time using quarter note, quarter rest, paired eighth notes, half note, half rest

Music (continued)

Standard: Relates music to various historical and cultural traditions

- identifies the binary (AB) and ternary (ABA) form in selected pieces of music
- identifies by genre or style, aural examples of music from various historical periods and cultures
- identifies and categorizes a variety of classroom instruments
- uses music terms to describe music and music performances

Physical Education

Standard: Demonstrates skills and applies concepts to perform a variety of physical activities

- maintains a steady beat while performing locomotor and nonlocomotor movements
- balances in symmetrical and asymmetrical shapes on the floor or equipment
- throws overhand demonstrating side orientation, opposition, rotation, and follow-through
- applies the concept of crossing the midline while performing various skills (e.g. jump rope, frisbee, hand jives)

Standard: Demonstrates the components of health related physical fitness

- sustains moderate to vigorous physical activity for short periods of time

Standard: Demonstrates knowledge of physical fitness concepts and the benefits of an active, healthy lifestyle

- identifies benefits that result from regular participation in physical activity

Standard: Demonstrates safe, responsible behavior in physical education settings

- exhibits consideration for and cooperation with classmates and teachers
- works safely and productively during activity time

Visual Arts

Standard: Recognizes and uses the visual arts as a form of communication

- narrative quality in work includes character and setting

Standard: Knows and applies elements of art, principles of design, and sensory and expressive features of visual arts

- identifies and uses a color scheme/group in a directed manner (for example, complimentary colors, primary/secondary /cool)

Standard: Knows and applies visual arts materials, tools, techniques, processes and technology

- controls various art materials to produce clean colors, color mixing and blending

Standard: Relates the visual arts to various historical and cultural traditions

- creates art work which mimics various aspects of historical art work

Standard: Analyzes and evaluated the characteristics, merits, and meanings of works of art

- makes and supports opinions about the work with proper vocabulary