



Expectations describe concepts, knowledge and /or skills that will be instructed and assessed at each grade level. Since a student's developmental level cannot be determined solely by grade level, individual students will be at varying stages in their development. Teachers will assess student performance and plan instructional tasks and experiences in order to maximize a student's progress towards the attainment of the expectations.

2nd Grade Expectations

2018-2019



2nd Grade

(Teachers will assess student performance and plan instructional tasks and experiences in order to maximize a student's progress towards the attainment of the expectations.)

READING

Reading Literature

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1)
 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)
 3. Describe how characters in a story respond to major events and challenges. (RL.2.3)
- IA.1.** Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5)
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.2.6)

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.2.7)
8. (Not applicable to literature) (RL.2.8)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (RL.2.9)

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.2.10)

Reading Informational Text

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (RI.2.2)
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)

- IA.1.** Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (RI.2.4)
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7)
8. Describe how reasons support specific points the author makes in a text. (RI.2.8)
9. Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9)

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)

Reading Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words. (RF.2.3)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4)

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WRITING

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal even order, and provide a sense of closure. (W.2.3)

Production and Distribution of Writing

4. (Begins in grade 3) (W.2.4)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6)

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (W.2.7)
8. Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)
9. (Begins in grade 4) (W.2.9)

Range of Writing

10. (Begins in grade 3) (W.2.10)

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., group)
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - c. Use reflexive pronouns (e.g., myself, ourselves).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. 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*). (L.2.1)
2. Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.

- b. Use commas in greetings and closing of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2)

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English. (L.2.3)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4)
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (L.2.5)
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (L.2.6)

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanations as needed about the topics and texts under discussion. (SL.2.1)

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2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (SL.2.3)

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4)
 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feeling. (SL.2.5)
 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 specific expectations.) (SL.2.6)
- IA.3.** Recite familiar stories, poems, nursery rhymes, and lines of a play.

MATH

Operations and Algebraic Thinking **2.OA**

Represent and solve problems involving addition and subtraction

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.1)

Add and subtract within 20

2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (2.OA.2)

Work with equal groups of objects to gain foundations for multiplication

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. (2.OA.3)
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. (2.OA.4)

Number and Operations in Base Ten **2.NBT**

Understand place value

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, e.g., 706 equal 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens – called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). (2.NBT.1)
2. Count within 1000; skip-count by 5s, 10s, and 100s. (2.NBT.2)

3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2.NBT.3)
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. (2.NBT.4)

Use place value understanding and properties of operations to add and subtract

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2.NBT.5)
6. Add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.6)
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (2.NBT.7)
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. (2.NBT.8)
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawing or objects.) (2.NBT.9)

Measurement and Data **2.MD**

Measure and estimate lengths in standard units

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2.MD.1)
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (2.MD.2)
3. Estimate lengths using units of inches, feet, centimeters, and meters. (2.MD.3)
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.4)

Relate addition and subtraction to length

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawing of rulers) and equations with a symbol for the unknown number to represent the problem. (2.MD.5)
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, 3, etc., and represent whole-number sums and differences within 100 on a number line diagram. (2.MD.6)

Work with time and money

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (2.MD.7)
- IA.1.** Describe the relationship among standard units of time: minutes, hours, days, weeks, months, and years.
8. Solve word problems involving dollar bills, quarters, dimes, nickels,

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and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* (2.MD.8)

Represent and interpret data

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. (2.MD.9)

IA.2. Use interviews, surveys, and observations to collect data that answer questions about students' interests and/or their environment.

10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2.MD.10)

Geometry

2.G

Reason with shapes and their attributes

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.1)
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (2.G.2)
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, *etc.*, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (2.G.3)

SCIENCE

1. A second grader will develop understandings of the following Life Science concepts:

- observe life cycles of beetles, moths, and butterflies
- compare structures on milkweed bugs to other kinds of insects
- compare plant and animal life cycles

2. A second grader will develop understandings of the following Physical Science concepts:

- observe properties of solids and liquids
- describe properties of solids and liquids
- compare properties of solids and liquids
- what happens when solids and water are mixed
- what happens when liquids and water are mixed

3. A second grader will develop understandings of the following Earth Science concepts:

- air and weather change from day to day and week to week
- features of air and weather
- tools are used to measure different features of air and weather including wind, temperature, and precipitation
- meteorologists are scientists who study, observe, and record information about the weather and who uses that information to forecast the weather

- weather affects the decisions people make about the clothing they will wear and about their outside activities

4. A second grader will develop understandings and abilities to do Scientific Inquiry by:

- observing
- measuring
- classifying
- exploring
- recording
- hypothesizing
- inferring
- predicting
- investigating
- experimenting
- reporting
- decision making

SOCIAL STUDIES

Theme: PEOPLE WE KNOW

1. A second grader will demonstrate knowledge of people, places, and environment through the interpretation of maps and globes by:

- using a compass rose
- recognizing and using cardinal and intermediate directions
- using keys and symbols
- recognizing major geographic features, such as oceans and continents
- using special purpose maps

2. A second grader will demonstrate an understanding of the ways human beings view themselves in and over time by:

- understanding how the past contributes to the present
- understanding people depend on other people and institutions
- understanding everyone has a culture with traditions

3. A second grader will demonstrate an understanding of the study of the ideals, principles, and practices of citizenship in a democratic republic by:

- understanding symbols and key beliefs of the United States
- understanding people have a responsibility to be a good citizen

4. A second grader will demonstrate an understanding of how people organize for the production, distribution, and consumption of goods and services by:

- distinguishing between needs and wants
- explaining and demonstrating the role of money in everyday life
- applying knowledge of economic concepts in developing a response to a local economic issue

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HEALTH, HUMAN GROWTH, & DEVELOPMENT

1. A second grader will demonstrate how to prevent and control disease by:

- understanding there are different kinds of germs
- understanding how germs are passed
- understanding some of the warning signs of illness
- understanding the healthy use of medicine
- understanding how to stay healthy
- understanding some methods of preventing illness
- understanding ways in which HIV is and isn't spread

2. A second grader will demonstrate behaviors to prevent (sexual) abuse and (sexual) harassment by:

- understanding how to show respect for someone else's personal space
- understanding property rights, body rights, and the right to say "no"
- understanding clues that warn you that you may be violating someone's personal space
- understanding clues that warn you that someone may soon violate your personal space
- understanding what to do if someone invades your personal space and you don't like it
- understanding how to make such a person or persons stop
- understanding how to tell and whom to tell
- understanding the information in the Harassment Brochure

3. A second grader will demonstrate traffic safety by:

- understanding age appropriate traffic safety behavior, such as, pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; legal responsibilities and risks

PHYSICAL EDUCATION

1. A second grader will continue to develop physical fitness by:

- participating in aerobic activities that promote cardiovascular endurance, muscular strength, agility, flexibility, and body composition

2. A second grader will continue to develop motor skills by:

- participating in age appropriate lead-up activities to develop coordination
- participating in activities to develop age appropriate motor patterns

3. A second grader will continue to develop wellness by:

- practicing habits important to a physically active lifestyle

4. A second grader will continue to develop responsible personal and social behavior in physical activity settings by:

- demonstrating the Linn-Mar PRIDE behaviors: Promote positive attitudes; Respect yourself and others; Insist on your personal best; Discuss and listen actively; Expect honesty and be trustworthy

5. A second grader will continue to develop an understanding of rules and fair play by:

- following rules for activities
- learning basic strategies for activities

VISUAL ARTS

Content Standards and Student Expectations

1. Understanding and applying media, techniques, and processes

The lessons are taught through these media: paint, chalk, pencil, crayons, paper, clay, ink, markers, and fibers.

The student will:

- know the differences between materials, techniques, and processes
- use art materials and tools in a safe and responsible manner
- use a variety of materials to communicate

2. Using knowledge of structures and functions

The lessons explore elements and principles of art: color, form, line, shape, space, texture, value, balance, contrast, emphasis, movement, pattern, and rhythm.

The student will:

- know the definitions of elements and principles
- be able to recognize elements and principles
- be able to apply elements and principles in artwork

3. Choosing and evaluating a range of subject matter, symbols, and ideas

The communication of ideas and their meanings are developed with choices of media, subject matter, and symbols.

The student will:

- use a variety of techniques/processes such as drawing, painting, sculpture, printmaking, and fiber art to explore and understand content for works of art
- know the difference between subject matter such as landscape, still life, and portrait

4. Understanding the visual arts in relation to history and cultures

Visual art is taught through the context of contemporary and historical cultures.

The student will:

- know that the visual arts have both a history and specific relationship to various cultures
- identify specific works of art as belonging to a particular culture, time and place

5. Reflecting upon and assessing the characteristics and merits of his/her work and the work of others

Aesthetic awareness is taught through the interpretation and evaluation of student work and works of others.

The student will:

- describe how artwork is used in daily life
- understand there are different responses to specific artwork
- know there are various purposes for creative works of visual arts

6. Making connections between visual arts and other disciplines

Interdisciplinary connections between visual arts and other disciplines are taught by comparison and integration of curriculum.

The student will:

- identify connections between visual arts and other disciplines in the curriculum
- understand and use similarities and differences between characteristics of visual arts and other disciplines

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GENERAL MUSIC

1. A second grader will demonstrate appropriate singing techniques by:

- participating in all singing activities
- demonstrating appropriate posture
- opening mouth
- demonstrating proper diction
- using singing voice

2. A second grader will perform rhythmic and melodic patterns on classroom instruments by:

- demonstrating steady beat
- distinguishing between and demonstrating steady beat and melodic rhythm
- recognizing music notation

3. A second grader will continue to develop an understanding of music concepts (melody, rhythm, harmony, form, expression, tone color, style) by:

- distinguishing between man, woman, and child voices
- identifying the order of the music alphabet
- building a music concept vocabulary

4. A second grader will demonstrate creativity and use of imagination by:

- listening, moving, playing instruments, singing, and dramatic interpretation

5. A second grader will demonstrate appropriate personal actions and work ethic by:

- listening to and following directions
- working cooperatively in groups
- demonstrating effort in all activities

The Linn-Mar Community School District provides equal education and employment opportunities and will not discriminate on the basis of race, creed, color, religion, gender, age, national origin, marital status, sexual orientation or disability. Linn-Mar Community School District shall take affirmative action in recruitment, appointment, assignment, and advancement of women and men, minorities and disabled. Inquiries regarding compliance with equal educational or employment opportunities and/or affirmative action shall be directed to Equity Coordinator, Linn-Mar Community School District, 2999 North Tenth Street, Marion, IA, 52302. Inquiries may also be directed, in writing, to the Iowa Civil Rights Commission in Des Moines; the Director of the Region VII office of the United States Equal Employment Opportunities Commission; or the Director of the Region VII Office of Civil Rights, United States Department of Education in Kansas City, Missouri.

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