



Standards-Based Progress Reports

“A Parent’s Guide”

Grade 2

Includes the following:

- Guide to Standards-Based Grading
- Standards for English/Language Arts (ELA)
- Standards for Mathematics
- Scope and Sequence for Science

Norwalk Public Schools

K-5 Guide to Standards Based Grading

(2016 - 2017)

In K-5 in the Norwalk Public Schools, we envision a student and parent-friendly progress report with clearly defined learning targets aligned to high quality, balanced assessments. Our Standards-Based Progress Report seeks to provide meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts, reflect upon strengths and weaknesses, and identify multiple pathways to deeper learning.

What are standards?

Educational standards are the learning goals for what students should know and be able to do at each grade level. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful, while also helping parents understand what is expected of their children. For example:

What is standards-based grading?

Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The standards we use are those identified by the Connecticut State Department of Education. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets. This is in contrast to the practice of simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific content area in the current grade.

How does standards-based grading differ from traditional grading?

Unlike with traditional grading systems, a standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance.

Thus a student who may have struggled at the beginning of the year, or when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period.

In a traditional grading system, a student's performance for an entire grading period is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-based report cards separate academic performance from work habits and behavior in order to provide students and parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's academic performance.

What do each of the numbers in the 4 point scale indicate?

An Academic Rating of (1) would indicate minimal understanding of a standard. The student shows limited evidence of understanding the standard and therefore does not meet the standard.

For example:

Students at this level are beginning to identify concepts, vocabulary and/or use skills. They are unable to make connections among ideas or extend the information. While it might be expected that all students are performing at this level when learning begins, subsequent practice should lead to increased levels of performance.

An Academic Rating of (2) would indicate that a student is approaching/developing an understanding of a standard, but still may be in need of additional instruction and/or support. For example:

The difference between an Academic Rating of (1) and an Academic Rating of (2) student is the ability to demonstrate some understanding. At an Academic Rating of (2), a student can correctly identify some concepts and/or vocabulary, and/or use some skills. Students at an Academic Rating of (2) do not make connections among ideas nor are they able to demonstrate their learning without support.

An Academic Rating of (3) would indicate that a student has independently met the standard. The student demonstrates mastery of the standard. For example:

An Academic Rating of (3) represents those students who are independently able to meet the standards. Students who are performing at an Academic Rating of (3) understand and use concepts and/or vocabulary and/or skills independently. These students understand not just the "what," but can correctly explain and/or demonstrate the "how" and "why."

An Academic Rating of (4) would indicate that a student exceeds a standard by consistently demonstrating an advanced level of understanding and/or the ability to apply his/her knowledge at a higher level (Webb's Depth of Knowledge 3 & 4). For example:

A student who is able to consistently perform at an Academic Rating of (4) is one who independently demonstrates extensions of his/her knowledge. S/He should be able to create analogies and/or find connections, integrating areas of study. Not all standards can be rated (4).

ELA

Standards for:
English/Language Arts
(ELA)

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards: Foundational Skills (K-5)

The logo consists of the letters 'RF' in a white, serif font, centered within a solid black square.

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

College and Career Readiness Anchor Standards for Writing

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ELA Common Core State Standards and Long-Term Learning Targets Grade 2

CCS Standards: Reading - Literature	Long-Term Target(s)
RL.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<p>I can ask questions before, during and after reading that help me understanding the meaning of a literary text. (e.g.; <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>)</p> <p>I can answer questions during and after reading to show my understanding of a literary text.</p>
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p>I can retell a story using important details.</p> <p>I can determine the important message, lesson or moral in a story.</p>
RL.2.3. Describe how characters in a story respond to major events and challenges.	<p>I can describe how characters in story solve problems and overcome challenges.</p>
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p>I can describe how rhymes, repeated lines, and alliteration supply rhythm and meaning in songs and poems.</p>
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>I can describe the structure of a story.</p>
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p>I can identify different characters' points of view in a story.</p> <p>I can speak in different voices to match the characters' dialogue when I read a story out loud.</p>
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>I can use pictures from text to describe a story's characters, setting and plot.</p>
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<p>I can compare and contrast the same story by different authors or from different cultures. (e.g., Cinderella stories)</p>
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>I can make meaning from 2nd grade stories and poems.</p> <p>I can read above-grade literary texts with scaffolding and support.</p>

CCS Standards: Reading – Foundational Skills	Long-Term Target(s)
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<p>I can use a variety of strategies to read words.</p> <ul style="list-style-type: none"> a. I can identify long and short vowels in one-syllable words. b. I can match letters and sounds for common vowel teams. c. I can read two-syllable words with long vowels. d. I can read words with prefixes and suffixes. e. I can read words that sound the way they are spelled, even when they don't follow a normal pattern. f. I can read high frequency words that don't "play fair."
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>I can read 2nd grade level texts accurately and fluently to make meaning.</p> <ul style="list-style-type: none"> a. I can read 2nd grade level texts with purpose. b. I can read 2nd grade level texts with fluency. c. I can use clues in the text to check my accuracy. c. I can re-read to make sure that what I'm reading makes sense.
Standards: Writing	Long-Term Target(s)
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>I can write an opinion piece with a clear topic.</p> <p>I can include reasons that support my opinion.</p> <p>I can use linking words to connect my opinion and reasons.</p>
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>I can write an informative/explanatory text that has a clear topic.</p> <p>I can include supporting facts about a topic in an informative/explanatory text.</p> <p>I can construct a closure on the topic of an informative/explanatory text.</p>

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can describe key ideas or details about a text or information that has been read aloud or shown to me.
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I can ask questions when I am confused, to learn new things or to deepen my understanding of a topic when listening to a speaker. I can answer questions to show what I know when listening to a speaker.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can tell a story or describe an experience using facts and details. I can speak clearly and use full sentences to tell a story or describe an experience.
SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I can create a recording of a story or poem. I can use drawings or other visual displays to support what I say.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	I can speak in complete sentences.
CCS Standards: Language	Long-Term Target(s)
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	I can use grammar conventions to send a clear message to a reader or listener. a. I can use collective nouns. (e.g., <i>group</i>) b. I can use irregular plural nouns. (e.g., <i>feet, children, teeth, mice, fish</i>) c. I can use reflexive pronouns. (e.g., <i>myself, ourselves</i>) d. I can use the past tense of irregular verbs. (e.g., <i>sat, hid, told</i>) e. I can use adjectives to describe nouns. e. I can use adverbs to describe actions. f. I can create, expand, and rearrange complete simple and compound sentences.

<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>I can describe what figurative words mean.</p> <p>a. I can identify real-life connections between words and their uses. (e.g., <i>describe foods that are spicy or juicy</i>)</p> <p>b. I can identify synonyms.</p>
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>I can speak using words I hear in conversations.</p> <p>I can speak using words I hear in books.</p>

Math

Standards for:
Mathematics

Grade 2 » Introduction

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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.

Math Common Core State Standards and Long-Term Learning Targets Grade 2

CCS Standards: Operations and Algebraic Thinking	Long-Term Target(s)
2.OA.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.	I can solve addition and subtraction word problems within 100, using a variety of strategies.
2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.6 for a list of mental strategies.)	I can mentally add and subtract within 20 with fluency. I can say from memory every sum of two single-digit numbers.
2.OA.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.	I can determine whether a group of objects has an odd or even number of items.
2.OA.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.	I can write an addition equation to show the total number of objects arranged in rectangular arrays (up to 5 X 5).
CCS Standards: Number & Operations in Base Ten	Long-Term Target(s)
2.NBT.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).	I can explain what the three digits of a three-digit number represent.
2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.	I can count within 1000. I can skip count by 5s, 10s and 100s.
2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I can read and write numbers to 1000 using numerals, number names, and expanded form.

2.NBT.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.	I can compare three-digit numbers using the symbols $>$, $=$, and $<$
2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	I can add and subtract within 100 with fluency. I can explain the relationship between addition and subtraction.
2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	I can add up to four two-digit numbers up to 100.
2.NBT.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.	I can add and subtract within 1000 using a variety of strategies. I can explain the relationship between addition and subtraction.
2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	I can mentally add and subtract 10 or 100 to any number between 100 and 900.
2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	I can explain why an addition or subtraction strategy works.
CCS Standards: Measurement & Data	Long-Term Target(s)
2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	I can measure the length of a variety of objects, using the most appropriate tool.
2.MD.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.	I can measure an object using two different units of length. I can explain how the two measurement relate to each another.
2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.	I can estimate length using inches, feet, centimeters, and meters.
2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	I can find out how much longer one object is than another and express the difference using standard terms others will understand.
2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in	I can solve word problems (within 100) using lengths that are given in the same units.

the same units	
2.MD.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.	I can represent whole numbers as lengths from 0 on a number line diagram. I can represent whole number sums and differences within 100 on a number line diagram.
2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	I can tell time to the nearest 5 minutes when looking at a variety of clocks (analog and digital). I can write time to the nearest 5 minutes using a.m. and p.m.
2.MD.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?	I can solve word problems with dollars, quarters, dimes, and pennies using the \$ and ¢ symbols appropriately.
2.MD.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.	I can make a line plot that shows the length of several objects (or repeated measurements of the same object) using whole numbers.
2.MD.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 using information presented in a bar graph.	I can use a picture graph and a bar graph to represent the same data set with up to 4 categories. I can use information from picture and bar graphs to solve addition, subtraction and comparison problems.
CCS Standards: Geometry	Long-Term Target(s)
2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)	I can identify shapes given the number of angles or number of sides. I can draw triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	I can divide a rectangle into rows and columns of squares and count to find out the total number of them.
2.G.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.	I can divide parts of a whole using the words <i>halves, thirds, half of, or a third of.</i> I can explain how a whole is the same as two halves, three thirds, or four fourths. I can demonstrate that equal parts of the same whole don't have to have the same shape.

Science

Content Standards

For

Science

Grade 2	
Core Themes, Content Standards and Expected Performances	
Content Standards	Expected Performances
<p>Physical Science</p> <p><i>Properties of Matter – How does the structure of matter affect the properties and uses of materials?</i></p> <p>2.1 - Materials can be classified as solid, liquid or gas based on their observable properties.</p> <ul style="list-style-type: none"> ◆ Solids tend to maintain their own shapes, while liquids tend to assume the shapes of their containers, and gases fill their containers fully. 	<p>A 18. Describe differences in the physical properties of solids and liquids.</p>
<p>Life Science</p> <p><i>Structure and Function – How are organisms structured to ensure efficiency and survival?</i></p> <p>2.2 - Plants change their forms as part of their life cycles.</p> <ul style="list-style-type: none"> ◆ The life cycles of flowering plants include seed germination, growth, flowering, pollination and seed dispersal. 	<p>A 19. Describe the life cycles of flowering plants as they grow from seeds, proceed through maturation and produce new seeds.</p> <p>A 20. Explore and describe the effects of light and water on seed germination and plant growth.</p>
<p>Earth Science</p> <p><i>The Changing Earth – How do materials cycle through the Earth's systems?</i></p> <p>2.3 - Earth materials have varied physical properties which make them useful in different ways.</p> <ul style="list-style-type: none"> ◆ Soils can be described by their color, texture and capacity to retain water. ◆ Soils support the growth of many kinds of plants, including those in our food supply. 	<p>A 21. Sort different soils by properties, such as particle size, color and composition.</p> <p>A 22. Relate the properties of different soils to their capacity to retain water and support the growth of certain plants.</p>
<p><i>Science and Technology in Society – How do science and technology affect the quality of our lives?</i></p> <p>2.4 - Human beings, like all other living things, have special nutritional needs for survival.</p> <ul style="list-style-type: none"> ◆ The essential components of balanced nutrition can be obtained from plant and animal sources. ◆ People eat different foods in order to satisfy nutritional needs for carbohydrates, proteins and fats. 	<p>A 23. Identify the sources of common foods and classify them by their basic food groups.</p> <p>A 24. Describe how people in different cultures use different food sources to meet their nutritional needs.</p>