

**GRADE 2**

**Properties of Matter**

2.1 — Materials can be classified as solid, liquid or gas based on their observable properties.

| <b>State Framework</b>   | <b>Grade-Level Expectations:</b>   | <b>CMT Correlation</b>   |
|--|--|--|
| <b>2.1.a Solids tend to maintain their own shapes, while liquids tend to assume the shapes of their containers, and gases fill their containers fully.</b> | <ol style="list-style-type: none"><li>1. Compare and contrast the properties that distinguish solids, liquids and gases.</li><li>2. Classify objects and materials according to their state of matter.</li><li>3. Measure and compare the sizes of different solids.</li><li>4. Measure and compare the volume of a liquid poured into different containers.</li><li>5. Design a simple test to compare the flow rates of different liquids and granular solids.</li></ol> | <b>A18.</b> Describe differences in the physical properties of solids and liquids. |

**GRADE 2**

**Structure and Function**

2.2 — Plants change their forms as part of their life cycles.

| <b>State Framework</b>   | <b>Grade-Level Expectations:</b>  | <b>CMT Correlation</b>  |
|--|---|---|
| <b>2.2.a. The life cycles of flowering plants include seed germination, growth, flowering, pollination and seed dispersal.</b> | <ol style="list-style-type: none"><li>1. Use senses and simple tools to collect data about the roots, stems, leaves, flowers and seeds of various plants (including trees, vegetables and grass.)</li><li>2. Explain how roots, stems, leaves, flowers and seeds function to complete the plant’s life cycle.</li><li>3. Predict the sequenced stages of a flowering plant’s life cycle.</li><li>4. Compare and contrast how seeds of different plants are adapted for dispersal by water, wind or animals.</li><li>5. Use magnifiers to observe the parts of a flower and describe the interactions between pollinators and the flower that result in plant reproduction.</li><li>6. Pose testable questions and design simple experiments to explore factors that affect seed germination and plant growth.</li></ol> | <p><b>A19.</b> Describe the life cycles of flowering plants as they grow from seeds, proceed through maturation and produce new seeds.</p> <p><b>A20.</b> Explore and describe the effects of light and water on seed germination and plant growth.</p> |

**GRADE 2**

**The Changing Earth**

2.3 — Earth materials have varied physical properties that make them useful in different ways.

| <b>State Framework</b>  | <b>Grade-Level Expectations:</b>  | <b>CMT Correlation</b>   |
|---|---|--|
| <b>2.3.a. Soils support the growth of many kinds of plants, including those in our food supply.</b> | <ol style="list-style-type: none"><li>1. Observe and analyze the different components of soil, including rock fragments, water, air, minerals and organic material.</li><li>2. Use senses and simple equipment (e.g., sieves and settlement tests) to separate soil components and identify sand, silt and clay particles.</li><li>3. Classify soils by properties such as color, particle size (texture), or amount of organic material (humus).</li><li>4. Explain and evaluate the importance of soil to plants, animals and people.</li><li>5. Plan and conduct fair tests to investigate how different soil types affect plant growth and write conclusions supported by evidence.</li></ol> | <p><b>A21.</b> Sort different soils by properties, such as particle size, color and composition.</p> <p><b>A22.</b> Relate the properties of different soils to their capacity to retain water and support the growth of certain plants.</p> |

**GRADE 2**

**Science and Technology in Society**

2.4 Human beings, like all other living things, have special nutritional needs for survival.

*This content standard is an application of the concepts in content standard 2.3 and should be integrated into the same unit.*

| State Framework  | Grade-Level Expectations  | CMT Correlation  |
|--|---|--|
| <p><b>2.4.a. The essential components of balanced nutrition can be obtained from plant and animal sources.</b></p> <p><b>2.4.b. People eat different foods in order to satisfy nutritional needs for carbohydrates, proteins and fats.</b></p> | <ol style="list-style-type: none"> <li>1. Explain that food is a source of carbohydrates, protein and fats — basic nutrients that animals (including humans) convert to energy they use to stay alive.</li> <li>2. Classify foods into groups based on their source (e.g., plant or animal) and relate common foods to the plant or animal from which they come.</li> <li>3. Explain how soil type, sunlight and rainfall influence crop growth in an area, and give examples of ways people can improve soil quality and crop growth (e.g., irrigation, fertilizer, pesticides).</li> <li>4. Compare and contrast how different cultures meet needs for basic nutrients by consuming various foods.</li> <li>5. Analyze food labels to evaluate and compare the nutritional value of different foods.</li> </ol> | <p><b>A23.</b> Identify the sources of common foods and classify them by their basic food groups.</p> <p><b>A24.</b> Describe how people in different cultures use different food sources to meet their nutritional needs.</p> |

## **Grade 2**

**Content Standard: Inquiry-Students should demonstrate how scientific knowledge is created and communicated.**

**Students Expected Performances:**

- Make predictions based on observed patterns.
- Read, write, listen and speak about observations in the natural world.
- Seek information in books, magazines and pictures.
- Use standard tools to measure and describe physical properties such as weight, length and temperature.

**Content Standard: Physical Science-Properties of Matter-Students should demonstrate how the structure of matter affects the properties and uses of materials.**

**Students Expected Performances:**

- Describe the differences in the physical properties of solids, liquids, and gasses.
- Explain physical and chemical changes in matter.

**Content Standard: Life Science- Structure and Function- Students will demonstrate how organisms are structured to ensure efficiency and survival.**

**Students Expected Performances:**

- Describe the life cycles of flowering plants as they grow from seeds, proceed through maturation, and produce new seeds.
- Explore and describe the effects of light and water on seed germination and plant growth.

**Content Standard: Earth Science- The Changing Earth- Students should demonstrate how materials cycle through the earth's systems.**

**Students Expected Performances:**

- Sort different soils by their properties such as particle size, color, and composition.
- Relate the properties of different soils to their capacity to retain water and support the growth of certain plants.

**Content Standard: Global Awareness and 21<sup>st</sup> Century Skills- Students should demonstrate how science and technology affect the quality of our lives.**

**Students Expected Performances:**

- Identify the sources of common foods and classify them by their basic food groups.
- Describe how people in different cultures use different food sources to meet their nutritional needs.

**GRADE 2**

One's town to expand knowledge of geography, history, human interdependence, etc. Include comparisons with another town or city in Connecticut.

**Standard 1: Content Knowledge**

*Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.*

| <b>Strand</b><br><i>Demonstrate an understanding of:</i>   | <b>Grade Level Expectations</b><br><i>Students will be able to:</i>   | <b>Correlations</b>   |
|--|---|---|
| <b>1.1 – Significant events and themes in United States history.</b>   | <ol style="list-style-type: none"> <li>1. Apply terms related to time (e.g. decades, centuries and generations).</li> <li>2. Place key events and people of the historical time period they are studying in a chronological sequence.</li> <li>3. Explain the contributions of historical figures (e.g. George Washington, Harriet Tubman, Sacagawea, Squanto, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Rosa Parks).</li> </ol> | <p>Civic Literacy<br/>Social &amp; Cross Cultural Skills<br/>NCSS 2 “Time, Continuity, and Change”</p>          |
| <b>1.2 – Significant events in local and Connecticut history and their connections to United States history.</b> | <ol style="list-style-type: none"> <li>4. Explain the roles that significant events and people play in shaping town/city history.</li> <li>5. Identify and explain the significance of local historical sites.</li> </ol>   | <p>Critical Thinking &amp; Problem Solving<br/>NCSS 3 “People, Places, and Environments”<br/>I&amp;TL: 3</p>    |
| <b>1.3 – Significant events and themes in world history/international studies.</b>                               | <ol style="list-style-type: none"> <li>6. Investigate one’s own family heritage, making comparisons to classmates and community members</li> </ol>  | <p>Social &amp; Cross Cultural Skills<br/>NCSS 2 “Time, Continuity, and Change”<br/>I&amp;TL: 3</p>             |
| <b>1.4 – Geographical space and place.</b>   | <ol style="list-style-type: none"> <li>7. Compare and contrast man-made and physical characteristics in one’s town (e.g. rivers, lakes, town hall, high school).</li> <li>8. Identify one’s town on a state map.</li> </ol>   | <p>Critical Thinking &amp; Problem Solving<br/>NCSS 3 “People, Places, and Environments”<br/>I&amp;TL: 3</p>    |
| <b>1.5 – Interaction of humans and the environment.</b>  | <ol style="list-style-type: none"> <li>9. Explain the effects of local and regional changes humans have made and how they affect the environment.</li> <li>10. Explain how physical systems (weather and climate) affect people and their lives.</li> </ol>   | <p>Critical Thinking &amp; Problem Solving<br/>NCSS 3 “People, Places, and Environments”<br/>I&amp;TL: 3, 6</p> |
| <b>1.6 – Patterns of human movement across time and place.</b>   | <ol style="list-style-type: none"> <li>11. Display and interpret the geographic movement patterns of one’s extended family.</li> <li>12. Compare and contrast the differences between rural, suburban and urban areas, and explain why people might move from one area to another.</li> </ol>   | <p>Critical Thinking &amp; Problem Solving<br/>NCSS 3 “People, Places, and Environments”</p>                    |

|   |  |   |
|---|--|---|
| <p><b>1.7 – The purpose, structures and functions of government and law at the local, state, national and international levels.</b></p> | <p>13. Explain how rules and laws help to establish order and ensure safety in one's town.</p>   | <p>Critical Thinking &amp; Problem Solving<br/>Civic Literacy<br/>NCSS 6 "Power, Authority, and Governance"<br/>I&amp;TL: 3</p>   |
| <p><b>1.8 – The interactions between citizens and their government in the making and implementation of laws.</b></p>                    | <p>14. Explain how people elect a government by voting.<br/>15. Experience the democratic process through personal participation.</p>  | <p>Critical Thinking &amp; Problem Solving<br/>Civic Literacy<br/>NCSS 6 "Power, Authority, and Governance"<br/>I&amp;TL: 3, 4</p>  |
| <p><b>1.9 – The rights and responsibilities of citizens.</b></p>  | <p>16. Analyze when an individual's rights must be limited to ensure safety.</p>   | <p>Critical Thinking &amp; Problem Solving<br/>Civic Literacy<br/>NCSS 6 "Power, Authority, and Governance"<br/>I&amp;TL: 3</p>   |
| <p><b>1.10 – How limited resources influence economic decisions.</b></p>  | <p>17. Identify the resources needed to fulfill wants and needs.<br/>18. Compare and contrast resources that are made, learned, built or grown.</p>  | <p>Critical Thinking &amp; Problem Solving<br/>I&amp;TL: 6<br/>NCSS 7 "Production, Distribution, and Consumption"</p>   |
| <p><b>1.11 – How different economic systems organize resources.</b></p>   | <p>19. Compare and contrast producers and consumers.<br/>20. Discuss how a variety of goods are produced</p>   | <p>Critical Thinking &amp; Problem Solving<br/>Financial Literacy<br/>NCSS 7 "Production, Distribution, and Consumption"</p>  |
| <p><b>1.12 – The interdependence of local, national and global economies.</b></p>   | <p>21. Explain how different occupations contribute to a marketplace (jobs that produce goods vs. jobs that provide services).</p>   | <p>Critical Thinking &amp; Problem Solving<br/>Financial Literacy<br/>NCSS 7 "Production, Distribution, and Consumption"</p>  |
| <p><b>1.13 – The characteristics of and interactions among culture, social systems and institutions.</b></p>                            | <p>22. Identify social institutions (e.g. Scouts, service organizations, sports teams) and explain how they contribute to the well-being of the community.<br/>23. Identify and discuss how norms and values vary across cultures.</p> | <p>Critical Thinking &amp; Problem Solving<br/>Civic Literacy<br/>1.13.22 NCSS 5 "Individuals, Groups, and Institutions"<br/>1.13.22 NCSS 1 "Culture"<br/>I&amp;TL: 1, 2, 3, 5, 6</p> |

**Standard 2: History/Social Studies Literacy**

*Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.*

| Strand  | Grade Level Expectations<br><i>Students will be able to:</i>   | Correlations  |
|---|--|---|
| <b>2.1 – Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</b> | 1. Gather information with teacher support using reference materials and electronic media.   | ITC Literacy<br>RI2- 1, 2, 4, 5, 6<br>W2- 2, 7, 8<br>I&TL: 1, 2, 5, 6 |
| <b>2.2 – Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text).</b>   | 2. Identify and explain symbols on the map (scale, title, intermediate directions, etc.).<br>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.<br>4. Use the illustrations and details in a text to describe its key ideas.<br>5. Identify the reasons an author gives to support points in a text.<br>6. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions). | Information Literacy<br>RI-2- 3, 7, 8, 9<br>I&TL: 2, 3, 4, 5, 6       |
| <b>2.3 – Create various forms of written work (e.g. journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.</b>               | 7. Write to describe historical events, people and/or places.  | Critical Thinking & Problem Solving<br>W2- 2, 3, 6<br>I&TL: 4, 5, 6   |
| <b>2.4 – Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</b>                                   | 8. Present basic information about past or present events, people and/or places.<br>9. Ask for clarification and explanation on social studies topics.<br>10. Participate in collaborative conversations with diverse partners about social studies topics and texts with peers and adults in small and larger groups  | Communication<br>SL2- 1, 2, 3<br>I&TL: 3                              |
| <b>2.5 – Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b>  | 11. Create visual presentations on social studies topics (e.g. poster, chart, picture, timeline).  | Communication<br>None<br>I&TL: 4, 5, 6, 7                             |

**Standard 3: Civic Engagement**

*Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.*

| <b>Strand</b>  | <b>Grade Level Expectations</b><br><i>Students will be able to:</i>   | <b>Correlations</b>  |
|--|---|--|
| <b>3.1 – Use evidence to identify, analyze and evaluate historical interpretations.</b>  | 1. Explain why there are different points of view of an event   | Critical Thinking and Problem Solving<br>Communication<br>I&TL: 3                                    |
| <b>3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</b>   | 2. Predict how another person might feel in a historical and/or contemporary situation.<br>3. Analyze how a situation affects the way a person will feel. | Critical Thinking and Problem Solving<br>I&TL: 3   |
| <b>3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b> | 4. Identify a local contemporary issue and participate in a class or schoolwide resolution of the identified issue (e.g. recycling, nutrition, safety).   | Critical Thinking and Problem Solving<br>Civic Literacy<br>Collaboration<br>Communication<br>I&TL: 3 |

**GRADE 2**

**READING**

**Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.**

| State Framework   | Grade-Level Expectations  | Assessments |
|---|---|-------------|
| <p><b>1. Reading and Responding</b><br/>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p><b>1.3</b> Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> | <p style="text-align: center;"><b>Phonemic Awareness</b></p> <ol style="list-style-type: none"> <li>1. Understand that sounds of language contribute to fluency of texts, e.g., rhyme and rhythm of poetry, books by Dr. Seuss.</li> <li>2. Add, delete and change targeted sounds to modify or change words, e.g., <i>cat</i> to <i>cot</i>.</li> </ol>  |             |
| <p><b>1. Reading and Responding</b><br/><b>1.3</b></p>  | <p style="text-align: center;"><b>Phonics/Word Study</b></p> <ol style="list-style-type: none"> <li>3. Identify sounds automatically for all long and short vowels.</li> <li>4. Identify sounds for common vowel-r patterns, e.g., <i>ar, er, ir, or, ur</i>, and for letter patterns found in multisyllabic words, such as very common prefixes and suffixes that recur in second grade text, e.g., <i>-ful, -ness, and dis-, in-</i>.</li> <li>5. apply knowledge of basic syllabication rules when reading, e.g., V/C =su/per, VC/CV=sup/per</li> <li>6. Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.</li> <li>7. decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes</li> <li>8. Decode orthographically regular multisyllable words, e.g., <i>butterfly, happiness</i>, by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.</li> <li>9. Read irregularly spelled words, e.g., <i>ocean, angel</i>.</li> </ol> |             |
| <p><b>1. Reading and Responding</b><br/><b>1.3</b></p>  | <p style="text-align: center;"><b>High-Frequency Words</b></p> <ol style="list-style-type: none"> <li>10. Read unfamiliar words, containing complex letter patterns/word families, e.g., <i>-ought, -aught</i>, in isolation and in context.</li> <li>11. Read at least 300 high-frequency words, e.g., Dolch or Fry.</li> </ol>  |             |

**GRADE 2**

**READING**

Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.

| State Framework                          | Grade-Level Expectations  | Assessments |
|--|---|-------------|
| <b>1. Reading and Responding<br/>1.3</b> | <p style="text-align: center;"><b>Fluency</b></p> 12. Read aloud informational/expository text and literary/narrative text, attending to intonation.<br>13. Read aloud, while comprehending, unpracticed text with fluency at 90-100+ words correct per minute.   |             |
| <b>1. Reading and Responding<br/>1.3</b> | <p style="text-align: center;"><b>Vocabulary</b></p> 14. Use content-specific vocabulary in speaking and writing.<br>15. Explain common antonyms, e.g., <i>big, little; day, night</i> , and synonyms, e.g., <i>little, small</i> .<br>16. Explain multiple meanings of common words, e.g., <i>fly, duck</i> .<br>17. Use glossaries and dictionaries to identify word meanings.<br>18. Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.<br>19. Reread and read on to determine meaning of unknown words.<br>20. Use new vocabulary from narrative and expository text in well-constructed sentence.<br>21. Identify unfamiliar words. |             |

**GRADE 2**

**READING**

Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.

| State Framework  | Grade-Level Expectations   | Assessments |
|--|--|-------------|
| <p><b>1. Reading and Responding</b></p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p><b>2. Exploring and Responding to Literature</b></p> <p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> | <p><b>Reading Comprehension</b></p> <p><i>Students will independently accomplish all before, during and after comprehension grade-level expectations. Teachers will continue to spiral all previous grade-level expectations. Students will read, view, listen to and write about a variety of fiction and nonfiction contemporary, classical, multicultural and culturally relevant texts in all content areas. Teachers will be culturally responsive to students. Students will provide evidence from text to support all oral, written and presented responses about text.</i></p> <p><b>Before Reading</b></p> <p>22. Identify the elements of genre to aid in comprehension, e.g., biography, personal narrative, expository, folktales and fables.</p> <p>23. Preview parts of books, e.g., table of contents and glossary, to gain understanding.</p> <p>24. Activate prior knowledge about an author or genre in order to make connections to text.</p> <p>25. Identify chapter headings, pictures, illustrations and charts in the text.</p> <p>26. Identify print and nonprint resource materials matched to a specific purpose (such as informational text and/or illustrations and graphics on a nonfiction topic).</p> |             |

**GRADE 2**

**READING**

**Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.**

| State Framework  | Grade-Level Expectations  | Assessments   |
|--|---|---|
| <p><b>1. Reading and Responding</b></p> <p>1.1<br/>1.2</p> <p><b>2. Exploring and Responding to Literature</b></p> <p>2.1</p> <p>2.2 Students explore multiple responses to literature.</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p>2.4 Students recognize that reads and authors are influences by individual, social, cultural and historical contexts.</p> | <p><b>During Reading</b></p> <p>27. Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.</p> <p>28. Use text features such as titles, tables of contents and chapter headings to locate information in nonfiction texts.</p> <p>29. Identify and use important words in a text to perform a task, e.g., math problem solving, follow multistep directions.</p> <p>30. Identify the speaker in a poem and the narrator in a story.</p> <p>31. Monitor comprehension while reading and self-correct using visual cues first, followed by meaning and auditory cues (decoding should be rapid enough not to impede comprehension).</p> <p>32. Identify elements of author’s craft, e.g., similes.</p> <p>33. Read nonfiction materials for answers to specific questions or for specific purposes.</p> <p>34. Interpret information from simple graphs and charts.</p> | <p><b>DRA</b></p> <p><b>DRP</b></p> <p><b>CMT Reading Comprehension</b></p> <p><b>A4</b> Use information from the text to make predictions based on what is read.</p> <p><b>A5</b> Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.</p> <p><b>B1</b> Identify or infer the author’s use of structure/organizational patterns.</p> |

**GRADE 2**

**READING**

Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.

| State Framework  | Grade-Level Expectations   | Assessments  |
|--|--|--|
| <p><b>1. Reading and Responding</b></p> <p>1.1</p> <p>1.2</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p><b>2. Exploring and Responding to Literature</b></p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> | <p style="text-align: center;"><b>After Reading — CMT Strands Highlighted Below</b></p> <p><b>General Understanding</b></p> <p>35. Respond to oral and written questions about story elements, e.g., characters, setting, plot, theme, conflict and point of view.</p> <p>36. Respond to oral and written questions about the facts in nonfiction text.</p> <p>37. Identify rhythm, rhyme, alliteration and assonance in poetry.</p> <p>38. Follow two-step or more written directions.</p> <p><b>Developing an Interpretation</b></p> <p>39. Compare similarities and differences of characters in a story.</p> <p>40. Compare information across nonfiction selections, e.g., <i>seagulls</i> vs. <i>hawks</i>.</p> <p>41. State fact versus opinion, e.g., <i>I am a boy; Everyone loves ice cream</i>.</p> <p>42. Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.</p> | <p><b>CMT Reading Comprehension</b></p> <p><b>A1</b> Determine the main idea (nonfiction) theme (fiction) the text.</p> <p><b>A2</b> Identify or infer important characters, problems, settings, events, relationships and details.</p> <p><b>A3</b> Select and use relevant information from the text in order to summarize events and/or ideas in the text.</p> <p><b>B1</b> Identify or infer the author’s use of structure/organizational patterns.</p> <p><b>B3</b> Use stated or implied evidence from the text to draw and/or support a conclusion.</p> |

**GRADE 2**

**READING**

Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.

| State Framework   | Grade-Level Expectations  | Assessments   |
|---|---|---|
|   | <p><b>Making Reader/Text Connections</b></p> <p>43. Make text-to-text and text-to-world connections.<br/>           44. Make connections to text representing different perspectives family, friendship, culture and tradition, generating personal and text-based responses.</p> <p><b>Content and Structure</b></p> <p>45. Identify the author’s use of literary devices, e.g., interesting word choice.<br/>           46. Identify what is important to an author based on the content of text.<br/>           47. Synthesize information from a text to extend meaning , e.g., ask an author questions or points to include in a speech.</p> | <p><b>C1</b> Make connections between the text and outside experiences and knowledge.<br/> <b>C2</b> Select, synthesize and/or use relevant information within the text to write a personal response to the text.</p> <p><b>D1</b> Analyze and evaluate the author’s craft including use of literary devices and textual elements<br/> <b>D2</b> Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts.</p> |
| <p><b>1. Reading and Responding</b><br/>           1.2</p> <p><b>2. Exploring and Responding to Literature</b><br/>           2.1</p> | <p style="text-align: center;"><b>Reading Behaviors</b></p> <p>48. Select “just right” books of different genres for independent reading and explain why the book choice was appropriate.<br/>           49. Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency.<br/>           50. Explain what good readers do and identify own good reader behaviors.</p>   |   |

**GRADE 2**

**ORAL LANGUAGE**

**Students will listen and speak to communicate ideas clearly.**

| <b>State Framework</b>  | <b>Grade-Level Expectations</b>  | <b>Assessments</b> |
|---|--|--------------------|
| <p><b>1. Reading and Responding</b><br/><b>1.4</b></p> <p><b>3. Communicating with Others</b><br/>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.<br/><b>3.1</b> Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p><b>4. Applying English Language Conventions</b><br/>Students apply the conventions of standard English in oral, written and visual communication.<br/><b>4.1</b> Students use knowledge of their language and culture to improve competency in English.</p> | <p style="text-align: center;"><b>Listening</b></p> <ol style="list-style-type: none"><li>1. Listen attentively to the opinions of others about texts, e.g., does not interrupt, faces speaker, asks questions.</li><li>2. Listen to obtain information and solve problems.</li><li>3. Ask for clarification and explanation of stories and ideas.</li></ol> |                    |

**GRADE 2**

**ORAL LANGUAGE**

**Students will listen and speak to communicate ideas clearly.**

| <b>State Framework</b>   | <b>Grade-Level Expectations</b>  | <b>Assessments</b> |
|--|--|--------------------|
| <p><b>1. Reading and Responding</b><br/><b>1.4</b></p> <p><b>3. Communicating with Others</b><br/>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.<br/><b>3.1</b><br/><b>3.2</b> Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>4. Applying English Language Conventions</b><br/><b>4.2</b> Students speak and write using standard language structures and diction appropriate to audience and task.</p> | <p style="text-align: center;"><b>Speaking</b></p> <ol style="list-style-type: none"><li>4. Listen to and tell stories from a variety of cultures; discuss similarities and differences in the way language is used.</li><li>5. Stay on topic and supply relevant supporting details.</li><li>6. Sequence ideas appropriately with use of transition words.</li><li>7. Use varied language to describe events or ideas, including multiple meaning words and figurative language.</li><li>8. Present ideas with style and creativity using diction, inflection, volume, pace, etc.</li><li>9. Use appropriate syntax for regular and irregular plurals and past tenses.</li><li>10. Use oral language conventions, such as structures of standard English.</li></ol> |                    |

**GRADE 2**

**WRITING**

**Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.**

| State Framework  | Grade-Level Expectations   | Assessments                       |
|--|--|-----------------------------------|
| <p><b>1. Reading and Responding</b><br/>1.4</p> <p><b>3. Communicating with Others</b><br/>3.2</p> <p><b>4. Applying English Language Conventions</b><br/>4.1<br/>4.2<br/>4.3 Students use standard English for composing and revising written text.</p> | <p style="text-align: center;"><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1. Spell high-frequency words correctly, including two-syllable words.</li> <li>2. Spell basic short vowel, long vowel and consonant blend and digraph patterns, e.g., <i>th, sh</i>, etc.</li> <li>3. Spell regular and common irregular plurals correctly, e.g., <i>boy/boys; child/children</i>.</li> <li>4. Spell common irregular words, e.g., <i>of, come, were</i>.</li> <li>5. Spell common letter patterns, e.g., <i>ee, ai, ar, oo</i>.</li> <li>6. Use phonetic approximation for challenging words.</li> <li>7. Recognize when words may be misspelled.</li> </ol>   |                                   |
| <p><b>1. Reading and Responding</b><br/>1.4</p> <p><b>3. Communicating with Others</b><br/>3.2</p> <p><b>4. Applying English Language Conventions</b><br/>4.1<br/>4.2<br/>4.3</p>  | <p style="text-align: center;"><b>Capitalization/Punctuation/Usage</b></p> <ol style="list-style-type: none"> <li>8. Use commas in a series, e.g., after greeting and closing of a letter, in a date, between city and state.</li> <li>9. Use quotation marks in dialogue.</li> <li>10. Capitalize names, pronoun “I,” proper nouns, days, months, holidays, and salutation and closing of a letter.</li> <li>11. Form contractions; use apostrophes.</li> <li>12. Use nouns in sentences, e.g., singular, plural, common, proper, possessive.</li> <li>13. Use verbs in sentences, e.g., past and present tense, agreement, linking verbs, common irregular verbs.</li> <li>14. Use adjectives in sentences, e.g., descriptive, comparative, superlative.</li> <li>15. Use correct subject-verb agreement, correct pronoun choice, and logical word order.</li> <li>16. Distinguish between complete and incomplete sentences.</li> <li>17. Combine simple sentences into compound sentences by using <i>and/or/but</i>.</li> </ol> | <b>CMT Editing &amp; Revising</b> |

**GRADE 2**

**WRITING**

Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.

| State Framework   | Grade-Level Expectations   | Assessments        |
|---|--|--------------------|
| <b>4. Applying English Language Conventions</b><br>4.1<br>4.2<br>4.3  | <b>Handwriting</b><br>18. Print legibly, e.g., size, spacing, formation, uppercase and lowercase.  |                    |
| <b>3. Communicating with Others</b><br>3.1<br>3.2<br><br><b>4. Applying English Language Conventions</b><br>4.1<br>4.2<br>4.3 | <b>Writing Process</b><br>19. <b>Plan:</b> develop ideas for particular purpose or audience.<br>20. <b>Draft:</b> complete a draft of at least one paragraph, using ideas generated in the planning stage.<br>21. <b>Revise:</b> revise a completed draft by adding, deleting and/or rearranging words, phrases or sentences; use specific words to replace common nouns and overused verbs, e.g., replace <i>said</i> with <i>whispered</i> ; <i>dog</i> with <i>German shepherd dog</i> .<br>22. <b>Edit:</b> edit drafts for complete sentences.<br>23. <b>Publish/Present:</b> publish and present completed drafts, e.g., Author’s Chair, computerized books, present science project.<br>24. <b>Reflect:</b> explain why a representative piece of work is better than another, e.g., maintain an interactive portfolio. | <b>CMT Writing</b> |

**GRADE 2**

**WRITING**

Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.

| State Framework  | Grade-Level Expectations  | Assessments               |
|--|---|---------------------------|
| <p><b>3. Communicating with Others</b><br/>           3.1<br/>           3.2</p> <p><b>4. Applying English Language Conventions</b><br/>           4.1<br/>           4.2<br/>           4.3</p> | <p><b>Writing Genres, Traits and Crafts</b></p> <p><b>Descriptive:</b><br/>           25. Write one or more detailed paragraphs, using topic sentences and supporting details.<br/>           26. Use sensory words.</p> <p><b>Narrative:</b><br/>           27. Write personal and fictional narratives that consist of one paragraph or more, including a beginning, middle and end.<br/>           28. Use transition words, e.g., <i>first, then, next, last</i>.</p> <p><b>Expository:</b><br/>           29. Write personal correspondence, e.g., invitation, thank you note, letter to the principal.<br/>           30. Write to explain a process, e.g., how to solve a math problem, how to report scientific observations.<br/>           31. Write one or more paragraphs about data , e.g., how many students like recess, observations of nature.</p> <p><b>Persuasive:</b><br/>           32. Write a paragraph about a topic of interest, e.g., why there should be school uniforms, why there should be ice cream in the cafeteria.</p> <p><b>Poetic:</b><br/>           33. Write eight or more lines of patterned rhymed poetry, e.g., ababcdcd.</p> | <p><b>CMT Writing</b></p> |

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**KINDERGARTEN – GRADE EIGHT**

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**GRADE 2**

**Numerical and Proportional Reasoning**

Place Value

- Use place value models and pictures to represent, locate, label, order, compose and decompose two- and three-digit numbers. Identify 10 more and 10 less and 100 more and 100 less than a number.
- Determine and compare values of sets of pennies, dimes, nickels, quarters and dollars.

Number Sense

- Recall basic addition and subtraction facts.
- Explore and describe various strategies for representing, estimating, adding and subtracting two two-digit numbers with and without regrouping.
- Recognize when an estimate is appropriate and use estimation strategies that result in identifying a reasonable answer to a problem.
- Compare and round numbers to the nearest 10.
- Explore multiplication by extending number patterns, skip counting, combining repeated addends, building models of groups the same size and using arrays and pictures.

Fractions

- Model and describe equal parts of a whole as unit fractions  $\frac{1}{2}$  through  $\frac{1}{10}$ .
- Use models and familiar objects to estimate, compare and order simple unit fractions, including equivalent fractions.
- Recognize that the denominator of a fraction tells how many equal parts and the numerator tells how many of the parts are being considered.

**Geometry and Measurement**

Geometry

- Describe and identify plane and solid shapes and real objects found in the environment.
- Compose and decompose 2-dimensional and 3-dimensional shapes.
- Build and identify shapes that have one or more lines of reflective symmetry or that can be divided into two congruent parts.

Measurement

- Use the calendar to write and solve problems involving time.
- Tell time to the half-hour, and explore time to the quarter-hour (analog and digital).
- Develop, identify reasonable estimates, and use nonstandard referents and standard benchmarks to estimate and measure length, area, weight, capacity and volume.

**Working With Data: Probability and Statistics**

Working with Data

- Pose questions and systematically collect, sort, organize, record and analyze data using tables, charts and picture and bar graphs.
- Determine patterns, and make predictions from data using comparative terms.

Probability

- Discuss the likelihood of various events, state possibilities, make predictions and conduct probability experiments.

**Algebraic Reasoning: Patterns and Functions**

- Describe and classify data and objects based on more than one attribute.
- Explore a variety of ways to describe and write rules for patterns.

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- Explore and describe various increasing/decreasing or repeating number patterns including odd and even numbers.
- Use patterns and the rules that describe them to identify a missing object, objects with common or different attributes, and the complement of a set of objects.

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# EVERYDAY MATHEMATICS

## GRADE 2 GRADE-LEVEL GOALS

| Content Strand: Number and Numeration  |   |   |
|--|---|---|
| Grade-Level Goals  | Content Thread  | Program Goal  |
| Goal 1 Count on by 1s, 2s, 5s, 10s, 25s, and 100s past 1,000 and back by 1s from any number less than 1,000 with and without number grids, number lines, and calculators.  | <i>Rote counting</i>  | Understand the Meanings, Uses, and Representations of Numbers |
| Goal 2 Read, write, and model with manipulatives whole numbers up to 10,000; identify places in such numbers and the values of the digits in those places; read and write money amounts in dollars-and-cents notation. | <i>Place value and notation</i>                               |   |
| Goal 3 Use manipulatives and drawings to model fractions as equal parts of a region or a collection; describe the models and name the fractions.   | <i>Meanings and uses of fractions</i>                         |   |
| Goal 4 Recognize numbers as odd or even.   | <i>Number theory</i>  |   |
| Goal 5 Use tally marks, arrays, and numerical expressions involving addition and subtraction to give equivalent names for whole numbers.   | <i>Equivalent names for whole numbers</i>                     | Understand Equivalent Names for Numbers                       |
| Goal 6 Use manipulatives and drawings to model equivalent names for $\frac{1}{2}$ .  | <i>Equivalent names for fractions, decimals, and percents</i> |   |
| Goal 7 Compare and order whole numbers up to 10,000; use area models to compare fractions.   | <i>Comparing and ordering numbers</i>                         | Understand Common Numerical Relations                         |



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# EVERYDAY MATHEMATICS

## GRADE 2 GRADE-LEVEL GOALS

| <b>Content Strand: Operations and Computation</b>  |  |                                   |
|--|--|-----------------------------------|
| <b>Grade-Level Goals</b>   | <b>Content Thread</b>                      | <b>Program Goal</b>               |
| Goal 1 Demonstrate automaticity with $\pm 0$ , $\pm 1$ , doubles, and sum-equals-ten facts, and proficiency with all addition and subtraction facts through $10 + 10$ .  | <i>Addition and subtraction facts</i>      | Computes Accurately               |
| Goal 2 Use manipulatives, number grids, tally marks, mental arithmetic, paper & pencil, and calculators to solve problems involving the addition and subtraction of 2-digit whole numbers; describe the strategies used; calculate and compare values of coin and bill combinations. | <i>Addition and subtraction procedures</i> |                                   |
| Goal 3 Make reasonable estimates for whole number addition and subtraction problems; explain how the estimates were obtained.  | <i>Computational estimation</i>            | Make Reasonable Estimates         |
| Goal 4 Identify and describe change, comparison, and part-and-total situations; use repeated addition, arrays, and skip counting to model multiplication; use equal sharing and equal grouping to model division.  | <i>Models for the operations</i>           | Understand Meanings of Operations |



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## GRADE 2 GRADE-LEVEL GOALS

| <b>Content Strand: Data and Chance</b>   |   |  |
|--|---|--|
| <b>Grade-Level Goals</b>   | <b>Content Thread</b>                     | <b>Program Goal</b>  |
| Goal 1 Collect and organize data or use given data to create tally charts, tables, bar graphs, and line plots.                               | <i>Data collection and representation</i> | Select and Create Appropriate Graphical Representations of Collected or Given Data |
| Goal 2 Use graphs to ask and answer simple questions and draw conclusions; find the maximum, minimum, mode, and median of a data set.        | <i>Data analysis</i>                      | Analyze and Interpret Data   |
| Goal 3 Describe events using <i>certain, likely, unlikely, impossible</i> and other basic probability terms; explain the choice of language. | <i>Qualitative probability</i>            | Understand and Apply Basic Concepts of Probability                                 |



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## GRADE 2 GRADE-LEVEL GOALS

| <b>Content Strand: Measurement and Reference Frames</b>  |  |  |
|--|--|--|
| <b>Grade-Level Goals</b>   | <b>Content Thread</b>                        | <b>Program Goal</b>  |
| Goal 1 Estimate length with and without tools; measure length to the nearest inch and centimeter; use standard and nonstandard tools to measure and estimate weight. | <i>Length, weight, and angles</i>            | Understand the Systems and Processes of Measurement; Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements |
| Goal 2 Count unit squares to find the area of rectangles.  | <i>Area, perimeter, volume, and capacity</i> |  |
| Goal 3 Describe relationships between days in a week and hours in day.   | <i>Units and systems of measurement</i>      |  |
| Goal 4 Make exchanges between coins and bills.   | <i>Money</i>                                 |  |
| Goal 5 Read temperature on both the Fahrenheit and Celsius scales.   | <i>Temperature</i>                           | Use and Understand Reference Frames  |
| Goal 6 Tell and show time to the nearest five minutes on an analog clock; tell and write time in digital notation.   | <i>Time</i>                                  |  |



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# EVERYDAY MATHEMATICS

## GRADE 2 GRADE-LEVEL GOALS

| <b>Content Strand: Geometry</b>  |                                     |   |
|--|-------------------------------------|---|
| <b>Grade-Level Goals</b>   | <b>Content Thread</b>               | <b>Program Goal</b>   |
| Goal 1 Draw line segments and identify parallel line segments.   | <i>Lines and angles</i>             | Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes |
| Goal 2 Identify, describe, and model plane and solid figures including circles, triangles, squares, rectangles, hexagons, trapezoids, rhombuses, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes. | <i>Plane and solid figures</i>      |   |
| Goal 3 Create and complete two-dimensional symmetrical shapes or designs.  | <i>Transformations and symmetry</i> | Apply Transformations and Symmetry in Geometric Situations                                |



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# EVERYDAY MATHEMATICS

## GRADE 2 GRADE-LEVEL GOALS

| Content Strand: Patterns, Functions, and Algebra  |  |   |
|---|--|---|
| Grade-Level Goals   | Content Thread   | Program Goal  |
| Goal 1 Extend, describe, and create numeric, visual, and concrete patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions involving addition and subtraction and use those rules to solve problems. | <i>Patterns and functions</i>                          | Understand Patterns and Functions   |
| Goal 2 Read, write, and explain expressions and number sentences using the +, -, =, >, and <; solve number sentences involving addition and subtraction; write expressions and number sentences to model number stories.  | <i>Algebraic notation and solving number sentences</i> | Use Algebraic Notation to Represent and Analyze Situations and Structures |
| Goal 3 Describe the Commutative and Associative Properties of Addition and apply them to mental arithmetic problems.  | <i>Properties of the arithmetic operations</i>         |   |

# Common Core State Standards for Mathematics

## Grade 2

| Domains                | Operations and Algebraic Thinking   | Number & Operations in Base Ten  | Measurement and Data  | Geometry  |
|------------------------|---|--|---|---|
| Clusters               | <ul style="list-style-type: none"> <li>• Represent and solve problems involving addition and subtraction</li> <li>• Add and subtract within 20</li> <li>• Work with equal groups of objects to gain foundations for multiplication</li> </ul> | <ul style="list-style-type: none"> <li>• Understand place value</li> <li>• Use place value understanding and properties of operations to add and subtract</li> </ul> | <ul style="list-style-type: none"> <li>• Measure and estimate lengths in standard units</li> <li>• Relate addition and subtraction to length</li> <li>• Work with time and money</li> <li>• Represent and interpret data</li> </ul> | <ul style="list-style-type: none"> <li>• Reason with shapes and their attributes</li> </ul>   |
| Mathematical Practices | <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> </ol>  | <ol style="list-style-type: none"> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> </ol>            | <ol style="list-style-type: none"> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> </ol>  | <ol style="list-style-type: none"> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol> |

In Grade 2, instructional time should focus on four critical areas:

### 1. *Extending understanding of base-ten notation*

- 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. *Building fluency with addition and subtraction*

- 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. *Using standard units of measure*

- 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 iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

### 4. *Describing and analyzing shapes*

- 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 attributes of two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.