

**Understanding Your Child's Progress:
A Guide for Second Grade
Parents
(Dual Language Programs)
2025-2026**

Characteristics of a Successful Learner

Exhibit trustworthiness

In CCISD, successful learners act with honesty, integrity, and loyalty. "Exhibit trustworthiness" means each student understands the importance of telling the truth, being reliable, and honoring commitments to self and others.

Demonstrate respect for others

In CCISD, successful learners use kind words, listen with an open mind, resolve conflict peacefully, and value diversity. "Demonstrate respect for others" means each student understands the importance of unconditional acceptance of self and others.

Demonstrate self-direction and responsibility

In CCISD, successful learners come prepared, participate, and accept personal ownership of their actions. "Demonstrate self-direction and responsibility" means each student understands the impact of personal choices and actions on self and others.

Display fairness and cooperation

In CCISD, successful learners play by the rules and share with others. "Display fairness and cooperation" means each student understands the importance of considering the feelings and needs of others and being inclusive of all.

Care for others

In CCISD, successful learners help others, show empathy, and display tolerance. "Care for others" means each student understands the importance of kindness and empathy toward self and others.

Demonstrate citizenship

In CCISD, successful learners contribute to the well-being of their home, school, community, and country. "Demonstrate citizenship" means each student understands the importance of volunteerism and collaboration in achieving personal and communal goals.

Explanation of the System

A standards-based report card communicates a learner's proficiency level as he/she progresses toward meeting state and district standards. Learning standards are the academic skills your child should know or be able to do by the end of the school year. Standards-based grading is one way for CCISD to ensure that learners are prepared for the next grade level. Standards-based report cards give a grade for each learning goal, so learners receive multiple grades in each subject area. Behavior and work habits, referred to as "Characteristics of a Successful Learner," are graded separately to provide an accurate picture of your child's academic achievement.

CCISD has moved to the standards-based grading system in an effort to give students and parents more information about the areas in need of improvement. The traditional grading system combines many elements – test scores, quizzes, completed homework, classroom participation, extra credit – and averages the grading period's work into a percentage that correlates to a letter grade. The CCISD standards-based learning system is designed to identify specific learning gaps and academic needs, allowing learners, teachers, and parent time to work together to enable progress.

On the CCISD report card, there is a scale with descriptors to denote levels of achievement:

- 1 – Developing proficiency
- 2 – Approaching grade level standard
- 3 – Meets grade level standard
- 4 – Exceeds grade level standard

For each nine-week you will see *district targets* and your child's progress. The ***district target*** lets you know at what level students are expected to be performing. The nine-week columns let you know exactly where ***your*** child is performing on that standard. If the district target and student progress are the same, your child is performing exactly as they should. If your student's progress is slightly lower, learning progression information in this Guide will be used to help identify specific areas in which to work. Each teacher will also be reviewing these progressions with the same goal in mind. If your child's progress is higher than the district target, your child is performing "above level" for that standard.

Student ownership of learning is very important in CCISD. This system allows for each learner to make choices, set goals, and drive their own learning, with a constant focus on the grade level standards. By the end of the school year, level 3 - meets grade level standard - is the target for every learning standard.



Scan the QR code if you want to learn more about literacy in CCISD.

Spanish Language Arts

Using Vocabulary and Metacognitive Skills to Deepen Comprehension

Target	Expected Progress	TEKS	2 nd Grade Priority Topic 1: Using Vocabulary and Metacognitive Skills to Deepen Comprehension
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	2.3B 2.6E 2.6F 2.6G 2.6H	Meets grade level standards for the skills listed below: The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop, and deepen comprehension of increasingly complex texts (<i>read, heard, or viewed</i>) by: • using context within and beyond a sentence to determine the meaning of unfamiliar words • Making inferences and use evidence to support understanding • evaluating details read to determine key ideas • synthesizing information to create new understanding • making connections to personal experiences, ideas in other texts, and society
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your reading goal?
- What do you think _____ means from the story?
- Has this ever happened to you?
- What connection(s) do you have to the story?
- Why do you think _____ happened? How do you know?
- What did you infer from the story? (What did you understand that the author did not tell you?) How did you figure that out, even though the author did not directly say it?

2ND GRADE PRIORITY TOPIC: Using Vocabulary and Metacognitive Skills to Deepen Comprehension

The student is able to use newly acquired vocabulary and metacognitive skills and to interact with texts read, heard, or viewed in meaningful ways to develop, and deepen comprehension of increasingly complex texts (*read, heard, or viewed*) by:

DEVELOPING (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Making Connections <i>The student is <u>able</u> with adult support:</i> *Make connections	Making Connections <i>The student is <u>often able</u>:</i> *Make connections in a concise and focused manner between: - texts and self (personal experiences) - two or more texts	Showing Growth toward 3.0 Target	Making Connections <i>The student is <u>able</u>:</i> *Makes meaningful connections in a concise and focused manner between: - texts and self (personal experiences) - two or more texts	Making Connections <i>The student is <u>consistently independently able</u> to:</i> *Makes meaningful connections in a concise and focused manner between: - texts and self (personal experiences) - two or more texts
Inferencing <i>The student is <u>able</u> with adult support:</i> *Make inferences or makes some inferences	Inferencing <i>The student is <u>often able</u>:</i> *Makes inferences using: - schema (background knowledge) - personal experiences as evidence to support understanding - but not text evidence		Inferencing <i>The student is <u>able</u>:</i> *Makes inferences using: - schema - personal experiences - text evidence	Inferencing <i>The student is <u>consistently independently able</u> to:</i> *makes inferences using: - schema - personal experiences - text evidence
Context Clues <i>The student is <u>able</u> with adult support:</i> *Self-monitor and self-correct by using: - Pictures - text	Context Clues <i>The student is <u>able</u>:</i> *Self-monitor and self-correct using: - Pictures - Text evidence - Knowledge of a simple topic - Knowledge of how stories work		Context Clues <i>The student is <u>able</u>:</i> *Determine the meaning of unfamiliar words by self-monitoring and self-correcting by using: - Other words around the unfamiliar word - Sentences around unfamiliar word	Context Clues <i>The student is <u>consistently independently able</u> to:</i> *Determine the meaning of unfamiliar words and <u>multiple-meaning</u> words by self-correcting and self-monitoring by using: - Other words around the unfamiliar word - Sentences around unfamiliar word
Evaluate <i>The student is <u>able</u>, with adult support:</i> *to evaluate details or occasionally evaluates details to determine what is most important.	Evaluate <i>The student is <u>often able</u>:</i> *to evaluate details to determine what is most important but needs more support with expressing their thinking		Evaluate <i>The student is <u>able</u>:</i> *to consistently evaluate details to determine what is most important and can articulate how the key idea was determined	Evaluate <i>The student is <u>consistently independently able</u> to:</i> *consistently evaluate details to determine what is most important and can articulate how the key idea was determined by thinking across a variety of texts.
Synthesize <i>The student is <u>able</u> with adult support:</i> *use details from the text to: - determine key ideas - make inferences - generate new ideas	Synthesize <i>The student is <u>often able</u>:</i> *use details from the text to: - determine key ideas - make inferences - generate new ideas		Synthesize <i>The student is <u>able</u>:</i> *use details from the text to: - determine key ideas - make inferences - generate new ideas	Synthesize <i>The student is <u>consistently independently able</u> to:</i> *use details from the text to: - determine key ideas - make inferences - generate new ideas *combine all of the above to create a new understanding

SUCCESS CRITERIA FOR METACOGNITIVE SKILLS TO DEEPEN COMPREHENSION

The student can:

- use context within and beyond a sentence to determine the meaning of unfamiliar words
- make inferences and use evidence to support understanding
- evaluate details read to determine key ideas
- synthesize information to create new understanding
- make connections to personal experiences, ideas in other texts, and society

Genre Characteristics: Literary

Target	Expected Progress	TEKS	2 nd Grade Priority Topics 2: Genre Characteristics: Literary
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	2.7B 2.7C 2.8B 2.8C 2.10A	Meets grade level standards for the skills listed below: The student is able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts by: - describing and understand plot elements, including the main events, the conflict, and the resolution - describing the main character's (characters') internal and external traits - writing brief comments that demonstrate an understanding of the text - discussing the author's purpose for writing a text - using text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your reading goal?
 - Who is the story about? Where did the story take place?
 - Tell me about the main character? (what do they look like, think, feel, etc.)
 - What happened in the story?
 - What was the conflict? What was the resolution?
 - Why do you think the author wrote this text? What do they want us to understand?
- *Follow up on each question—Where in the story does it tell you that? How do you know?

2 ND GRADE PRIORITY TOPIC: Genre Characteristics: Literary				
The student is able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.				
DEVELOPING (1.0)	APPROACHING (2.0)	(2.5)	MEETS (3.0)	EXCEEDS (4.0)
Characters and Plot: <i>The student is able to:</i> - Describe the main characters - give <u>one to two descriptors</u> of the external traits of the main character - state a generic reason for the main character's (or characters') actions - Describes the main character's feelings. Retell the plot one part at a time, including: - characters - main conflict - resolution - multiple important events - Setting (simplistic term)	Characters and Plot: <i>The student is able to:</i> Identify and describe internal traits of the main character of a story, thinking about what they say, do, and think (students may identify traits from a group of options) - Give <u>one to two descriptors</u> of the external traits of the main character. *Describe and Retell the plot altogether (may include some irrelevant details), including: - characters - main conflict - resolution - multiple important events - Setting (names the setting, explains how they know, and describes what it looks like)	Showing Growth toward 3.0 Target	Characters and Plot: <i>The student is able to independently:</i> Infers the main character's internal traits by noticing what the character says, does, and thinks. Use text evidence to support the student's thinking. - Describe the external traits of the main character(s). *Describe and understand the plot elements in a forward-progressing order: - characters - main conflict - resolution - multiple important events *Setting (describe the setting in detail and explain how the story would be different if the setting changed) *We will not hold students back from the 3.0 Target for the importance of setting since it is a supporting standard.	Characters and Plot: <i>The student is able to:</i> - Identify and interpret several less obvious character traits and feelings that reveal a character's complexity - Connects the character's actions, feelings, and motivations to their relationships Understands and analyzes (breaks down) the plot element and discusses how parts connect to others: - Characters - Main Conflict - Resolution - Multiple important events - Setting (describe the setting in detail and explain how the story would be different if the setting changed across multiple literary texts)
Responding to text <i>With prompting, the student is able to:</i> *respond to the text by giving an oral response or illustrating	Responding to text <i>The student is able to:</i> *write brief comments on literary or informational texts but require teacher prompting and support to complete them.		Responding to text <i>The student is able to:</i> *write brief comments on literary texts independently and use text evidence to support responses	Responding to text <i>The student is able to:</i> * independently respond to literary texts and use text evidence to support responses in a variety of formats.
Author's Purpose <i>With adult assistance, the student is able to:</i> * use a verb to name the author's purpose (narrate, review, explain, examine, entertain, persuade, etc.)	Author's Purpose <i>The student is able to:</i> * use a verb to name the author's purpose (narrate, review, explain, examine, entertain, persuade, etc.)		Author's Purpose <i>The student is able to:</i> * Consistently uses a verb to name the author's purpose (narrate, review, explain, examine, entertain, persuade, etc.) *Includes evidence from the text to support their thinking	Author's Purpose <i>Independently, the student is able to:</i> *Consistently uses a verb to name the author's purpose * Discusses multiple characteristics of literary text (narrative, classic literature, drama, and/or poetry) as text evidence and how it contributes to the author's purpose
SUCCESS CRITERIA FOR LITERARY ELEMENTS <i>The student can:</i> - describing and understand plot elements, including the main events, the conflict, and the resolution - describing the main character's (characters') internal and external traits - writing brief comments that demonstrate an understanding of the text - discussing the author's purpose for writing a text - using text evidence to support an appropriate response				

Genre Characteristics: Informational and Persuasive

Target	Expected Progress	TEKS	2 nd Grade Priority Topics 3: Genre Characteristics: Informational and Persuasive
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine weeks	2.9(D)i 2.9E(i) 2.9E(ii) 2.7B 2.10A 2.7C	Meets grade level standards for the skills listed below: The student is able to recognize and analyze the characteristics and structures of informational and persuasive texts. - identifying the central idea with supporting evidence in informational texts - naming what the author is trying to persuade the reader to think or do and distinguishing facts from opinions in persuasive texts - write brief comments on informational texts that demonstrate an understanding of the text - discuss the author's purpose and message within a text - use text evidence to support an appropriate response
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your reading goal?
- What did you learn from the text? Where did you find it?
- What does the author want us to learn? How do you know?
- What are some facts from the story? What are some of the opinions from the story? How do you know the difference?
- Was the author trying to convince us of something? (ex: we should recycle more, save the rainforest, etc.)

2ND GRADE PRIORITY TOPIC: Genre Characteristics: Informational and Persuasive

The student is able to recognize and analyze the characteristics and structures of informational and persuasive texts.

DEVELOPING PROFICIENCY (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Central Idea and Supporting Details: <i>With adult assistance the student is able to:</i> *Identifies and retells the central idea or topic and details in a text read aloud or independently, with prompting but may give details that may be relevant or irrelevant	Central Idea and Supporting Details: <i>With adult assistance the student is able to:</i> *Retells the topic or central idea and a few supporting details read aloud or independently	Showing Growth toward 3.0 Target	Central Idea and Supporting Details: <i>With adult assistance the student can:</i> *Infers the central idea with at least 4 pieces of supporting evidence using text and graphic features from a section or a whole text	Central Idea and Supporting Details: <i>Independently and consistently the student is able to:</i> *Infers several important central ideas in a text and uses those to determine the overall central idea *Identifies text features and explains what information the text features help readers locate and gain *Explains how text features enhance understanding of a text and help the author achieve his purpose
Author's Purpose: <i>With adult assistance, the student:</i> *Identify that a text is persuasive	Author's Purpose: <i>With adult assistance, the student:</i> * Inconsistently uses a verb to name the author's purpose * Provides one characteristic of informational text (persuasive, literary nonfiction, and nonfiction) as text evidence With adult assistance, the student: * Identify that a text is persuasive * Can state what the author is trying to persuade them to think or do		Author's Purpose: <i>With adult assistance, the student:</i> * Consistently uses a verb to name the author's purpose (narrate, review, explain, examine, entertain, persuade, etc.). * Discusses multiple characteristics of informational text (persuasive, literary nonfiction, and nonfiction) as text evidence <i>Independently the student is able to:</i> * Identify that a text is persuasive * Can state what the author is trying to persuade them to think or do * Explain how they know	Author's Purpose: Without adult assistance, the student consistently: *Uses a verb to name the author's purpose * Discusses multiple characteristics of informational text (persuasive, literary nonfiction, and nonfiction) as text evidence Without adult assistance, the student: * Identify the author's claim * Can state what the author is trying to persuade them to think or do * Explain how they know
Responding to Text: <i>The student is able to:</i> *Provide oral, pictorial, or written responses to informational texts using a sentence stem *Requires teacher prompting and support to complete the task.	Responding to Text: <i>The student is able to:</i> *Provide oral, pictorial, or written responses to informational texts independently with limited text evidence *Limited on the types of responses he/she provided		Responding to Text: <i>The student is able to:</i> * Provide oral, pictorial, or written responses to informational texts independently with a variety of formats	Responding to Text: <i>The student is able to:</i> * Provide oral, pictorial, or written responses to informational and argumentative texts using text evidence using *Variety of formats that demonstrate an understanding of the text

SUCCESS CRITERIA FOR INFORMATIONAL AND PERSUASIVE TEXTS

The student can:

- identifying the central idea with supporting evidence in informational texts
- naming what the author is trying to persuade the reader to think or do and distinguishing facts from opinions in persuasive texts
- write brief comments on informational texts that demonstrate an understanding of the text
- discuss the author's purpose and message within a text
- use text evidence to support an appropriate response

Foundational Skills

Target	Expected Progress	TEKS	2 nd Grade Priority Topic 4: Foundational Skills
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	2.2C(i) 2.2C(ii) 2.2C(v)	Meets grade level standards for the skills listed below: The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell by: • multisyllabic words with m, p, s, t, l, s, n, f, d, ñ, b, v, hard c (ca, co, cu), soft g (ga, go, gu) • diphthongs with a (ai, ay, au), e (ei, ey, eu), i (ia, ie, io), u (ua, ue, uo, ui) • hiatus • digraphs ch, ll, rr
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- How do you read words you do not recognize? How do you figure it out?
- Can you spell _____?
- How do you know when to spell words that have silent h?
- How does syllable change when decoding words with gue-, gui and güe- güi?
- What two vowels are combined to make a _____ (diphthongs or hiatus)?

2ND GRADE PRIORITY TOPIC: Foundational Skills

The student is able to develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell

DEVELOPING PROFICIENCY (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
<i>Has awareness and begins to apply concepts taught during phonemic awareness, decoding, and spelling lessons for the first nine weeks.</i> Decoding and Encoding - multisyllabic words with m, p, s, t, l, s, n, f, d, ñ - diphthongs with a (ai, ay, au)	<i>Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the second nine weeks.</i> Decoding and Encoding - multisyllabic words with m, p, s, t, l, s, n, f, d, ñ - diphthongs with a (ai, ay, au), e (ei, ey, eu), i (ia, ie, io), u (ua, ue, uo, ui) - hiatus - digraphs ch	Showing Growth Toward 3.0 Target	<i>Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the third and fourth nine weeks.</i> Decoding and Encoding - multisyllabic words with m, p, s, t, l, s, n, f, d, ñ, b, v, hard c (ca, co, cu), soft g (ga, go, gu) - diphthongs with a (ai, ay, au), e (ei, ey, eu), i (ia, ie, io), u (ua, ue, uo, ui) - hiatus - digraphs ch, ll, rr	<i>Understands and applies all concepts taught during phonemic awareness, decoding, and spelling lessons for the fourth nine weeks and extends learning with enrichment.</i> Decoding and Encoding - sílabas trabadas - multiple sound patterns such as soft c (ce, ci), ge, gi, j - silent h - word with syllables que-, qui-, gue, gui, güe, güi - words with prefixes and suffixes

SUCCESS CRITERIA FOR FOUNDATIONAL SKILLS

The student can:

- spell multisyllabic words [a, e, i, o, u, m, p, s, t, l, s, n, f, d, ñ, b, v, hard c (ca, co, cu), soft g (ga, go, gu)]
- spell words with diphthongs with a (ai, ay, au), e (ei, ey, eu), i (ia, ie, io), u (ua, ue, uo, ui) and hiatus
- spell words with digraphs (ch, ll, rr)

*Evidence will be collected utilizing "Evaluaciones semanales de fonética", small groups, and assessments, including the mid-year and end-of-year check. Additionally, students should demonstrate evidence of previously taught phonics skills in other subjects through writing.

Writing

Target	Expected Progress	TEKS	2 nd Grade Priority Topic 5: Writing
4.0			Exceeds grade level standards for the skills listed on the 3.0 target.
3.0 	3 rd or 4 th Nine Weeks	2.11A 2.11B 2.11C 2.11D (i), (xi)	Meets grade level standards for the skills listed below: The student is able to recursively use the writing process to compose multiple legible texts, use appropriate conventions, and reflect genre characteristics. • Plan a first draft by generating ideas for writing through class discussions and drawings. • Develop drafts in oral, pictorial, or written form by ◦ organizing ideas • Revise drafts by adding, deleting, or rearranging words, phrases, or sentences. • Edit drafts by using complete sentences with subject-verb agreement. • Edit drafts by using past, present, and future verbs correctly. • Edit drafts by using the correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words.
2.5			<i>Showing growth towards the 3.0 Target</i>
2.0	2 nd Nine Weeks		Approaching grade level standard for the skills listed on the 3.0 target.
1.0	1 st Nine Weeks		Developing proficiency for the skills listed on the 3.0 target.
0.5			With help, demonstrate a partial understanding of the 1.0 content.

Questions to Ask Your Child at Home:

- What is your goal in writing?
- What are you currently writing about? What is your topic?
- What could you add or remove to improve your writing?

2 ND GRADE PRIORITY TOPIC: Writing				
The student is able to recursively use the writing process to compose multiple legible texts, use appropriate conventions, and reflect genre characteristics.				
DEVELOPING PROFICIENCY (1.0)	APPROACHING (2.0)	APPROACHING (2.5)	MEETS (3.0)	EXCEEDS (4.0)
Plan <i>With adult assistance the student is able:</i> *to plan a first draft by generating on-task ideas by drawing OR brainstorming.	Plan <i>The student is able:</i> *to plan a first draft by generating ideas for writing, such as drawing OR brainstorming	Showing Growth toward 3.0 Target	Plan <i>The student is able:</i> *to plan a first draft by generating ideas for writing, such as drawing AND brainstorming	Plan <i>The student independently:</i> * Consistently plans a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
Develop <i>With adult assistance the student is able:</i> - to develop an idea OR relevant details - organize drafts inconsistently with adult assistance and supports	Develop <i>The student is able:</i> - to inconsistently develop an idea and relevant details - organize drafts with structure with adult assistance and supports		Develop <i>The student is able:</i> - to consistently develop an idea with specific and relevant details - to consistently organize drafts with structure	Develop <i>The student independently and consistently:</i> *develops drafts into a focused, structured, and coherent piece of writing by: *organizing with purposeful structure, including an introduction and a conclusion; and *developing an engaging idea with relevant details
Revise <i>With adult assistance the student is able:</i> *to recognize where revisions could be made. (For example, the student may realize something is off with the writing because the paragraph does not make sense but may not be able to identify which sentence(s) need to be deleted.)	Revise <i>With adult assistance the student is able:</i> *to recognize where revisions could be made and able to make revisions independently.		Revise <i>The student is able:</i> *to recognize where revisions could be made and revise drafts by adding, deleting, or rearranging words, phrases, or sentences independently.	Revise <i>The student independently and consistently:</i> *Revises drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
	Edit <i>With adult assistance, the student is able:</i> *Edit drafts to create complete sentences with subject-verb agreement. *Edit drafts by using past, present, and future verbs correctly. *Edit drafts by correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words.		Edit <i>The student is able to independently:</i> *Edit drafts to create complete sentences with subject-verb agreement *Edit drafts by using past, present, and future verbs correctly *Edit drafts by correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words	Edit <i>The student independently and consistently:</i> *Edits drafts by using complete simple, and compound sentences with subject-verb agreement *Edit drafts by using past, present, and future verbs correctly *Edits drafts by correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words
SUCCESS CRITERIA FOR WRITING The student can:				
Plan a first draft by generating ideas for writing through class discussions and drawings. Develop drafts in oral, pictorial, or written form by - organizing ideas Revise drafts by adding, deleting, or rearranging words, phrases, or sentences. Edit drafts by using complete sentences with subject-verb agreement. Edit drafts by using past, present, and future verbs correctly. Edit drafts by using the correct spelling of words with grade-appropriate orthographic patterns and rules, including high-frequency words.				

Math

Problem-Solving within 20, Using Place Value to 1,200, and Recall Addition Facts

To be a 3.0 on this learning progression, students will need to show proficiency on all 5 skills listed on the progression.

The student will represent story problems within 20 using strip diagrams, number sentences with unknowns, and solutions with labels.

- Second grade students have the goal of being able to represent many types of 2-digit problems. Students will begin their journey by mastering the ability to represent one-step story problems for both addition and subtraction situations. Students will be offered many types of problems where the unknown is any of the pieces of missing data in the situations. Students are required through the TEKS to show evidence of the use of manipulatives (concrete representations), diagrams (including pictorial models, strip diagrams, and number lines), language (verbal explanations of their thinking), and number sentences when representing problem situations.

The student will compose and decompose numbers up to 1,200 in more than one way using standard form, expanded form, and word form.

- Students will compose and decompose numbers in more than one way. This idea of more than one way has two meanings. The first is clearly seen in the list below the statement (concrete, pictorial, standard, expanded, and word forms). The second meaning is not quite so obvious. For example, when given a number like 753, a 2nd grade student should understand that this number can be created in many ways by regrouping place value quantities in different ways. For example: 7 hundreds, 5 tens, and 3 ones or $600 + 100 + 40 + 10 + 3$, etc.

The student will compare and order whole numbers to 1,200 using numbers and symbols.

- The ability to compare and order numbers will be strong evidence that students can use their place value understandings. Note that these comparisons should include the use of “language” as well as numbers and symbols.

The student will locate the position of a given whole number on an open number line and name the whole number that corresponds to a specific point on a number line.

- As students move through the Unit on Place Value, they will begin to work with numbers in a capacity of being more/less than other numbers and with plotting numbers on open number lines based on their place value. Students worked with these concepts in 1st grade but only with numbers up to 120.
- The skills introduced in 2nd grade are intimately connected with the work of rounding that will occur in 3rd grade. Mastery of them in 2nd is critical to 3rd grade estimation work.

The student will achieve 70% or above on Addition Fact Fluency.



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- Students are expected to recall facts to 10 and to 20 in 2nd grade. Recall includes accuracy and automaticity. Students will be actively participating in a fact fluency program chosen by their campus that will support their growth in recalling these addition facts.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but can only accomplish part of 1 skill will achieve a 0.5.

In order to achieve level 1.0, students will demonstrate proficiency of 1 of the 5 skills.

In order to achieve level 1.5, students will demonstrate proficiency of 2 of the 5 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 3 of the 5 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 4 of the 5 skills.

In order to achieve level 3.0, students will demonstrate proficiency of all skills by the end of the 4th 9 weeks.

Students have the opportunity to achieve a 3.0 by the end of the 4th 9 weeks.

Students will be actively involved in Goal Setting and Reflection during Unit 1 and 2 centered around these 5 skills. Student progression checklists will be located in your student's take-home folder to allow for you to monitor their progress throughout the year.

After the units have been completely taught, students who have not yet achieved a 3.0 yearly target will continue work on these skills during targeted intervention and continue to track their progress on the goal sheet. Parents are encouraged to contact their student's teacher for clarification of the work their student is doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project-based learning experience from our CCISD 2nd grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the third-grade skills listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with:

- Compose and decompose numbers to 100,000 using concrete objects, pictorial representations, standard form, expanded form, and word form.
- Compare and order whole numbers to 100,000 using comparative language, numbers, and symbols.

Level 4.0 - Most of these experiences will be investigations. Remember that a 4.0 means that they have mastered that skill. As you offer students experiences with number relationships, be sure you provide 4-5 experiences for students to show mastery/accuracy of these skills in real world as well as numerical situations.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Problem-Solving within 20, Using Place Value to 1,200, and Recall Addition Facts Introduced: 1st 9 weeks	Opportunities to Collect Evidence
4.0			☐ Compose and decompose numbers up to 100,000 using concrete objects, pictorial representations, standard form, expanded form, and word form ☐ Compare and order whole numbers to 100,000 using comparative language, numbers, and symbols	3 rd grade Unit 1 BB 2 resources
 3.0	4 th	2.7C 2.2B 2.2D 2.2E 2.2F 2.4A	☐ Represent story problems within 20, using strip diagrams, number sentences with unknowns, and solutions with labels ☐ Compose and decompose numbers up to 1,200 in more than one way using standard form, expanded form, and word form ☐ Compare and order whole numbers to 1,200 using numbers and symbols ☐ Locate the position of a given whole number on an open number line and name the whole number that corresponds to a specific point on a number line ☐ Addition Fact Fluency at 70% or above progress. Proficiency in 5 out of 5 skills	2 nd grade Unit 1 and 2 resources
2.5	2 nd		Proficiency in 4 out of 5 skills listed at the 3.0 target	
2.0			Proficiency in 3 out of 5 skills listed at the 3.0 target	
1.5			Proficiency in 2 out of 5 skills listed at the 3.0 target	
1.0	1 st		Proficiency in 1 out of 5 skills listed at the 3.0 target	
0.5			With help, a partial understanding of the 1.0 content	

Represent, Solve, and Generate Addition and Subtraction Situations

To be a 3.0 on this learning progression, students will need to show proficiency on all 7 out of 8 skills listed on the progression.

- Represent one-step addition and subtraction word problems using strip diagrams, and number sentence where unknowns may be any one of the terms in the problem
- Solve one-step 2-digit addition problems using methods that rely on place value
- Solve one-step 2-digit subtraction problems using methods that rely on place value
- Solve one-step 3-digit addition problems using methods that rely on place value
- Solve one-step 3-digit subtraction problems using methods that rely on place value
- Represent multi-step addition and subtraction word problems using manipulatives and number sentences where unknowns may be any one of the terms
- Solve multi-step 2-digit addition and subtraction problems
- Solve multi-step 3-digit addition and subtraction problems

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but can only accomplish part of 1 skill will achieve a 0.5.

A student who with help shows a partial understanding of the 1.0 content, will remain at a 0.5 until 1 skill is mastered.

In order to achieve level 1.0, students will demonstrate proficiency of 1 of the 8 skills.

In order to achieve level 1.5, students will demonstrate proficiency of 2 out of 8 skills.

In order to achieve level 2.0, students will demonstrate proficiency of 4 of the 8 skills.

In order to achieve level 2.5, students will demonstrate proficiency of 5 out of the 8 skills.

In order to achieve level 3.0, students will demonstrate proficiency of 7 out of the 8 skills by the end of the 3rd 9 weeks.

Students have the opportunity to achieve a 3.0 by the end of the 3rd 9 weeks.

Students will be actively involved in Goal Setting and Reflection during Unit 3 centered around these 8 skills. Student progression checklists will be located in your student's take-home folder to track their progress throughout the year. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue to work



on these skills during targeted intervention and continue to track their progress on the goal sheet. Parents are encouraged to contact their students' teacher for clarification of the work their students are doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project-based learning experience from our CCISD 2nd grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue completing the 8 out of the 8 skills listed as the 4.0 yearly target.

Level 4.0 – Students who master 7 out of the 8 skills prior to the 4.0 may be offered experiences with:

- The skill they need to master to reach level 4.0

Level 4.0 - Most of these experiences will be investigations. Remember that a 4.0 means that they have mastered 8 out of the 8 skills. As students are offered experiences with number relationships, be sure you provide 4-5 experiences for students to show mastery/accuracy of these skills in real world as well as numerical situations.

Please contact your students' classroom teacher to clarify the work your students are doing after they achieve level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Represent, Solve, and Generate Addition and Subtraction Situations Introduced: 2 nd 9 weeks
4.0		3.4A 3.5A	Students show proficiency with all of the 2 nd grade skills listed below
 3.0	3 rd	2.7C 2.4C	One-step situations using addition and subtraction within 1,000 ☐ Represent using strip diagrams and number sentences Solve using a place value strategy ☐ 2-digit addition ☐ 3-digit addition ☐ 2-digit subtraction ☐ 3-digit subtraction Multi-step situations using addition and subtraction within 1,000 ☐ Represent multi-step addition and subtraction word problems within 1,000 using manipulatives and number sentences where unknowns may be any one of the terms Solve multi-step addition and subtraction problems within 1,000 using a place value strategy ☐ 2-digit ☐ 3-digit Proficiency in 7 out of 8 skills
2.5			Proficiency in 5 out of 8 skills listed at the 3.0 target
2.0			Proficiency in 4 out of 8 skills listed at the 3.0 target
1.5			Proficiency in 2 out of 8 skills listed at the 3.0 target
1.0			Proficiency in 1 out 8 skills listed at the 3.0 target
0.5			With help, a partial understanding of the 1.0 content

Foundational Multiplication and Division

To be a 3.0 on this learning progression, students will need to show proficiency on all 4 skills listed on the progression.

- The student will model multiplication situations with math tools and drawings.
- The student will solve multiplication situations.
- The student will model division situations using math tools and drawings.
- The student will solve division situations.

Before mastering all of the skills listed for the 3.0 yearly target, students will begin to master one skill at a time in any given order.

A student who is beginning to learn the content but with help shows a partial understanding of the 1.0 content will achieve a 0.5.

A student who is proficient in 1 out of the 4 skills listed at the 3.0 target will achieve a 1.0.

A student who is proficient in 3 out of the 4 skills listed in 3.0 target will achieve a 2.5.

In order to achieve level 3.0, students will demonstrate proficiency in all 4 skills by the end of the 4th 9 weeks.

Students will be actively involved in Goal Setting and Reflection during Unit 4 centered around these 4 skills. Watch for goal sheets students will be using to track their progress. After the unit has been completely taught, students who have not yet achieved a 3.0 yearly target will continue working on these skills during targeted intervention and continue to track their progress on the goal sheet. Parents are encouraged to contact their students' teacher for clarification of the work their students are doing on this progression.

After a student achieves a 3.0, they have the choice of whether to do a project-based learning experience from our CCISD 2nd grade Math Explorers resources (or their own creation of a passion project connected to the math we have learned) and remain a 3.0 or pursue the third-grade skill listed as the 4.0 yearly target.

Level 4.0 – Students who master all the skills prior to the 4.0 may be offered experiences with:

- Determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10.
- Represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting
- Determine the number of objects in each group when a set of objects is partitioned into equal shares, or a set of objects is shared equally
- Level 4.0 - Remember that a 4.0 means that they have mastered that skill.

Please contact your student's classroom teacher to clarify the work your student is doing after they achieve the level 3.0.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Foundational Multiplication and Division Introduced: 3 rd 9 weeks
4.0		3.4D 3.4E 3.4H	☐ Determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10 ☐ Represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting ☐ Determine the number of objects in each group when a set of objects is partitioned into equal shares, or a set of objects is shared equally
3.0 	4 th	2.6A 2.6B	Given multiplication stories: ☐ Model the situation with math tools and drawings ☐ Solve the situation Given division stories: ☐ Model the situation with math tools and drawings ☐ Solve the situation Proficiency in 4 out of 4 skills
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			With help, a partial understanding of the 1.0 content

Science

Matter and Its Properties

In the 1st 9 weeks, your second grader will use their senses to classify objects based on their observable physical properties. They will conduct investigations to identify an object's texture, relative temperature (warmer or cooler), flexibility, size, shape, and whether it is a liquid or a solid. While conducting these descriptive investigations, they will collect data on the objects' physical properties and observe how they can change.

A descriptive investigation involves asking a question, making observations, and recording measurements, but it does not include forming a hypothesis, making comparisons, or manipulating variables. This approach allows students to focus on observing and understanding the properties of different objects.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Matter and Its Properties Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	1 st	2.6A 2.6B	Proficient understanding that matter has physical properties that determine how it is described, classified, changed, and used by: ☐ Using tools to classify matter by observable physical properties such as texture, flexibility, and relative temperature. ☐ Identifying and collecting data on whether a material is a solid or liquid. ☐ Conducting a descriptive investigation and collecting data to explain how physical processes can be changed.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Force, Motion, and Energy

In the 2nd 9 weeks, your second grader will begin to learn how forces can change the motion and position of objects. They will develop plans to demonstrate how the strength of a push or pull affects an object's motion and conduct descriptive investigations to explore the relationship between force and motion. These investigations will involve collecting data and recording observations.

During this unit, your child will have opportunities to observe and understand pushing forces through demonstrations, hands-on investigations with objects, and various real-world connections.

Additionally, your child will use tools to demonstrate and investigate sound energy. They will learn that sound is produced by vibrating matter and explore how different levels of sound are used in everyday life. This hands-on approach will help them grasp the concepts of force, motion, and sound energy effectively.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Force, Motion, and Energy Introduced: 2 nd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	2 nd	2.7B 2.8A	Proficient understanding that forces cause changes in motion and position in everyday life by: ☐ Planning and conducting a descriptive investigation to demonstrate how the strength of a push or pull changes an object's motion. ☐ Explaining the change in motion of an object based on the strength of a push and pull. ☐ Using tools to demonstrate and explain that sound is made by vibrating matter and that vibrations are caused by a variety of means.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Earth and Space

In the 3rd 9 weeks, your second grader will begin to recognize characteristics of celestial objects. They will use tools and models to understand that the Sun is the only star that provides the heat and light necessary for life on Earth. They will also create drawings to demonstrate their understanding that the Moon does not generate its own light.

Building on what they learned in first grade about water moving rock and soil particles, second graders will now add wind as another way particles can be moved. They will use tools to investigate and describe how both water and wind move rock and soil across Earth's surfaces.

In this unit, your child will also learn about the differences between natural and manmade resources. They will explore how natural resources occur in nature, while manmade resources require some form of processing before, they are usable. Through hands-on activities and data collection, they will distinguish between these two types of resources. This exploration will help them understand the importance and uses of various materials in our world.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Earth and Space Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	3 rd	2.9A 2.10A 2.11A	Proficient understanding that there are recognizable patterns in the natural world and among objects in the sky by: ☐ Using tools and/or models to describe the Sun as a star that provides light and heat and explain that the Moon reflects the Sun's light. Proficient understanding that the natural world includes Earth materials that can be observed in systems and processes by: ☐ Using tools to investigate and describe how wind and water moves soil and rock particles across the Earth's surface. Proficient understanding that Earth materials and products made from these materials are important to everyday life by: ☐ Using data to distinguish between natural and manmade resources.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Organisms and Environment

In the 4th 9 weeks, your second grader will learn that living things get the resources they need to survive and grow from their environments. They will understand that environments have physical characteristics, including living (plants and animals) and nonliving elements (air, water, soil/rocks/minerals, sunlight), as well as natural resources and weather, specifically rainfall and precipitation.

In this unit, teachers will review the basic food chain: Sun → producer → consumer → consumer, emphasizing that the arrows show the flow of energy from one living organism to another. Your child will create their own food chain, identifying producers and consumers. It's important for them to recognize the difference and relationship between the two, understanding how animals depend on other animals for survival.

Your child will also learn about the physical characteristics of plants and how each part helps them survive. They will explore how roots take in water, stems carry water through the plant, leaves make food, flowers make seeds, fruits hold the seeds, and seeds grow into new plants.

Building on their previous learning about animal structures, your child will consider how behaviors help animals survive. Through various activities, they will explore how animal structures and behaviors support animals in meeting their basic needs. This hands-on approach will help deepen their understanding of the natural world and the interconnectedness of living organisms.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Organisms and Environment Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills listed at the 3.0 target
3.0 	4 th	2.12A 2.12B 2.13A 2.13B	Proficient understanding that living organisms have basic needs that must be met through interactions within their environment by: ☐ Describe and record how the physical characteristics of different environments help organisms to survive within their ecosystem. ☐ Creating models of and describing food chains to identify producers and consumers. Proficient understanding that organisms have structures and undergo processes that help them interact within their environments by: ☐ Identifying the parts of a plant including roots, stems, leaves, flowers, fruits, and seeds and comparing how different plant structures help them to meet their basic needs for survival. ☐ Recording and comparing the different structures and behaviors of animals and how they help them find and take in food, water, and air.
2.5			Proficiency in 3 out of 4 skills listed at the 3.0 target
2.0			Proficiency in 2 out of 4 skills listed at the 3.0 target
1.0			Proficiency in 1 out of 4 skills listed at the 3.0 target
0.5			Partial understanding of the skills at the 3.0 target

Social Studies

American Identity

Second grade students begin the year with exploring historical figures, landmarks, and celebrations in our community, state, and nation. Students will study various celebrations in America to identify their purpose and how it reflects our American identity. Furthermore, students will identify key historical figures who are connected to those celebrations and whose contributions helped to shape our nation.

By the end of the 9 weeks, we will ensure that students can explain the how specific people and events have influenced our community and the greater impact they have had on our nation. Students will identify how selected symbols, customs, and celebrations reflect the core principles of America.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: American Identity Introduced: 1 st 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target.
3.0 	1 st	2.1A 2.2B 2.11D	Proficient understanding that the historical significance of landmarks and celebrations in the community, state, and nation by: ☐ Explaining the significance of various community, state, and national celebrations Proficient understanding of how historical figures helped shape the community, state, and nation by: ☐ Describing how people and events have influenced local community history. Proficient understanding of important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity by: ☐ Identifying how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target.

Government and Public Officials

In the 2nd 9 weeks, second grade students will explore government. Students will understand the purpose of governments and the role of public officials. In 2nd grade, students will expand their understanding of rules and laws to the functions of governments, elected officials, and the services they provide.

By the end of the 9 weeks, we will ensure that students have identified the functions of government, including establishing order (police department), providing security (fire departments), and managing conflict (police and courts). Students will identify governmental services, including police protection, fire protection, libraries, schools, and parks. Students will also have identified the role and names of our mayor, governor, and president. Students will have established which leaders are elected (i.e., the mayor) and which are appointed (i.e., the police chief). Moreover, students will be able to explain the responsibility of citizens: to know our public officials and what role they play as well as to give input and volunteer to participate in government functions.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Government and Public Officials Introduced: 2nd 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target.
3.0 	2 nd	2.8A 2.8B 2.9C	Proficient understanding of the purpose of government and the role of public officials by: ☐ Identifying the functions of governments, such as establishing order, providing security, and managing conflict. ☐ Identifying governmental services in the community, such as police and fire protection, libraries, schools, and parks. ☐ Identifying ways that public officials are selected, including election and appointment of office.
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target.

Geography

In the 3rd 9 weeks, second grade students will expand exploration of geographic elements. Students will use simple geographic tools, including maps and globes to understand the location of places in their community, state, country, and world. In first grade students created simple maps and use the cardinal directions to locate places. In 2nd grade, students will use additional map elements to interpret and locate places on a map. Student will also understand how humans use and modify the physical environment, such as clearing land, building roads, planting crops and drilling for oil.

By the end of the 9 weeks, we will ensure that students can identify and locate major landforms (Africa, Antarctica, Asia, Australia, Europe, North America, and South America) and the five oceans (Arctic, Atlantic Indian, Pacific, and Southern oceans). Furthermore, students will use photographs, graphic organizer, bulleted lists, and/or chart and tables to analyze and interpret the modifications to the physical environment.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Geography Introduced: 3 rd 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target.
3.0 	3 rd	2.3A 2.4A	Proficient understanding of how to use simple geographic tools by: ☐ Identifying and using basic map elements, such as title, cardinal directions, and legends. Proficient understanding of the location of places in their community, state, country, and world by: ☐ Identifying major landforms and bodies of water, including the seven continents and the five oceans, on maps and globes. ☐ Understanding concept specific vocabulary, such as: <i>landform, map, globe, legend, cardinal directions, etc.</i>
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target.

Earning, Spending, and Saving

In the 4th 9 weeks, second grade students will explore economics. Students will understand the value of work and the roles of producers and consumers in the production of goods and services.

By the end of the 9 weeks, students will explain the importance of the free-enterprise system: that people work to buy things and that in the U.S. citizens have choices about how they earn, spend, and save that money. Students will understand the difference between producers and consumers and identify ways in which how people are both producers and consumers.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Earning, Spending, and Saving Introduced: 4 th 9 Weeks
4.0			Advanced understanding of the skills at the 3.0 target.
3.0 	4 th	2.6A 2.7A	The student understands the value of work and the roles of producers and consumers by: ☐ Explaining how work provides income to purchase goods and services. The student understands the roles of producers and consumers in the production of goods and services by: ☐ Distinguishing between examples of producing and consuming. ☐ Understanding concept specific vocabulary, such as: <i>goods, services, consumer, producer, etc.</i>
2.0			Proficiency in 2 out of 3 skills listed at the 3.0 target.
1.0			Proficiency in 1 out of 3 skills listed at the 3.0 target.
0.5			Partial understanding of the skills at the 3.0 target.

Music

Identify, reproduce, create, and perform rhythmic and melodic patterns while exploring new musical ideas

Second grade music students will build on their knowledge of rhythmic and melodic patterns through activities such as, but not limited to, speech, song, movement, instruments and play. Students that meet grade level standards will learn to identify, reproduce, create and perform half note, half rest, and the pentatonic scale (D R M S L). The use of appropriate technique and music terminology will be emphasized throughout the year.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Identify, reproduce, create, and perform rhythmic and melodic patterns while exploring new musical ideas.
4.0			Demonstrate musicality beyond grade level
3.0 	3 rd /4 th	2.2A 2.2B 2.3A 2.4A 2.4B 2.4C 2.6B	Create and perform rhythmic and melodic patterns such as half note, half rest, and the pentatonic scale (D R M S L) independently and in a group.
2.0	2 nd		Create and perform rhythmic and melodic patterns such as half note, half rest, and the pentatonic scale (D R M S L) independently and in a group with guidance.
1.0	1 st		Create and perform rhythmic and melodic patterns such as quarter note, paired eighth notes, and quarter rest, and three tones from the pentatonic scale independently and in a group.

Art

Create compositions utilizing elements of art that express ideas and feelings.

Second grade students who meet grade level standards will consistently compare and contrast a variety of subjects from the environment. Students are expected to interpret stories and meaning from their own work, the works of peers, and master artists. They will create compositions utilizing elements and principles of art (line, shape, color, texture, form, pattern, rhythm and balance). By the end of the year, second graders are expected to relate visual art to other disciplines and express ideas and feelings in a variety of media.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Create compositions utilizing elements of art that express ideas and feelings. Introduced: 1 st Nine Weeks
4.0			Demonstrate artistry beyond grade level standard
3.0 	3 rd /4 th	2.1A-B 2.2A-C 2.3A-D 2.4A-C	Communicate artistic ideas explored through investigation and observations consistently Identify elements and principles of art consistently
2.0	2 nd		Communicate artistic ideas explored through investigation and observations most of the time Identify elements and principles of art most of the time
1.0	1 st		Communicate artistic ideas explored through investigation and observations some of the time Identify elements and principles of art some of the time Utilize a variety of art tools and media

Wellness

Demonstrates positive self-management and utilizes elements of movement in mature form

Second grade students will work on demonstrating positive self-management and will utilize elements of mature form of movement. Students will work on self-management when learning the rules and procedures of the Physical Education classroom, while maintaining their own personal space in both large and group settings. During the mastery of self-management, students will be demonstrating movement skills in mature form (I.e running, skipping, game play, tagging, dodging etc.) Second grade students that master the grade level expectation of positive self-management and who utilize the elements of mature movement in dynamic game situations will be able to perform the 3rd grade TEKS of Physical Education.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Demonstrates positive self-management and utilizes elements of movement in mature form.
4.0		3.1 A-J 3.2 A-B 3.3 A-D 3.5 A-B 3.7 A-C	Utilize elements of movement in mature form beyond grade level in dynamic game situations.
3.0 	3 rd /4 th	2.1 A-N 2.2 A-B 2.3 A-D 2.7 A-B	Demonstrates positive self-management independently. Utilizes elements of movement in mature form independently
2.0			Demonstrates positive self-management with minimal support. Utilizes elements of movement in mature form with minimal support.
1.0			Demonstrates positive self-management with support. Utilizes elements of movement with support.

Theatre

Interpret and imitate characters and stories in a performance

Second grade students will interpret and imitate characters in stories to create a performance. The students will create characters, environments, and costumes using common objects and materials. They will assume a variety of roles or characters, and use imitation in dramatic play. By the end of the year, second graders are expected to contribute to an original scripted story, and perform with confidence for an audience.

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Interpret and imitate characters and stories in a performance Introduced: 1 st Nine Weeks
4.0			Demonstrate theatricality beyond grade level standard
3.0 	3 rd /4 th	2.1C-D 2.2A-D 2.3B-D 2.4B 2.5C	Contribute to the creation of a scripted story and perform in front of others with confidence Role play in real life and imaginative situations through dramatic play
2.0	2nd		Construct components of a scripted story with peers and instructor Role play in real life and imaginative situations with guidance
1.0	1st		Perform a scripted story in front of others Cooperate with others in dramatic play