

## GRADE 2 CURRICULUM OVERVIEW NORTHFIELD PUBLIC SCHOOLS 2018-2019

This overview highlights the key skills in each subject area that will be taught at this grade level and reflects the efforts of teachers to provide curriculum that supports the mastery of state curriculum standards.

### READING LITERATURE/INFORMATIONAL TEXT

#### Key Ideas and Details:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe how characters in a story respond to major events and challenges.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### Craft and Structure:

- Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Know and use various text features to locate key facts or information in a text efficiently.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### Integration of Knowledge and Ideas:

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Explain how specific images contribute to and clarify text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast two or more versions of the same story by different authors or from different cultures, including those by or about Minnesota American Indians.
- Compare and contrast the most important points presented by two texts on the same topic.

#### Range of Reading and Level of Text Complexity:

- By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of the year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.

### READING FOUNDATIONAL SKILLS

#### Phonics and Word Recognition:

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.

#### Fluency:

- Read grade-level text with purpose and understanding to promote oral and silent reading fluency.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

### LANGUAGE

#### Conventions of Standard English:

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

#### Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Vocabulary Acquisition and Use:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
- Use words and phrases acquired through conversations, reading and being read to, and responding to tests, including using adjectives and adverbs to describe.

### WRITING

#### Text Types and Purposes:

- Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### Writing Process – Production and Distribution of Writing:

- With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Research to Build and Present Knowledge:

- Participate in shared research and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question.

### SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY

#### Comprehension and Collaboration:

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.

#### Presentation of Knowledge and Ideas:

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.
- 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.
- Produce complete sentence when appropriate to task and situation in order to provide requested detail or clarification.

#### Media Literacy:

- Distinguish, understand, and use different types of print, digital, and multimodal media.
- With prompting and support, create an individual or shared multimedia work for a specific purpose.

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**MATHEMATICS**

**Number and Operation:**

- Compare and represent whole numbers up to 1000, with an emphasis on place value.
- Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.

**Algebra:**

- Recognize, create, describe and use patterns and rules to solve real-world and mathematical problems.
- Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.

**Geometry and Measurement:**

- Identify, describe and compare basic shapes according to their geometric attributes.
- Understand length as a measurable attribute; use tools to measure length.
- Use time and money in real-world and mathematical situations.

**Data Analysis:**

- Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.
- Collect and record categorical data.

**SCIENCE**

- Earth and Space Science – Weather
- Physical Science – Matter and Motion
- Life Science - Plants

*(Nature of Science and Engineering standards/ benchmarks are embedded into the units listed above.)*

**HEALTH**

- Emotional, intellectual, and social health
- Family life, growth, and development
- Drug use prevention
- Nutrition
- Disease prevention and control
- Personal health
- Injury prevention

**SOCIAL STUDIES**

- Geography
- Historical skills
- United States history
- World history
- Government/citizenship
- Economics

**ART**

- Identify the elements of visual art, including color, line, shape, texture, and space.
- Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.
- Identify the tools, materials, and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture.
- Create original two- and three-dimensional artworks to express ideas, experiences, or stories.
- Revise artworks based on the feedback of others.
- Share and describe personal artwork.
- Reflect on a presentation based on the feedback of others.
- Compare and contrast the characteristics of a variety of works of visual art.

**MUSIC**

- Demonstrate knowledge of the foundations in music.
- Demonstrate knowledge and use of the technical skills of music integrating technology when applicable.
- Demonstrate understanding of the personal, social, cultural, and historical contexts that influence music including the contributions of the Minnesota Indian tribes and communities.
- Create/make a variety of contexts in music using the artistic foundations.
- Perform/present in a variety of contexts in music using the artistic foundations.
- Respond to and critique a variety of creations or performances using the artistic foundations.

**PHYSICAL EDUCATION**

- Demonstrates age appropriate competency in a variety of movement and motor skills.
- Developing concepts and principles related to movement and performance.
- Introduction on how to maintain a health enhancing level of physical activity and fitness.
- Introduction to responsible personal and social behavior that reflects self and others.
- Developing a value for physical activity for health enjoyment, challenge, self-expression and social interaction.

**MEDIA/TECHNOLOGY**

- Media Center Orientation
- Literature Appreciation
- Research
- Technology Skills

**SOCIAL EMOTIONAL LEARNING**

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving