



# WELCOME TO SECOND GRADE IN SHAWNEE MISSION SCHOOL DISTRICT



## 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  $\neq$ .
- 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.