

USD 503 SECOND GRADE GOALS



By the time your child has completed second grade, the things he or she will be expected to know and be able to do are:

READING

Demonstrate *phonological awareness* skills:

- manipulate and categorize onsets/rimes (m-an).

Demonstrate *phonics* skills when reading unknown words:

- consonant-vowel patterns
- blends and digraphs
- word families.

Use knowledge of punctuation to read fluently.

Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech.

Use knowledge of sentence structure and word-recognition skills to read fluently.

Begin to adjust reading rate to support comprehension when reading narrative and expository texts.

Demonstrate automatic recognition of sight words.

Determine the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs.

Identify and use synonyms, antonyms, and homophones to determine the meaning of words.

Use a picture dictionary, dictionary, or glossary to understand word meaning.

Use knowledge of word structure to determine meanings of unknown words:

- compound words
- contractions
- base words and endings.

Recognize the differences between:

- narrative text (fiction)
- expository text (non-fiction)
- technical text (directions).

Locate and discuss text features (title, charts, table of contents, boldface type, italics, glossary) to understand information.

Use pictures, content, and prior knowledge to make predictions, make inferences, and draw conclusions.

Ask and answer literal, inferential, and critical thinking questions before, during, and after reading text.

Identify text structure (sequence, problem-solution, comparison-contrast, description, cause-effect).

Sequence events according to basic story structure of beginning, middle, and end.

Compare and contrast information within and between texts.

Identify cause-effect relationships in narrative and expository texts.

Retell or determine important events and main ideas from narrative and expository texts.

Identify topics, main ideas, and supporting details.

Distinguish between fact and opinion in various texts.

Identify and describe characters and setting in literature.

Retell the plot of a story.

Read text to connect personal experiences and ideas with those of other cultures in literature.

Identify various languages, traditions, and cultures found in literature.

WRITING

Write narrative, expository, and technical texts.

Choose and write several sentences about one clear idea.

Develop one clear main idea with supporting details.

Discuss the differences between the author's work and the student's work (plagiarism).

Begin to use a variety of prewriting strategies.

Use verbs, nouns and describing words in writing.

Use correct subject/verb agreement and verb tenses.

Write complete sentences that are easy to read aloud.

Recognize an incomplete thought.

Use correct spacing between words.

Capitalize the beginning of a sentence and use correct end punctuation.

Correctly spell high frequency words.

Attempt paragraph divisions.

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MATH

Begin to use transitions to allow ideas to flow smoothly within the writing piece.

Write a piece in sequential order.

Begin to write with an awareness of purpose and audience.

Practice writing by using personal experience and/or observation (narrative).

Begin to share emotions and feelings about the topic (narrative).

Write a piece with a beginning, middle, and end (narrative, expository).

Write a simple paragraph about one idea (narrative, expository).

Use new words to make writing more interesting (narrative, expository).

Begin to write sentences with different beginnings (narrative, expository).

Write by using personal experience and/or observations to provide information from varied resources (expository).

Express information in own words using complete sentences (expository).

Write feelings and thoughts about the topic with the purpose of informing the reader (expository).

Give credit to the author, title, or Web site (expository).

Write a simple statement or list about one idea (technical).

Choose words that are reasonably accurate and make the message clear (technical).

Use graphic devices (technical).

Demonstrate the following skills with whole numbers 0 through 1,000:

- know, explain, and represent with concrete objects
- compare and order with concrete objects
- read and write in numerical form
- represent with place value models
- count subsets of numbers forwards and backwards
- identify the place value of digits
- estimate quantities
- describe and compare whole numbers using equal to, less than, or greater than
- locate and plot numbers on a number line segment
- use a number line to model addition and subtraction.

Use these properties with whole numbers 0 through 100:

- order property of addition: $3+2 = 2+3$
- zero property of addition: $4+0=4$
- associative property of addition: $(3+2) + 4 = 3 + (2+4)$
- symmetric property: $10=2 + 8$ is the same as $2 + 8=10$.

Compare and order fractions greater than or equal to zero with like denominators (halves, fourths, thirds, eighths) using concrete objects.

Identify and use ordinal positions first through twentieth.

Use addition and subtraction to show equivalent representations for whole numbers 0 through 100 ($8 - 5 = 2 + 1$).

Identify coins, state their values, and determine the total value to \$1.00 of a group of mixed coins using pennies, nickels, dimes, quarters, and half-dollars.

Count a like combination of currency to \$100 (\$1, \$5, \$10, \$20).

Write in words whole numbers 0 through 100.

Identify whole numbers 0 through 100 as even or odd.

State and use basic addition facts with sums from 0 through 20 and corresponding subtraction facts.

Identify basic addition and subtraction fact families (facts with sums 0 through 20 and corresponding subtraction facts).

Find unknown addend or subtrahend using basic facts ($12 = _ + 7$).

Skip count by 2's, 5's, and 10's through 100 and skip count by 3's through 36.

Use repeated addition (multiplication) to find a sum when given the number of groups (ten or less) and given the same number of concrete objects in each group (twenty or less).

Use repeated subtraction (division) when given the total number of concrete objects in each group to find the number of groups.

Fair share (divide) a total amount of concrete objects (through 100) into equal groups.

Add and subtract three-digit numbers with and without regrouping including the use of concrete objects.

Add and subtract monetary amounts through 99¢ using the cent sign.

Read and write the same addition or subtraction problem horizontally and vertically.

Use concrete objects and drawings to work with types of patterns:

- AB (1-2, 1-2...)
- ABC (1-2-3, 1-2-3...)
- AAB (1-1-2, 1-1-2...)
- growing pattern (7, 9, 11...).

Generate patterns with attributes:

- counting numbers (odds, evens, skip counting)
- increasing or decreasing numbers (11, 22, 33...)
- geometric shapes

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- measurements
- calendar, money, and time
- things related to daily life (seasons, weather)
- things related to size, shape, color, texture, movement.

Identify and continue a pattern presented in various formats:

- numeric list or table
- visual (picture, table, or graph)
- verbal
- movement.

Generate repeating and growing patterns.

Explain and use symbols to represent unknown numbers from 0 through 100.

Find sums and differences in one-step equations.

State mathematical relationships between whole numbers 0 through 100 (every time a quarter is added, 25¢ is added).

Find the values and determine the rules that involve addition and subtraction of whole numbers 0 through 100 using input/output tables.

Know, explain and use models to represent mathematical concepts:

- concrete objects
- pictures
- number lines
- hundred charts
- money models
- place value models
- fraction models
- input/output tables
- geometric models
- graphs
- Venn diagrams.

Recognize, draw, describe, and compare circles, squares, rectangles, triangles, and ovals.

Recognize the square, triangle, rhombus, hexagon, parallelogram, and trapezoid from pattern blocks.

Recognize cubes, rectangular prisms, cylinders, cones, and spheres.

Recognize whether a shape has a line of symmetry.

Use whole number estimates for length, width, and volume using standard and nonstandard units (the height of the door is about 7 feet high or 14 chalkboard erasers laid end to end).

Select appropriate measuring tools for length, weight, volume, and temperature.

Measure:

- length to the nearest inch and nonstandard unit
- weight to the nearest nonstandard unit
- volume to the nearest cup, pint, quart, or gallon
- temperature to the nearest degree.

Read and tell time by five-minute intervals using analog and digital clocks.

State the number of minutes in an hour and days in a month.

Know and use cardinal points (north, south, east, west).

Recognize that changing an object's position does not change the name, size, or shape of the object.

Recognize when a shape has undergone one transformation (flip, turn, slide).

Recognize whether an outcome is impossible, possible, certain, likely, or unlikely.

List some of the possible outcomes of a simple event.

Organize, display, and read data in a variety of types of displays:

- graphs using concrete objects

- pictographs
- tally mark tables
- horizontal and vertical bar graphs
- Venn diagrams
- line plots.

Collect data.

Identify the minimum and maximum values in a data set.

Find the range for a data set using two-digit whole numbers.

Find the mode (most) for data using concrete objects.

Solve real-world problems.

SOCIAL STUDIES

Recognize that rules provide order and safety and benefit all school and community members.

Identify and define the characteristics of a good citizen (e.g., honesty, courage, patriotism, tolerance, respect).

Recognize that the United States Constitution is a written plan for the rules of government.

Discuss how rights and privileges change over time and in different situations.

Demonstrate leadership in the classroom.

Know the difference between goods and services, and provide examples of how each satisfies people's wants and needs.

Identify examples of producers and consumers.

Understand the concept of exchange and the use of money to purchase goods and services.

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Explain the advantage of choosing to save or spend money that is earned or received.

Define a budget as a plan for spending and saving income.

Understand that people earn an income and sometimes benefit from the work they do and give examples of different types of work within a community both today and in the past.

Know that a decision-making process can help people make spending and saving decisions.

Make and use maps to represent and locate familiar places within cities and Kansas.

Identify and correctly use terms: North, South, East, West.

Locate major geography features (e.g., Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka).

Identify physical and human changes that have taken place over time in the local region (e.g., physical: tornadoes, drought, human: highways, houses).

Describe how weather affects environment.

Identify the past and present settlement or development patterns of his/her community or local area.

Describe how physical systems influence people and their activities (e.g., climate, erosion, water cycle, animal communities).

Compare various forms of transportation in Kansas past and present.

Compare and contrast the ways people communicate with each other past and present.

Identify important innovations made in the past that influence today.

Recognize the impact of contributions made by leaders past and present.

Compare and contrast daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.

Define immigration and give past and present examples from Kansas.

Define history as the story of the past.

Recognize the importance of the Declaration of Independence and the Star Spangled Banner.

Locate and explain the importance of landmarks and historical sites today (e.g., Plymouth Rock, United States Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore).

Create and use timelines.

Locate information using both primary and secondary sources.

Use information to understand cause and effect.

Compare and contrast to draw conclusions.

Use research skills.

SCIENCE

(Kindergarten, First and Second Grade Goals)

Identify, sort, and arrange groups of objects by a variety of properties, one property at a time.

Collect information.

Ask and answer questions about objects, organisms, and events in the environment.

Describe an observation orally or with pictures.

Discuss that organisms live only in environments in which their needs can be met.

Observe life cycles of different living things.

Observe living things in various environments.

Examine the structures of living things.

Observe, compare, and sort earth materials.

Observe and recognize the sun, moon, stars, clouds, birds, airplanes, and other objects in the sky.

Describe that the sun provides light and warmth.

Observe and record daily weather changes.

Identify local weather patterns.

Discuss weather safety procedures.

Explore the way things work.

Use technology to experience science and learn about people in science.

Engage in personal health care.

Discuss types and benefits of healthy foods on the food pyramid.

Discuss the basic human need for safety and how to practice safety at home and school.

Experience explorations, which provide knowledge of the scientific process.