

Dear Grade 2 Parent or Guardian,

Each table below represents the general subject areas (Math, Reading, Writing, Science, and Social Studies) that your child is learning in 2nd grade this year. Below the general subject area, the table is divided into the competency areas that correspond with your child's report card. Each area contains the competency as it is written in the curriculum documents along with "I can" statements that help to define what your child should know and be able to do (content and skills) independently and with accuracy by the end of the year.

### Grade 2 Math

Data	Measurement	Number Sense	Geometry	Solving
<p><b>Competency:</b> Students will demonstrate the ability to represent and interpret data with graphs involving whole number units.</p>	<p><b>Competency:</b> Students will demonstrate the ability to measure by estimating and comparing length with standard units and time with 5 minute intervals.</p>	<p><b>Competency:</b> Students will demonstrate the ability to apply number sense by comparing whole numbers.</p>	<p><b>Competency:</b> Students will demonstrate the ability to reason with two- and three- dimensional shapes in order to compare, identify, draw, and partition.</p>	<p><b>Competency:</b> Students will demonstrate the ability to solve arithmetic problems by utilizing effective strategies and applying properties to operations to whole numbers.</p>
<p>By the end of Grade 2...</p> <p>I can generate measurement data by measuring lengths using whole-number units.</p> <p>I can represent length measurement data using a line plot with a whole-number unit scale.</p>	<p>By the end of Grade 2...</p> <p>I can tell and write time to the nearest five minutes, using a.m. and p.m.</p> <p>I can measure and record the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>I can measure to determine how much longer one object is than another.</p> <p>I can estimate and accurately measure an object using two different units.</p>	<p>By the end of Grade 2...</p> <p>I can identify the numbers and groups of objects (0-20) as odd or even.</p> <p>I can recall addition facts to 18 with automaticity.</p> <p>I can compose or decompose three-digit numbers when adding and subtracting.</p> <p>I can mentally add and subtract 10 or 100 to a given number between 100 and 900.</p> <p>I can read numbers to 1000 using base ten numerals, number names, and expanded form.</p> <p>I can skip count within 1000 (by 5s, 10s, 100s).</p>	<p>By the end of Grade 2...</p> <p>I can explain the attributes of a given shape (triangles, quadrilaterals, pentagons, hexagons, and cubes).</p> <p>I can draw a shape when given defining attributes, such as a given number of angles, or a given number of equal faces.</p> <p>I can divide a circle and rectangle into two, three, or four equal parts.</p> <p>I can partition a rectangle into rows and columns of same-size squares, and counting squares.</p> <p>I can describe the shares of a rectangle or circle partitioned into two, three, or four equal shares.</p>	<p>By the end of Grade 2...</p> <p>I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>I can use addition and subtraction within 100 to solve word problems involving lengths.</p> <p>I can solve one and two-step word problems using addition and subtraction within 100 (with unknowns in all positions).</p> <p>I can use repeated addition to describe the total number of objects in a rectangular array,</p>

		<p>I can compare two three-digit numbers (up to 999) and record their comparisons using the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p>I can describe how two measurements relate to the size of the unit chosen.</p> <p>I can represent a whole number from 0 to 100 as a length on a number line.</p> <p>I can represent a whole number sum or difference within 100 as a length on a number line.</p>	<p>I can describe the whole of a rectangle or circle as two halves, three thirds, or four fourths.</p> <p>I can explain and give examples to show that halves, thirds, and fourths of an identical whole need not be the same shape.</p>	<p>up to <math>5 \times 5</math>.</p> <p>I can use mental strategies fluently to add and subtract within 20.</p> <p>I can add and subtract fluently within 100.</p> <p>I can add and subtract within 1000 using a variety of strategies and relating the strategies to a written method.</p> <p>I can add up to four 2-digit numbers.</p> <p>I can explain why addition and subtraction strategies work.</p>
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## Grade 2 Reading

Narrative	Information	Point of View	Speaking & Listening	Fundamentals & Fluency
<p><b>Competency:</b> Students will demonstrate the ability to describe and recount in order to make meaning of a text.</p>	<p><b>Competency:</b> Students will demonstrate the ability to retell the main topic and key details of a text as a means for comparing the connection between a series of events, ideas, or concepts.</p>	<p><b>Competency:</b> Students will demonstrate the ability to identify different points of view to make meaning of text.</p>	<p><b>Competency:</b> Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</p>	<p><b>Competency:</b> Students will demonstrate the ability to read and interpret complex text for pleasure, enrichment, and information.</p>
<p>By the end of Grade 2...</p> <p>I can ask and answer questions to demonstrate understanding of key details in a text.</p> <p>I can recount a variety of stories, and determine their central message, lesson, or moral.</p> <p>I can describe how characters in a story respond to major events</p>	<p>By the end of Grade 2...</p> <p>I can ask and answer questions to demonstrate understanding of key details in a text.</p> <p>I can identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text.</p> <p>I can describe the connection between events, ideas,</p>	<p>By the end of Grade 2...</p> <p>I can acknowledge differences in the point of view of characters, including speaking in a different voice for each character when reading dialogue.</p> <p>I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>By the end of Grade 2...</p> <p>I can follow agreed-upon rules for discussions.</p> <p>I can identify information from a text being read aloud.</p> <p>I can build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>By the end of Grade 2...</p> <p>I can distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>I can decode regularly spelled two-syllable words with long vowels.</p> <p>I can decode words with common prefixes and suffixes.</p>

<p>and challenges.</p> <p>I can describe how words and phrases supply rhythm and meaning in a text.</p> <p>I can describe the overall structure of a story.</p> <p>I can acknowledge differences in the points of view of characters.</p> <p>I can use information gained from the illustrations and words to demonstrate understanding of its characters, setting, or plot. I can compare and contrast two or more versions of the same story.</p>	<p>concepts, or steps in a text.</p> <p>I can determine the meaning of words and phrases in a text.</p> <p>I can know and use various text features to locate key facts or information in a text.</p> <p>I can identify the main purpose of a text including what the author wants to answer, explain or describe.</p> <p>I can explain how specific images contribute to and clarify a text.</p> <p>I can describe how reasons support specific points the author makes in a text.</p> <p>I can compare and contrast the most important points presented by two texts on the same topic.</p>		<p>I can ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>I can ask questions about a presentation when more information is needed.</p> <p>I can answer questions about a speaker’s presentation.</p> <p>I can describe key ideas or details from a text or presentation.</p> <p>I can add drawings or visual displays to make ideas, thoughts, and feelings clear.</p> <p>I can speak clearly and at an understandable pace.</p> <p>I can tell a story or sharing an experience with facts and relevant descriptive details.</p> <p>I can tell a story or sharing an experience using complete sentences and speaking in a clear voice.</p> <p>I can read aloud stories or poems and using voice to make it come to life.</p>	<p>I can identify words with inconsistent but common spelling-sound correspondences.</p> <p>I can recognize and read grade-appropriate irregularly spelled words.</p> <p>I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>I can read grade-level text with purpose and understanding. I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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Grade 2 Writing			
Narrative	Information	Point of View	Fundamentals & Fluency
<p><b>Competency:</b> Students will demonstrate the ability to tell a sequenced story using descriptive details (actions, thoughts,</p>	<p><b>Competency:</b> Students will demonstrate the ability to communicate information using facts</p>	<p><b>Competency:</b> Students will demonstrate the ability to defend an opinion by giving reasons in order to persuade others.</p>	<p><b>Competency:</b> Students will demonstrate the ability to write routinely, using a variety of formats, in order to communicate</p>

feelings) in order to share their experiences.	and details which support the main idea in order to share new knowledge.		effectively for the audience, task, and time frame.
<p>By the end of Grade 2...</p> <p>I can write descriptive narratives that:</p> <ul style="list-style-type: none"> <li>● recount a well elaborated event or a short sequence of events</li> <li>● include details to describe actions, thoughts and feelings</li> <li>● use temporal words to signal event order provide a sense of closure</li> </ul> <p>I can, with guidance and support from adults and peers, strengthen writing as needed as by revising and editing.</p> <p>I can, with guidance and support from adults and peers, use a variety of digital tools to produce and publish writing.</p>	<p>By the end of Grade 2...</p> <p>I can write, with adult support, informational text that includes:</p> <ul style="list-style-type: none"> <li>● topic</li> <li>● facts</li> <li>● definitions</li> <li>● concluding statement</li> </ul> <p>I can, with guidance and support from adults and peers, strengthen writing as needed as by revising and editing.</p> <p>I can, with guidance and support from adults and peers, use a variety of digital tools to produce and publish writing.</p> <p>I can participate in shared research and writing projects.</p> <p>I can answer questions through the use of recall, experiences or information gathered.</p>	<p>By the end of Grade 2...</p> <p>I can write opinion pieces that include:</p> <ul style="list-style-type: none"> <li>● an introduction</li> <li>● a stated opinion</li> <li>● some supporting reasons</li> <li>● the use of linking words</li> <li>● a conclusion</li> </ul> <p>I can, with guidance and support from adults and peers, strengthen writing as needed by revising and editing.</p> <p>I can, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>By the end of Grade 2...</p> <p>I can select a writing structure to match task, purpose, and/or audience.</p> <p>I can produce, expand and rearrange complete simple and compound sentences.</p> <p>I can use collective nouns.</p> <p>I can form and use frequently occurring irregular plural nouns.</p> <p>I can use reflexive pronouns.</p> <p>I can form and use the past tense of frequently occurring irregular verbs.</p> <p>I can use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>I can capitalize holidays, product names, and geographic names.</p> <p>I can use commas in greetings and closings of letters.</p> <p>I can use an apostrophe to form contractions and frequently occurring possessives.</p>

### Grade 2 Science\*

\*For the 2018-2019 school year, Science competencies will be reported through the students ability to observe and measure, investigate and analyze, and develop, validate or refine models. A written statement from your child's teacher will specify which topic related to Earth, Life or Physical Science was focused on in the trimester.

Earth & Space Science	Life Science	Physical Science
<p><b>Competency:</b> Students will demonstrate the ability to observe patterns in earth's events in order to determine rate of change.</p>	<p><b>Competency:</b> Students will demonstrate the ability to observe and investigate patterns using different habitats in order to explain causal relationships in ecosystems.</p>	<p><b>Competency:</b> Students will demonstrate the ability to describe and classify the states of matter in order to identify causes of change.</p>

<p>By the end of grade 2...</p> <p><u>Observe and Measure</u> I can collect and interpret my own data of patterns of earth's events.</p> <p><u>Investigate and Analyze</u> I can analyze the patterns in earth's events.</p> <p><u>Develop, validate, or refine models</u> I can develop a model to describe the rate of change in earth's events.</p>	<p>By the end of grade 2...</p> <p><u>Observe and Measure</u> I can collect and interpret my own data on patterns in different habitats.</p> <p><u>Investigate and Analyze</u> I can evaluate how plants need animals for survival and reproduction.</p> <p><u>Develop, validate, or refine models</u> I can create a model of causal relationships in ecosystems.</p>	<p>By the end of grade 2...</p> <p><u>Observe and Measure</u> I can collect and interpret my own data of states of matter.</p> <p><u>Investigate and Analyze</u> I can analyze how and why matter changes its state as a result of heating and cooling.</p> <p><u>Develop, validate, or refine models</u> I can develop a model to classify materials according to their states of matter.</p>
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### Grade 2 Social Studies\*

\*For the 2018-2019 school year, Social Studies competencies will be reported through a single performance indicator on the elementary report card. A written statement from your child's teacher will specify which topic(s) were focused on in each trimester.

Civics	Economics	Geography	History-Change Over Time	Historical Perspective
<p><b><u>Competency:</u></b> Students will demonstrate the ability to identify their rights and responsibilities as community members in order to describe the social and political systems of a school.</p>	<p><b><u>Competency:</u></b> Students will demonstrate the ability to distinguish between goods and services in order to describe economic decision making.</p>	<p><b><u>Competency:</u></b> Students will demonstrate the ability to describe the reciprocal relationships among human and physical systems by using community maps and identifying environmental, cultural, and economic characteristics.</p>	<p><b><u>Competency:</u></b> Students will demonstrate the ability to chronicle community events in order to identify personal perspective and recognize change over time.</p>	<p><b><u>Competency:</u></b> None at the grade level.</p>
<p>By the end of Grade 2...</p> <p>I can describe roles and responsibilities of people in authority.</p> <p>I can apply civic virtues when participating in school settings.</p> <p>I can describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p>	<p>By the end of Grade 2...</p> <p>I can explain how scarcity necessitates decision making.</p> <p>I can describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>I can explain why people save I can describe examples of the goods and services that governments provide.</p>	<p>By the end of Grade 2...</p> <p>I can construct maps, graphs, and other representations of familiar places.</p> <p>I can explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p>I can identify some cultural and environmental characteristics</p>	<p>By the end of Grade 2...</p> <p>I can create a chronological sequence of multiple events.</p> <p>I can compare perspectives of people in the past to those of people in the present.</p> <p>I can compare different accounts of the same historical event.</p>	<p>By the end of Grade 2...</p>

I can explain how people can work together to make decisions in the classroom. I can describe how people have tried to improve their communities over time.		of specific places.  I can explain why and how people, goods, and ideas move from place to place.		
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Grade 2 FLES				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
<b>Competency:</b> Students will demonstrate the ability to exchange information, concepts, and ideas with a variety of speakers in order to interact with cultural competence and understanding.	<b>Competency:</b> Students will demonstrate the ability to present information, concepts, and ideas to an audience of listeners in order to communicate with cultural competence and understanding.	<b>Competency:</b> Students will demonstrate the ability to present information, concepts, and ideas to an audience of readers in order to communicate with cultural competence and understanding.	<b>Competency:</b> Students will demonstrate the ability to interpret information from a variety of authentic audio resources in order to connect with diverse cultural perspectives.	<b>Competency:</b> Students will demonstrate the ability to interpret information from a variety of authentic print resources in order to connect with diverse cultural perspectives.
By the end of Grade 2...	By the end of Grade 2...	By the end of Grade 2...	By the end of Grade 2...	By the end of Grade 2...
I can use <i>some</i> practiced vocabulary from a <i>limited</i> range of topics.	I can use <i>some</i> practiced vocabulary from a <i>limited</i> range of topics.	I can use <i>some</i> practiced vocabulary from a <i>limited</i> range of topics.	I can identify some details from the audio source.	I can identify all key words appropriately with context of the text.
I have limited control of practiced grammar, word order and usage.	I have limited control of practiced grammar, word order and usage.	I have limited control of practiced grammar, word order and usage.		I can identify the complete main idea(s) of the text.
I can speak at an inconsistent rate.	I can speak at an inconsistent rate.	I can use words, lists, and memorized phrases in simple sentences.		
I can use words, lists, and memorized phrases in simple sentences.	I can use words, lists, and memorized phrases in simple sentences.	I can present a topic with limited details and/or descriptions.		
I can respond and maintain the conversation, but I primarily react to others.	I can present a topic with limited details and/or descriptions.  I can communicate my likes and dislikes using isolated words and/or memorized phrases.	I can communicate my likes and dislikes using isolated words and/or memorized phrases.		

