

## Second Grade Learning Skills

### Work Skills

- Listens attentively
- Listens and follows directions
- Becomes more independent
- Makes appropriate transitions
- Focuses on and complete work and tasks in a timely, neat manner
- Works independently when appropriate
- Cooperates with and helps others
- Follows multi-step oral directions
- Asks questions to aid in understanding

### Organizational Skills

- Unpacks and packs backpack
- Demonstrates responsibility for school supplies and personal belongings
- Keeps personal and school supplies neat and organized
- Uses daily planner effectively
- Follows daily schedule
- Writes name on papers
- Turns in finished homework assignments on time

### Study Skills

- Visits the public library
- Develops library skills
- Accurately copies words and sentences
- Uses **graphic organizers**
- Completes homework assignments averaging 30 minutes four times per week
- Develops test-taking skills
- Uses **reference sources** (dictionary, glossary, table of contents, and index)
- Begins to develop test-taking skills
- Begins to write answers to questions in complete sentences
- Begins to follow written directions

## Second Grade Reading

### Reading Skills

- Apply **conventions of print** (punctuation) accurately
- Identify the title, author, and illustrator of a story
- Read a variety of genres
- Rhyme
- Increase and apply vocabulary
- Arranges words in alphabetical order to the second letter
- Read sight words
- Read **Fry's Common Words 1-300**
- Recognize and use homophones, homographs, words with multiple meanings, synonyms, and antonyms
- Identify root words with and without changes
- Identify and use contractions, compound words, suffixes and prefixes
- Use picture, context, phonetic, root words, and syllabication clues to identify unknown words
- Recognize changes in words to express plural, possessive, and tense
- Arranges words in logical sentence order
- Use appropriate volume, intonation, enunciation, expression, and rate of fluency
- Use punctuation to guide fluent oral reading
- Self-corrects
- Participate in paired, choral, shared, and echo reading
- Choose appropriate material to read independently

### Phonics

- Identify and apply consonant sounds, blends, and digraphs (th, ch, sh, wh, ng)
- Identify and apply short, long, and r-controlled vowel sounds
- Identify and apply vowel digraphs (ay, ie, ea, oo, ee, ai, oa) and diphthongs (oi, oy, ow, ou, ew, au)
- Identify and use hard and soft consonants
- Identify and produce initial, medial, and final sounds in words
- Recognize and use word family patterns
- Identify the number of syllables in a word
- Identify, segment, and combine sounds within a word
- Identify, segment, and combine syllables within a word

### Comprehension

- Recognize a purpose for reading
- Recognize and discusses universal themes in literature
- Actively listen and respond to oral reading
- Observe and retell a story in sequence
- Recognize and apply cause and effect
- Interpret illustrations

- Apply prior knowledge
- Begin to generate questions
- Make connections within a text, to other text, and to personal experience
- Visualize
- Make, confirms, and revises predictions
- Make inferences and draws conclusions
- Dramatize
- Summarizes
- Paraphrases
- Recognize and discusses details and facts
- Begin to identify main idea
- Use and identify pronouns and their referents
- Categorizes, compare, and contrasts
- Preview text
- Use criteria to develop **literary responses** (i.e. book reports, simple paragraph, poetry)
- Clarify understanding through rereading and discussion

### *Literary Analysis*

- Recognize author's purpose
- Express and support opinion
- Distinguish between realism and fantasy, fiction and non-fiction
- Identify characteristics of folktales, fables, articles, and biographies
- Examine **literary elements** (character, plot, setting, beginning, middle, end, theme, conflict, dialogue, climax)
- Examine **literary devices** (rhyme, repetition, alliteration, onomatopoeia, dialogue, humor, analogies, imagery, personification)
- Examine the structure of poetry
- Examine a work of literature through a variety of media

## Second Grade Language Arts

### Grammar

- Uses conventional English
- Identifies and uses nouns, action verbs, adjective, and pronouns
- Identifies proper nouns
- Uses prepositions to denote place and position
- Begins to recognize adverbs
- Uses declarative, interrogative, exclamatory, and imperative sentences
- Identifies and uses complete, simple sentences
- Identifies simple subjects and predicates
- Identifies and uses end mark punctuation and apostrophes
- Uses commas correctly in dates
- Identifies abbreviations

### Writing

- Uses the **writing process**
- Writes complete, simple sentences
- Begins to write in paragraph form, keeping to one idea
- Uses relevant illustrations
- **Writes for various purposes**
- Writes using a variety of **genres** (poetry, **journal writing**, letters, simple narratives)

### Speaking and Listening

- Demonstrates increased attention
- Increases and applies vocabulary
- Displays courtesy and manners in speaking and listening
- Listens for various purposes
- Follows multi-step directions
- Participates in discussions
- Asks and answers questions appropriately
- Sets a purpose for speaking
- Makes oral presentations
- Organizes thoughts
- Uses appropriate volume, intonation, enunciation, and rate of fluency, paying attention to poise and eye contact

### Spelling

- Prints initial, medial, final consonant and vowel sounds
- Uses inventive and conventional spelling
- Spells **Sitton high frequency words 1-200**
- Uses word banks
- Spells compound words, contractions, and patterned words

- Spells using prefixes and suffixes
- Uses the correct grapheme for a given phoneme
- Writes sentences dictated by the teacher
- Applies spelling skills to written work

**Handwriting**

- Demonstrates correct posture, paper position, and pencil grip for writing
- Prints full name using proper letter case
- Prints uppercase and lowercase letters using proper form
- Forms and spaces letters, words, and numbers
- Uses left to right, top to bottom progression

## Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

## Grade 2 Overview

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

### Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

### Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

### Geometry

- Reason with shapes and their attributes.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Operations and Algebraic Thinking****2.OA****Represent and solve problems involving addition and subtraction.**

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>

**Add and subtract within 20.**

2. Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.

**Work with equal groups of objects to gain foundations for multiplication.**

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

**Number and Operations in Base Ten****2.NBT****Understand place value.**

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
  - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

**Use place value understanding and properties of operations to add and subtract.**

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>3</sup>

<sup>1</sup>See Glossary, Table 1.<sup>2</sup>See standard 1.OA.6 for a list of mental strategies.<sup>3</sup>Explanations may be supported by drawings or objects.



**Measurement and Data****2.MD****Measure and estimate lengths in standard units.**

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**Relate addition and subtraction to length.**

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

**Work with time and money.**

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

**Represent and interpret data.**

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph 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<sup>4</sup> using information presented in a bar graph.

**Geometry****2.G****Reason with shapes and their attributes.**

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>5</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

<sup>4</sup>See Glossary, Table 1.

<sup>5</sup>Sizes are compared directly or visually, not compared by measuring.

## Second Grade Science

- Observe and participate in the scientific method
- Participate in hands-on science projects, labs, and activities

### Life Science

- Compare and contrast living and nonliving things
- Describe the basic needs of living things
- Observe and describe the life cycle of living things
- Discuss the reproduction of living things
- Identify, describe and discuss habitats of living things
- Explain adaptations of living things
- Describe how living things change over time
- Discuss and identify parts and functions of plants
- Describe and classify vertebrates and invertebrates by their characteristics
- Discuss and describe food chains and food webs

### Earth Science

#### ASTRONOMY AND THE SOLAR SYSTEM

- Explain the relationship between the Sun, moon, and Earth
- Discuss and illustrate the phases of the moon
- Differentiate between stars, planets, moons, and other space objects

## **Second Grade Environmental Education**

### Ecology

Describes how a plant or an animal is dependent on living and nonliving things in an aquatic habitat  
Identifies sources of energy in an aquatic habitat  
Identifies differences in living things (color, shape, size, etc.) and describes how adaptations are important for survival  
Identifies how living things survive changes in their environment

### Watersheds and Wetlands

Identifies and describes the basic needs of plants and animals in an aquatic ecosystem

### Natural Resources

Describes the jobs/hobbies people have in the community that relate to natural resources

### Agriculture and Society

Identifies agriculture as a living system and that food and fiber originate from plants and animals  
Explains how agriculture supports jobs in Pennsylvania

### Humans and the Environment

Identifies the natural resources used to make various products  
Identifies how people can reduce pollution  
Describes how people can help the environment by reducing, reusing, recycling, and composting  
Practices ways to reduce, reuse, and recycle

## **Second Grade Social Studies**

### Civics and Government

- Name the United States of America as our country, Pennsylvania as our state, and Harrisburg, the city where St. Stephen's Episcopal School is located
- Identify and discuss national symbols, songs, speeches, slogans, documents, and holidays
- Discuss personal responsibilities within a group and the community
- Demonstrate responsibilities in the classroom
- Identify a problem within the school community and discuss possible solutions with adult assistance
- Recite and discuss the Pledge of Allegiance
- Recite and discuss the School Pledge
- Explain and discuss the need for rules and consequences in home and school
- Discuss the roles, services, and value provided by local government employees (e.g. law enforcement, fire, emergency works, etc.)
- Identify positions of authority in the family, school, and local and national government
- Discuss the difference between rules and laws
- Discuss the need for rules and laws in school and community
- Identify and demonstrate "Be Safe, Be Respectful, Be Responsible"
- Define fairness as it relates to working with others
- Participate in and explain the voting process
- Participate in a service project and discuss its impact on the community
- Identify how information is conveyed to and accessed by the public

### Geography

- Use, read, and create maps with keys
- Locate North America, The United States of America, and Pennsylvania on a map and globe
- Identify and locate the five oceans and seven continents
- Identify local bodies of water and landforms
- Describe the locations and uses of important areas within the school and community
- Use directionality, size, and position to describe location
- Describe the interaction between people, animals, natural events and physical features of the environment
- Discuss the human and cultural concept of a greater community

### Economics

- Compare goods and services and discuss means of payment
- Identify scarcity of resources within the school community
- Define currency, income, savings, taxes, and prices
- Identify and discuss consumers and producers and their corresponding goods and services

- Identify choices which meet needs
- Identify a choice based on school interest
- Recognize locally, regionally, and globally produced products
- Discuss the difference between working and volunteering
- Identify different jobs, the purpose of each, the tools necessary, and how these job skills impact earning
- Discuss how goods and services are transported
- Discuss how resources, transportation, and communication work within communities

### History

- Identify a sequence of events through a day, weeks, months, and years
- Identify days of the week and months of the year
- Examine the passage of time using past, present, and future
- Read and interpret information on simple timelines
- Compare historical, cultural, and political events and people to the present
- Examine the contributions of individuals and groups to the United States
- Demonstrate an understanding of how different groups describe the same event or situation
- Discuss cause and effect in historical events

## **Second Grade Character Education**

- Express and describe feelings
- Recognize and identify feelings of others
- Identify social cues such as facial expressions and body language
- Recognize, discuss, and begin to accept similarities and differences in others' feelings
- Describe situations that evoke feelings
- Use "I" messages
- Respond appropriately to someone in distress
- Predict how others will feel as a result of an action
- Understand and demonstrate interpersonal skills
- Identify intent of action and begin to accept responsibility
- Recognize the rights of others
- Identify ways to gain self control
- Practice self control
- Compare and contrast choices
- Identify and discuss anger management techniques
- Manage actions and feelings through anger management techniques
- Identify and demonstrate positive ways to respond to unkind behaviors
- Show respect to self and others
- Develop and use problem solving skills
- Begin to define bullying behavior
- Practice good manners and proper etiquette

## Second Grade Health

### Mental and Social Health

- Develops ideas of a positive self-image
- Develops the distinction between physical feeling and emotional feeling
- Explains feelings and how they are expressed
- Develops an understanding of habits
- Identifies personal habits as desirable and non-desirable

### Growth and Development

- Identifies the major body systems, the organs included in each, and their function: circulatory, digestive, respiratory, skeletal, urinary, nervous, and muscular
- Identifies parts of the skin

### Hygiene and Personal Health

- Understands the importance of maintaining good body and dental hygiene and health practices
- Identifies examples of common infectious and non-infectious diseases and how they are spread
- Discusses the benefits of regular, physical activity
- Identifies the steps in a decision making process

### Nutrition

- Distinguishes between nutritious and non-nutritious food
- Lists the food groups and gives examples in each food group
- Discuss the role of food in growth and development
- Identifies foods and their specific effects on the body

### Safety and Injury Prevention

- Practices personal and traffic safety
- Demonstrates an awareness of fire safety and emergency procedures
- Knows emergency procedures for poisons and poisonous plants
- Describes the proper use of medicines
- Identifies harmful substances
- Identifies the effects of harmful substances such as drugs, alcohol, and tobacco
- Recognizes emergency situations and explains appropriate responses
- Seeks first aid for injuries
- Recognizes safe and unsafe touches
- Realizes the importance of reporting unsafe touching to an appropriate adult

### **Second Grade Art**

- create art through the use of shape, line, pattern, and color
- recognize art as variations of shape, pattern, and color
- use a variety of materials and tools
- explore art through a variety of medium
- describe and react to works of art
- begin to appreciate own artistic creations and the works of others
- use imaginations to create individualized design
- experience and explore a variety of art exhibits and performances



## **Second Grade Religion**

### **Biblical Stories**

- Listen to, respond to, and retell various Bible stories from the Old and New Testament
- Explore biblical stories through different media
- Listen to and sing Bible songs

### **Traditions**

- Demonstrate familiarity with aspects of worship and chapel procedures
- Recite and discuss the Lord's Prayer and the Apostle's Creed
- Examine and recite the Ten Commandments
- Discuss Psalms
- Listen to and perform songs for worship
- Explore and describe the areas of the church building
- Listen to and respond to stories of other faiths
- Listen to and sing songs from other faiths
- Examine celebrations of other faiths

### **Peace and Justice**

- Show respect for self and others
- Explore ethical decision-making skills
- Show ethical decision-making skills in daily life
- Show and accept forgiveness
- Discuss one's actions and their affect on others
- Begin to discuss the concept of justice
- Explore the connection between religion and the environment

## **Second Grade World Language**

- Understands and responds to greetings, introductions, and courtesy expressions
- Responds to simple questions and commands
- Explores alphabet sounds
- Writes words
- Recites numbers 0-69
- Uses numbers to describe sets of objects
- Increases and applies vocabulary
- Varies voice and speech techniques
- Uses simple sentences
- Uses correct word order and articles
- Classifies and categorizes fruits, vegetables, family members, colors, classroom objects, rooms in a home, animals, body parts, and weather
- Identifies months and days
- Identifies yesterday, today, and tomorrow
- Examines and discusses culture

### **Second Grade Music**

- Creates, responds to, and performs music
- Explores and interprets sound through singing, moving, listening, and playing instruments
- Identifies and demonstrates musical notation
- Identifies and classifies instruments and tone patterns
- Identifies and discusses musical styles
- Examines, describes, and discusses elements of music
- Sings with a group
- Expands voice range
- Listens to and discusses music from a variety of cultures, styles, composers, and time periods, in different mediums

### **Second Grade Physical Education**

- Develops and uses vocabulary
- Identifies and engages in physical activities that promote physical fitness and health
- Participates in activities with and without manipulatives
- Demonstrates gross motor movements
- Performs balance, agility, cardio, stretching, and strength building activities
- Demonstrates throwing, catching, and kicking skills
- Develops rope jumping skills
- Participates in structured activities
- Begins to participate in team activities
- Begins to develop strategies
- Participates in swimming
- Understands and demonstrates the need for rules, good sportsmanship, cooperation, and teamwork
- Identifies and uses safe practices

## Second Grade Computer

### General

- Demonstrates proper use and care of all technology equipment
- Demonstrates proper posture and position
- Identifies hardware pieces
- Understands and uses correct computer terminology
- Uses mouse
- Demonstrates placing cursor
- Identifies and uses space bar, shift, tab, delete, backspace, enter, punctuation, and arrow keys
- Uses taskbar to change applications

### Word Processing

- Creates, manipulates, and edits documents with graphics
- Uses drawing tools in documents
- Formats text in documents
- Navigates and enters data into tables

### Keyboarding

- Identifies, places fingers on, and types home row keys
- Begins to use typing conventions

### Internet

- Discusses rules of personal real-world safety and online safety
- Explains the difference between website content and advertising, i.e. pop-up windows
- Explains potential dangers of the internet
- Protects personal information
- Navigates within a webpage
- Accesses teacher identified and bookmarked pages
- Enters URL/address