ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF SECOND GRADE

• Know and apply grade-level phonics and word analysis skills in decoding words.
• Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
• Know and use various text features to locate key facts or information in a text efficiently.
• Read with sufficient accuracy and fluency to support comprehension.
• Ask and answer such questions as Who? What? Where? When? Why? And How? To demonstrate understanding of key details in a grade appropriate text.
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing from a variety of strategies.
• Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
• Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

MATH EXPECTATIONS BY THE END OF SECOND GRADE

• Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. Understand that the three digits of a three-digit number represent amounts of hundred, tens, and ones.
• Read and write numbers within 1000 using base-ten numerals, number names, expanded form, and unit form.
• Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, <, =, and ≠.
• Fluently, efficiently, accurately, and flexibly add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
• Add and subtract within 1000 using concrete models or drawings and understanding that it is sometimes necessary to compose or decompose whole numbers.
• Use addition and subtraction within 100 to solve one- and two-step word problems.
• Fluently, efficiently, accurately, and flexibly add and subtract within 20 using mental strategies.

CORNERSTONE SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS TO BE FOSTERED

• Use respectful language and actions when dealing with conflict or difference of opinions.
• Identify positive responses to problems (for example, get help, try harder, use a different solution)
• Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively. Describe ways that people are similar and different
• Demonstrate caring and respect for others
• Develop self-control skills (for example, stop, take a deep breath, and relax)
• Illustrate or demonstrate the definitions of what “tattling” is and what “telling” or “reporting” is.
• Model positive peer interactions
• Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.

STRATEGIC PLAN OBJECTIVES

1) Every student will achieve academic success through a challenging, relevant personalized learning plan.
2) Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
3) Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.