ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF SECOND GRADE

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly 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 the conventions of standard English capitalization, punctuation, and spelling when writing.

MATH EXPECTATIONS BY THE END OF SECOND GRADE

- Understand that the three digits of a three-digit number represent amounts of hundreds, 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 understand that sometimes it is necessary to compose or decompose tens or hundreds.
- 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 and work with equal groups of objects to gain foundations for multiplication.
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and write an equation to express the total as a sum.

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.
- Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.
- 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).
- Model positive peer interactions.

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.