Minimum Criteria for Second Grade Mastery

These are MINIMUM standards. This criteria is NOT all that will be taught in 2nd grade.

Language Arts	Math
Comprehension RL 2.1 Ask and answer questions such as who, what, when, where, why, and how and make and support logical inferences to construct meaning from the text RL 2.5 Describe how parts of the text contribute to the overall structure of poems, stories, and dramas including but not limited to linear and nonlinear and circular structures ● identify characters, setting, and plot of a story RL2.7 Use a story's illustrations and word in print/non-print text demonstrate understanding of characters, setting, and plot ● identify characters, setting, and plot of a story RL 2.10 By the end of the year flexibly use a variety of comprehension strategies to read, comprehend, and analyze grade level appropriate, complex literary texts independently and proficiently ● Comprehend grade literary text on grade level RI 2.1 Ask and answer questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text	**Numbers and Operations (Base 10)** KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones ● Represent a three digit number with hundred, tens, and ones KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s, and 100 ● Fluently skip count by 5s, 10s, and 100s forward and backward using mental math strategies within 1000 KY.2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form ● Use place value blocks to compose/decompose numbers by place value (in standard, expanded, and word form) KY.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <, =, and > symbols to record results of comparisons ● Determine when a three-digit number is greater than, less than, or equal to and use symbols <,>,= to show ● Define greater than and less than

Minimum Criteria for Second Grade Mastery

<table>
<tr>
<td>

- Ask and answer questions (who, what, when, where, why)
- Refer to text for answer

RI 2.2 Identify implicit and explicit information from a summary to determine the central idea of a text

- Identify the main topic of a text

RI 2.5 Identify and describe informational text structures including sequence/chronological order

- Sequencing/putting events in chronological order

RI 2.7 Identify information gained from visuals and words in a text and explain how that information contributes to understanding of the text

- Use text features to comprehend informational text

RI 2.10 By the end of the year, flexibly use a variety of comprehension strategies to read, comprehend, and analyze grade level-appropriate, complex informational texts independently and proficiently

- Comprehend informational text on grade-level

</td>
<td>

KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction

- Construct fact families (addition and subtraction)
- Addition and subtraction within 100 using various strategies

KY.2.NBT.7 Add and subtract within 1000

- Use written computation strategies to develop conceptual understanding and number sense of adding 2 & 3 digit numbers withins 1,000

</td>
</tr>
<tr>
<td>

Vocabulary

Read grade level sight words (FRY/Dolch) with 80% mastery

</td>
<td>

Measurement and Data

</td>
</tr>
</table>

Minimum Criteria for Second Grade Mastery

RI 2.4 Determine the meaning of general academic words and phrases and how those phrases shape meaning in a grade-level text

- Determine the meaning of grade 2 words

L.2.4 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

- Use sentence-level context as a clue to the meaning of a word or phrase
- Determine the meaning of the new word formed when a known prefix is added to a known word
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Use knowledge of the meaning of individual words to predict the meaning of compound words
- Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

KY.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes

KY.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

- Know that 60 seconds = 1 minute and 60 minutes = 1 hour
- Read the time on a digital and analog clock and express in verbal and written form to the nearest 5 minutes

KY.2.MD.8 Solve word problems with adding and subtracting within 100

- (not using dollars and cents simultaneously} using the $ and cent symbols appropriately (not including decimal notation}
- Identify and give the value of dollar bills, quarters, dimes, nickels, and pennies
- Use dollar and cent symbols appropriately
- Count money by combinations of coins and bills through 5 dollars
- Solve problems with pennies, nickels, and dimes
- Skip count by 5s, 10s, and 25s

KY.2.MD.10 Create a pictograph 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

Minimum Criteria for Second Grade Mastery

	• Collect, sort, organize, and represent data in either a picture or a bar graph format of up to four categories • Compare data on the bar/picture graph • Identify the elements of a graph such as a title, correct labeling, etc.
Writing Composition C 2.1 Construct an opinion piece that includes a topic (or opinion) and supporting details • Compose a paragraph including a topic sentence, three detail sentences and a concluding sentence	**Geometry** 2 G.1 Describe and classify shapes as polygons and non-polygons 2 G.3 Partition circles and rectangles into two, three, or four equal shares using correct vocabulary (halves, thirds, and fourths)
Fluency RL 2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension • Read grade-level text with purpose and understanding • Orally read grade-level text fluently on successive readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary Oral Reading Fluency (expect 85 wpm) (On level 100-148; Below <u>≤99</u>)	
MAP Assessments	
184 or higher	188 or higher

On level MAP - Reading: 184.32 Math: 187.76

Range for Concern MAP - Reading: 172-182 Math: 175 - 184