

# Second Grade Skills

2019-2020

**Yellow highlighted standards** are ones that were currently being taught or that had not yet been taught as of 3/13/20. (Please keep in mind that every classroom may be in a slightly different place). **Green highlighted standards** are ones that would be good to review with your child will be reviewed in the coming weeks Teams are partnering together to develop lessons by content area. This means that one teacher will be focusing on reading for the next 9 weeks, one teacher on writing, one teacher on math, etc. For more information on these standards, please visit the Virginia Department of Education website or our PWCS Pacing Guide located in our Resources folder on the left. You can also visit the [PWCS Home Learning Website](#) for more activities and resources.

## Reading

2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.

- a) Count phonemes within one-syllable words.
- b) Blend sounds to make one-syllable words.
- c) Segment one-syllable words into phonemes.
- d) Add or delete phonemes to make words.
- e) Blend and segment multisyllabic words at the syllable level.

2.4 The student will use phonetic strategies when reading and spelling.

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
- c) Decode regular multisyllabic words.
- d) Apply decoding strategies to confirm or correct while reading.

2.5 The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use information and context clues in the story to read words.
- b) Use knowledge of sentence structure to determine the meaning of unknown words.

2.6 The student will expand vocabulary and use of word meanings.

- a) Use knowledge of homophones.
- b) Use knowledge of prefixes and suffixes.
- c) Use knowledge of antonyms and synonyms.
- d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
- e) Use word-reference materials including dictionaries, glossaries and indices.
- f) Use vocabulary from other content areas.

2.7 The student will read and demonstrate comprehension of fictional texts.

- a) Make and confirm predictions.
- b) Connect previous experiences to new texts.
- c) **Ask and answer questions using the text for support.**
- d) **Describe characters, setting, and plot events in fiction and poetry.**
- e) **Identify the conflict and resolution.**
- f) **Identify the theme.**
- g) **Summarize stories and events with beginning, middle, and end in the correct sequence.**
- h) **Draw conclusions based on the text.**
- i) **Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.**

2.8 The student will read and demonstrate comprehension of nonfiction texts.

- a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
- b) Make and confirm predictions.
- c) Use prior and background knowledge as context for new learning.
- d) Set purpose for reading.
- e) Ask and answer questions using the text as support.
- f) Identify the main idea.
- g) Draw conclusions based on the text.
- h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.

## Writing

2.9 The student will maintain legible printing and begin to make the transition to cursive.

- a) Begin to write capital and lowercase letters of the alphabet.
- b) Begin to sign his/her first and last names.

2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- a) Understand writing as a process.
- b) Identify audience and purpose.
- c) Use prewriting strategies to generate ideas before writing.
- d) Use strategies for organization according to the type of writing.
- e) Organize writing to include a beginning, middle, and end.
- f) Write facts about a subject to support a main idea.
- g) Write to express an opinion and provide a reason for support.
- h) Expand writing to include descriptive detail.
- i) Revise writing for clarity.

2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word I.
- d) Use singular and plural nouns and pronouns.
- e) Use apostrophes in contractions and possessives.
- f) Use contractions and singular possessives.
- g) Use knowledge of simple abbreviations.
- h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
- i) Use commas in salutation and closing of a letter.
- j) Use past and present verbs.
- k) Use adjectives correctly.

## Math

2.1 The student will

- a) read, write, and identify the place and value of each digit in a three-digit numeral, with and without models;
- b) identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999;
- c) compare and order whole numbers between 0 and 999; and
- d) round two-digit numbers to the nearest ten.

2.2 The student will

- a) count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10;
- b) count backward by tens from 120; and
- c) use objects to determine whether a number is even or odd.

2.3 The student will

- a) count and identify the ordinal positions first through twentieth, using an ordered set of objects; and

	b) write the ordinal numbers 1 <sup>st</sup> through 20 <sup>th</sup> .
2.4	The student will a) name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths; b) represent fractional parts with models and with symbols; and c) compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.
2.5	The student will a) recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and b) demonstrate fluency with addition and subtraction within 20.
2.6	The student will a) estimate sums and differences; b) determine sums and differences, using various methods; <b>***Please note that regrouping HAS NOT been taught yet***</b> c) create and solve single-step and two-step practical problems involving addition and subtraction.
2.7	The student will a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and b) use the cent symbol, dollar symbol, and decimal point to write a value of money.
2.8	The student will estimate and measure a) length to the nearest inch; and b) weight to the nearest pound.
2.9	The student will tell time and write time to the nearest five minutes, using analog and digital clocks.
2.10	The student will a) determine past and future days of the week; and b) identify specific days and dates on a given calendar.
2.11	The student will read temperature to the nearest 10 degrees.
2.12	The student will a) draw a line of symmetry in a figure; and b) identify and create figures with at least one line of symmetry.
2.13	The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).
2.14	The student will use data from probability experiments to predict outcomes when the experiment is repeated.
2.15	The student will a) collect, organize, and represent data in pictographs and bar graphs; and b) read and interpret data represented in pictographs and bar graphs.
2.16	The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.
2.17	The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol.

# Science

## Scientific Investigation, Reasoning, and Logic

- 2.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- observations and predictions are made and questions are formed;
  - observations are differentiated from personal interpretation;
  - observations are repeated to ensure accuracy;
  - two or more characteristics or properties are used to classify items;
  - length, volume, mass, and temperature are measured in metric units and standard English units using the proper tools;
  - time is measured using the proper tools;
  - conditions that influence a change are identified and inferences are made;
  - data are collected and recorded, and bar graphs are constructed using numbered axes;
  - data are analyzed, and unexpected or unusual quantitative data are recognized;
  - conclusions are drawn;
  - observations and data are communicated;
  - simple physical models are designed and constructed to clarify explanations and show relationships; and
  - current applications are used to reinforce science concepts.

## Force, Motion, and Energy

- 2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include
- magnetism, iron, magnetic/nonmagnetic, poles, attract/repel; and
  - important applications of magnetism.

## Matter

- 2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include
- identification of distinguishing characteristics of solids, liquids, and gases;
  - measurement of the mass and volume of solids and liquids; and
  - changes in phases of matter with the addition or removal of energy.

## Life Processes

- 2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes as they mature and grow. Key concepts include
- animal life cycles; and
  - plant life cycles.

## Living Systems

- 2.5 The student will investigate and understand that living things are part of a system. Key concepts include
- living organisms are interdependent with their living and nonliving surroundings;
  - an animal's habitat includes adequate food, water, shelter or cover, and space;
  - habitats change over time due to many influences; and
  - fossils provide information about living systems that were on Earth years ago.

## Interrelationships in Earth/Space Systems

- 2.6 The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include
- identification of common storms and other weather phenomena;
  - the uses and importance of measuring, recording, and interpreting weather data; and
  - the uses and importance of tracking weather data over time.

## Earth Patterns, Cycles, and Change

- 2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include
- a) effects of weather and seasonal changes on the growth and behavior of living things; and
  - b) weathering and erosion of land surfaces.

## Earth Resources

- 2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include
- a) important plant products are identified and classified;
  - b) the availability of plant products affects the development of a geographic area;
  - c) plants provide oxygen, homes, and food for many animals; and
  - d) plants can help reduce erosion.

# Social Studies

## Skills

- 2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) identifying artifacts and primary and secondary sources to understand events in American history;
  - b) using basic map skills to locate places on maps and globes to support an understanding of American history;
  - c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history;
  - d) asking appropriate questions to solve a problem;
  - e) comparing and contrasting people, places, or events in American history;
  - f) recognizing direct cause-and-effect relationships;
  - g) making connections between past and present;
  - h) using a decision-making model to make informed decisions;
  - i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
  - j) defending positions orally and in writing, using content vocabulary.

## History

- 2.2 The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.
- 2.3 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on
- the Powhatan of the Eastern Woodlands;
  - the Lakota of the Plains; and
  - the Pueblo peoples of the Southwest.
- 2.4 The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on
- Christopher Columbus;
  - Benjamin Franklin;
  - Abraham Lincoln;
  - George Washington Carver;
  - Helen Keller;
  - Thurgood Marshall;
  - Rosa Parks;
  - Jackie Robinson;
  - Cesar Chavez; and
  - Martin Luther King, Jr.
- 2.5 The student will describe why United States citizens celebrate major holidays, including
- Martin Luther King, Jr., Day;
  - George Washington Day (Presidents' Day);
  - Memorial Day;
  - Independence Day (Fourth of July);
  - Labor Day;
  - Columbus Day;
  - Veterans Day; and
  - Thanksgiving Day.

## Geography

- 2.6 The student will develop map skills by using globes and maps of the world and the United States to locate
- the seven continents and the five oceans;
  - the equator, the Prime Meridian, and the four hemispheres; and
  - major rivers, mountain ranges, lakes, and other physical features in the United States.
- 2.7 The student will locate and describe the relationship between the environment and culture of
- the Powhatan of the Eastern Woodlands;
  - the Lakota of the Plains; and
  - the Pueblo Indians of the Southwest.



## **Economics**

- 2.8 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
- 2.9 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.
- 2.10 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

## **Civics**

- 2.11 The student will explain the responsibilities of a good citizen, with emphasis on
- respecting and protecting the rights and property of others;
  - taking part in the voting process when making classroom decisions;
  - describing actions that can improve the school and community;
  - demonstrating self-discipline and self-reliance;
  - practicing honesty and trustworthiness; and
  - describing the purpose of rules and laws.
- 2.12 The student will understand that the people of the United States of America
- make contributions to their communities;
  - vote in elections;
  - are united as Americans by common principles; and
  - have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.
- 2.13 The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by
- explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and
  - learning the words and meaning of the Pledge of Allegiance.