

# Lincolnwood School District 74

## Learning Standards

### 2nd Grade



## 2nd Grade Standards

### ENGLISH LANGUAGE ARTS (ELA)

#### KEY VOCABULARY

Students will define and use the following vocabulary...

brainstorm	capitalization	caption	closing sentence	contraction
details	glossary	indent	main character	paragraph
setting	solution	syllable	table of contents	topic sentence

#### LITERATURE

Students will be able to...

- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
- Describe how characters in a story respond to major events and challenges
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
- By the end of the year, read and comprehend literature, including poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range

#### INFORMATIONAL TEXT

Students will be able to...

- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes) to locate key facts or information in a text efficiently
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
- Describe the connection between series of historical events scientific ideas or concepts, or steps in technical procedures in a text
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe
- Compare and contrast the most important points presented by two texts on the same topic (Holidays/Presidents)
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe how reasons support specific points the author makes in a text
- 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

#### FOUNDATIONAL SKILLS

Students will be able to...

- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read on-level text fluently with purpose and understanding

- Know spelling-sound correspondences for additional common vowel teams
- Decode regularly spelled two-syllable words with long vowels
- Read on-level text orally with accuracy, appropriate rate, and expression
- Decode words with common prefixes and suffixes
- Identify words with inconsistent but common spelling-sound correspondences
- Recognize and read grade-appropriate irregularly spelled words
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

### SPEAKING & LISTENING

*Students will be able to...*

- 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)
- Ask for clarification and further explanation as needed about the topics and texts under discussion
- Build on others' talk in conversations by linking their comments to the remarks of others
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- 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
- 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 feelings

### WRITING

*Students will be able to...*

- 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
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
- Write narratives in which they recount a well-elaborated event or short sequences of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
- Recall information from experiences or gather information from provided sources to answer a question
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- 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)
- Compare formal and informal uses of English
- Use proper nouns to capitalize (holidays, product names, and geographic names)
- Use commas in greetings and closings of letters
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

### LANGUAGE

*Students will be able to...*

- Use collective nouns (e.g., group)
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
- Use reflexive pronouns (e.g., myself, ourselves)
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)
- Use adjective and adverbs, and choose between them depending on what is to be modified (adjectives)
- Use an apostrophe to form contractions and frequently occurring possessives
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)

- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurt) and closely related adjectives (e.g. thin, slender, skinny, scrawny)
- 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)
- Use sentence-level context as a clue to the meaning of a word or phrase
- Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil)
- Use adjectives and adverbs, and choose between them depending on what is to be modified (adverbs)
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional)
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- Use words and phrases acquired through conversations, reading and being ready to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)
- Demonstrate understanding of word relationships and nuances in word meanings

## **MATHEMATICS**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

sum	odd number	even number	compare	hundreds	place value	value	a.m.
p.m.	digit	difference	estimate	bar graph	regrouping	pictograph	row
column	operation (+,-)	expanded form	centimeter	cent	dollar	length	part
standard unit	half (1/2)	fourth (1/4)	third (1/3)	whole			

### NUMBER AND OPERATIONS IN BASE TEN

*Students will be able to...*

- Identify and represent place value in 3-digit numbers
- Count forward by 5s, 10s, and 100s from any number less than 1,000
- Add and subtract 2-3 digit numbers with regrouping
- Compare two 3-digit numbers using >, <, and =
- Mentally add and subtract multiples of 10 or 100
- Read and write numbers to 1,000 using expanded form
- Add up to four 2-digit numbers
- Explain why addition and subtraction strategies work, using place value and properties of operations

### MEASUREMENT AND DATA

*Students will be able to...*

- Tell and write time to 5-minute intervals using a.m. and p.m.
- Count pennies, nickels, dimes, and quarters for a given amount
- Show amount of money under \$1 in two different ways
- Solve a word problem with a missing or unknown number given a drawing or diagram
- Draw a picture graph and a bar graph to represent a data set and then interpret the data
- Select an appropriate tool to measure any given object
- Measure the length of an object twice using inches and centimeters and compare the two measurements
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using dollar and cent symbols appropriately
- Generate measurement data by measuring lengths of objects and making a line plot

## OPERATIONS AND ALGEBRAIC THINKING

*Students will be able to...*

- Solve 1 and 2 step addition and subtraction number stories
- Fluently adds 20 addition facts (0-18) in one minute
- Fluently subtracts 20 subtraction facts (0-18) in one minute
- Fluently adds and subtracts 20 mixed facts (0-18) in one minute
- Use addition to find total number of objects arranged in an array with equal number in each row and column
- Determine whether a group of objects (up to 20) has an odd or even number of members

## GEOMETRY

*Students will be able to...*

- Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Divide a rectangle into rows and columns of same-size squares and count to find the total number of them
- Divide and label fractions using circles and rectangles to describe parts of the set using halves, thirds, and fourths

## WORK HABITS

*Students will be able to...*

- Work carefully and follows directions
- Work steadily at tasks
- Listen attentively

## **SCIENCE**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

cloud	compare	condenses	energy	evaporates	extinct
force	germinate	gravity	insect	lever	life cycle
magnet	mammal	motion	observe	pattern	ramp
seedling	temperature	water cycle	weather tool		

### EARTH SCIENCE

*Students will be able to...*

Weather

- How does the sun affect the Earth?
- How does weather change?
- How is weather measured?

### PHYSICAL SCIENCE

*Students will be able to...*

Forces and Motion

- What is a force?
- What is gravity?
- What are magnets?

### LIFE SCIENCE

*Students will be able to...*

Life Cycles

- How do plants grow and change?
- How do humans and animals grow and change?
- How did some plants and animals become extinct?

## WORK HABITS

*Students will be able to...*

- Work carefully and follows directions
- Work steadily at tasks
- Listen attentively

## **SOCIAL SCIENCE**

### ECONOMICS

*Students will be able to...*

- How are goods made and brought to us?
- How can I be a good shopper?

### HISTORY

*Students will be able to...*

- How can one person make a difference in a community?
- How do leaders help their communities?
- Who provides services in a community?
- How do communities change?
- How did one community change?
- How do people use our environment?

### GEOGRAPHY

*Students will be able to...*

- How do we use maps?
- What is geography?

### POLITICAL SYSTEMS

*Students will be able to...*

- What is a community?
- What does a good citizen do?
- What do communities share?

### SOCIAL SYSTEMS

*Students will be able to...*

- How are communities different?

## WORK HABITS

- Works carefully and follows directions
- Works steadily at tasks
- Listen attentively

## **SOCIAL AND EMOTIONAL**

*Students will be able to...*

- WORK WELL WITH OTHERS
- ASSUME RESPONSIBILITY FOR HOMEWORK
- PUT FORTH EFFORT
- MAINTAIN SELF-CONTROL

## **HEALTH**

### HEALTH PROMOTION, PREVENTION, TREATMENT

*Students will be able to...*

- Understand the importance of mental and emotional health
- Understand the aspects of family and social health
- Identify sources for health information (school, family, community, etc.)
- Understand and describe personal health (hygiene, dental, check-ups, etc.)
- Understand ways to prevent violence and injuries

### HUMAN BODY SYSTEMS

*Students will be able to...*

- Understand your growing body
- Understand and describe health eating habits

### COMMUNICATIONS AND DECISION-MAKING

*Students will be able to...*

- Identify a short-term personal health goal and take action toward achieving the goal
- Identify situations when a health-related decision is needed
- Make requests to promote personal health and encourage peers to make positive health choices

## **PHYSICAL EDUCATION**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

cooperative	fitness	heart rate	log roll	sportsmanship	sprint	teamwork
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### MOTOR SKILLS

*Students will be able to...*

- Demonstrate progress toward the mature form of locomotor skills (walking, running, hopping, galloping, leaping, skipping, sliding, chasing, fleeing, dodging, and vertical/horizontal jumps)
- Demonstrate locomotor and non-locomotor, and manipulative skills with a partner
- Demonstrate the mature form of non-locomotor skills (balancing, turning, twisting, and stretching, bending, weight transfer)
- Demonstrate locomotor and non-locomotor, and manipulative skills (games, dance, and gymnastics)
- Demonstrate the mature form of manipulative skills (throwing and catching, kicking and punting, and striking skills)

### MOVEMENT, MOVEMENT PATTERNS, SKILLED MOVEMENT

*Students will be able to...*

- Demonstrate the use of movement concepts (directions, levels, pathways, and speed while performing locomotor skills)
- Demonstrate the ability to perform movement skills while participating in low organized games, cooperative games, tumbling and relays
- Demonstrate coordinated movement patterns varying shape, size, direction, levels and speed
- Demonstrate moving to a rhythm by keeping time to a simple beat using a variety of locomotor and non-locomotor skills
- Catch, throw, bounce, bat, and kick using different types of balls
- Demonstrate simple gymnastic sequences using a variety of balance, roll, transfer of weight, and flight

## FITNESS

*Students will be able to...*

- Understand and practice improving physical fitness levels
- Demonstrate muscular fitness through the use of fundamental motor skills
- Demonstrate improvement in the areas of arm strength, flexibility, agility, and cardio endurance
- Participate in fitness activities
- Understand the lifelong value of physical fitness

## WORK HABITS

*Students will be able to...*

- Demonstrate responsible listening skills and follows directions
- Demonstrate a positive and respectful attitude toward self, peers, and teachers
- Demonstrate proper and safe use of equipment
- Put forth effort

## **INFORMATION LITERACY**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

biography	book talk	fairy tale	mystery	poetry
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### ACCESS INFORMATION

*Students will be able to...*

- Understand grouping of materials by call number
- Select age-appropriate electronic media resources that fit learning objectives
- Access and use information from teacher-selected internet resources independently
- Use a browser to enter URL to access a specific webpage and navigate to links
- Identify the difference between a URL and search engine
- Use district databases to gather information in cooperative groups
- Reload/refresh a webpage as necessary, and differentiate between pointer functions

### EVALUATE INFORMATION

*Students will be able to...*

- Identify the appropriate use of reference materials, e.g. print and/or non-print encyclopedia, atlas, nonfiction book, website, etc.

### USE INFORMATION

*Students will be able to...*

- Collaborate with other students to solve information problems
- Discuss different points of view and opinions
- Cite sources appropriately

### APPRECIATE LITERATURE

*Students will be able to...*

- Distinguish between different literary genres
- Read or listen to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction)
- Read or listen to nonfiction (biography, information books, poetry)
- Utilize a variety of formats (magazines, books, non-print, electronic resources)
- Read for pleasure, to learn and to solve information needs



## **TECHNOLOGY**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

bookmark	copy	cut	cyberbullying	drop down menu	highlight
home row	insert	misuse	password	paste	personal information
presentation	resize	select	URL		

### CREATIVITY AND INNOVATION

*Students will be able to...*

- Create developmentally appropriate projects that include appropriate content, sounds, animations, images with support from teachers and/or student partners
- (with guidance and support from adults) Use a variety of digital tools to produce and publish writing, including collaboration with peers (Create a basic publication using one or more technology tools)

### COMMUNICATION AND COLLABORATION

*Students will be able to...*

- Present research-based information to an audience
- Collaborate on a presentation using Google Apps
- 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 feelings.

### CRITICAL THINKING

*Students will be able to...*

- Using mind mapping tools to visualize thinking

### DIGITAL CITIZENSHIP

*Students will be able to...*

- Understand the consequences of the misuse of technology in the area of information bias and credibility
- Understand the power of words in communication

### TECHNOLOGY OPERATIONS AND CONCEPTS

*Students will be able to...*

- Use Google Drive to create, upload, download, and share files
- Communicate about technology with developmentally appropriate and accurate vocabulary

### RESEARCH & INFORMATION LITERACY

*Students will be able to...*

- Select appropriate internet resources that fit learning objectives
- Access and use information from teacher-selected internet resources independently
- Use a browser to enter URL to access a specific webpage and navigate to links
- Use district databases to gather information in cooperative groups
- Reload/refresh a webpage as necessary, and differentiate between pointer function

## VISUAL ART

### KEY VOCABULARY

*Students will define and use the following vocabulary*

2-dimensional	3-dimensional	architecture	background	blending	cityscape
composition	detail	horizon line	monoprints	multimedia	museum
printmaking	self-portrait	texture	variety		

### ELEMENTS OF ART

*Students will be able to...*

Identify and use:

- Colors – primary, secondary, neutral, warm and cool
- Line – follow teacher-led drawing examples
- Texture – natural, manmade
- Shape – cube, cylinder, sphere, pyramid, cone, rectangular prism, triangular prism
- Space – foreground, middleground, background, 2-dimensional, 3-dimensional
- Value – light, dark, blending

### ART PRODUCTION

*Students will be able to...*

- Further develop skills in gluing, tracing, drawing, painting and paper manipulation (i.e. cutting, tearing, folding, weaving)
- Create art using a variety of media (pencil, paint, oil pastel, pastel, clay, technology)
- Create a proportional self-portrait drawing
- Create a multimedia figurative sculpture
- Creatively develop their ideas into a completed work of art
- Collaboratively use technology to explore art forms
- Reflect on their art-making process, written and verbally

### ART HISTORY/APPRECIATION

*Students will be able to...*

- Explore ways art is connected to other things we learn about
- Learn about the lives of artists who influence our work
- Categorize works of art by subject matter (cityscape, portrait, still life)
- Compare and contrast feelings and thoughts evoked from works of art from various cultures with that of our own
- Identify the role of artists as someone who learns, creates and reflects

### WORK HABITS

*Students will be able to...*

- Demonstrate responsible listening skills
- Demonstrate a positive and respectful attitude toward self, peers, and teachers
- Demonstrate proper and safe use of art materials
- Put forth effort

## **MUSIC**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

accompaniment	composer	concert	conductor	conga	downward
expression	introduction	melody	microphone	notes	phrase
posture	rhythm pattern	sashay	strong beat	upward	

### MUSIC THEORY

*Students will be able to...*

- Sing with expression music of different moods and styles
- Sing and play instruments using a wide range of expressive qualities (piano, forte, crescendo, diminuendo and accelerando)
- Identify different sections of a song
- Read, sing, and play quarter, eighth, and half notes
- Identify the separate sections of AB and ABA forms
- Identify steps, leaps, and repeats in notation
- Identify strong beat and beat groups of 2s, 3s, and 4s

### MUSIC PRODUCTION AND PERFORMANCE

*Students will be able to...*

- Sing solfege in a “do” to “do” scale
- Sing with expression to music of different moods and styles
- Sing and play songs of various cultures in rhythm maintaining a steady tempo
- Sing songs while playing two- and three- part accompaniment on Orff instruments

### MUSIC APPRECIATION

*Students will be able to...*

- Listen and share comments about a musical composition

### WORK HABITS

*Students will be able to...*

- Demonstrate responsible listening skills
- Demonstrate a positive and respectful attitude toward self, peers, and teachers
- Demonstrates proper and safe use of instruments
- Put forth effort