

CURRICULUM GUIDE

Second Grade

SECOND GRADE

LANGUAGE ARTS



Students will use correct grammar, spelling, punctuation, capitalization, and structure. (State Goal 3A).

Students will be able to:

- construct complete sentences that demonstrate subject/verb agreement and appropriate capitalization and punctuation.
- demonstrate correct spelling of high-frequency words in written work.
- apply spelling patterns and strategies in written work (such as knowledge of word parts, generalizations, and rules).
- identify and use the four types of sentences; statement, question, exclamation and command.
- identify and use verbs and adjectives correctly.
- use periods, commas, question marks, and exclamation points correctly.

Students will develop writing skills. (State Goal 3C).

Students will be able to:

- use the writing process to produce written pieces; prewrite, draft, revise, edit and publish.
- organize ideas around a given structure/format (such as paragraph, friendly letter, and story).
- establish and maintain focus throughout narrative pieces (such as clear topic and an effective closing).
- write a focused persuasive paragraph that includes the following; introduction, body sentences and conclusion.
- write an expository paragraph to inform or explain that includes; an introduction, supporting sentences, and conclusion.
- respond to text using written language.
- write a descriptive paragraph using specific details.

Second Grade

Students will locate, organize, and use information from various sources. (State Goal 5A:)

Students will be able to:

- generate questions of interest and collect information on a topic.
- use a variety of resources to gather information.
- know and apply alphabetical order when locating information.
- use text aides to locate information in a book (such as title, table of contents, glossary, index, maps/atlas and publisher/copyright date).
- begin to use key words to locate relevant information.
- gather information from teacher-bookmarked Internet websites, computer software and print.
- use dictionary to locate words for spelling and meaning.



SECOND GRADE READING

Students will apply word analysis and vocabulary skills. (State Goal 1A).

Students will be able to:

- apply word analysis skills (phonics and word patterns) to decode new words.
- identify high-frequency sight words in text and in isolation.
- decode new words using knowledge of structural analysis (such as compound words, root words, multiple meaning words, homophones and contractions).
- develop strategies to comprehend new words.

Students will apply reading strategies to improve understanding and fluency. (State Goal 1B).

Students will be able to:

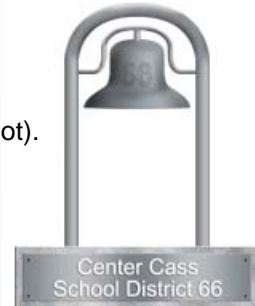
- determine an author's purpose for writing a given text.
- develop pre-reading strategies.
- self-select appropriate reading material for pleasure.
- use a variety of strategies to check meaning and clarify understanding (such as picture clues, reread, use context clues, evaluate, question and predict outcomes).
- identify the main idea.
- discriminate between fact and opinion.
- summarize a given text.
- read instructionally appropriate material aloud with fluency and accuracy.

Second Grade

Students will comprehend a broad range of fiction and nonfiction reading materials. (State Goal 1C).

Students will be able to:

- use details from the text to support thinking.
- compare and contrast fiction and nonfiction text on the same topic.
- compare and contrast story elements (such as setting, characters and plot).
- use graphic organizers to summarize text.
- use text aides to increase comprehension (such as illustrations, charts, maps, timelines and captions).



Students will understand how literary elements and techniques are used to convey meaning. (State Goal 2A).

Students will be able to:

- identify attributes of story characters.
- identify simple themes in stories.
- recognize poetic devices (such as rhyme, rhythm, and repetition).

Students will read and interpret a variety of literary works. (State Goal 2B).

Students will be able to:

- connect events and situations in both fiction and nonfiction to personal experience.
- explain in verbal/written form how characters deal with conflict, solve problems, and reach their goals, then relate this information to personal experience.
- relate literature from different time periods and cultures (such as fairy tales, folk tales, fantasy and fables).
- connect background knowledge and personal experiences to character, setting, and plot of a reading selection.
- Distinguish between “fantasy” and “realism”.

Students will develop listening skills. (State Goal 4A).

Students will be able to:

- display attentive listening behaviors.
- listen for a specific purpose (such as retell information, sequence events, and recognize main idea).
- express an opinion or make a decision after listening to information.
- follow two-step and three-step oral instructions.
- use visually oriented and auditory based media.
- ask appropriate questions.

Second Grade

Students will develop speaking skills. (State Goal 4B).

Students will be able to:

- use spoken words correctly and fluently for a variety of purposes.
- demonstrate appropriate volume, focus on topic, fluency, expression, and eye contact when speaking.
- participate appropriately in classroom discussions.

Social Studies

Students will understand political systems, with an emphasis on Illinois and the United States. (State Goal 14).

Students will be able to:

- identify ways people can work together in the classroom and community by obeying rules and laws.
- describe and apply traits of responsible citizens.
- use voting as a way to express opinions and to help make choices.
- identify traditional American symbols of freedom and democracy.
- identify historical figures that have made an impact on freedom in the United States.
- discuss the purpose of selected patriotic and cultural holidays.



Students will understand how different economic systems with an emphasis on Illinois and the United States. (State Goal 15 A).

Students will be able to:

- identify the differences between goods and services and how people depend on them.
- list occupations people have in order to earn wages and explain the purpose for earning an income.
- compare and contrast needs and wants.
- identify natural resources and why it is important to protect them.
- distinguish between the use of barter and money in the exchange of goods and services.

Students will understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations. (State Goal 16).

Students will be able to:

- explain that the United States is a land of people who have diverse ethnic origins.
- identify examples of the local cultural heritage.
- formulate questions about a historical event and obtain information from resources.
- explain how people and events influence communities.

Second Grade

Students will develop an understanding of world geography and its effects on Illinois, the United States and other nations. (State Goal 17).

Students will be able to:

- locate and distinguish between oceans and continents on a map and globe.
- use maps and globes to identify selected landforms, countries and bodies of water.
- locate the North and South Poles on a map or globe.
- identify and use a map title, key, and compass rose.
- know that there are 50 states.
- use a map key to locate country and state capitals and borders.
- compare and contrast urban, suburban, and rural communities.



Students will understand social systems, with an emphasis on Illinois and the United States. (State Goal 18).

Students will be able to:

- recognize that folklore and customs from other cultures have become part of our national culture.
- describe roles of family members and the roles of the members of the school community.
- demonstrate what it means to be a friend.
- name places in the local community where people come together.

MATHEMATICS

Students will develop an understanding of mathematical thinking, language, and symbols. (State Goal 6A, 6C).

Students will be able to:

- develop a working knowledge of key vocabulary when speaking and writing about mathematics.
- develop a sense of whole numbers to represent and use them in flexible ways.
- develop mental computation strategies.
- use estimation strategies to determine if answers are reasonable.
- check accuracy of computation by using inverse operation or a calculator.
- use a variety of strategies to solve story problems.
- write an explanation and rationale for the steps and solution of various mathematical problems.
- explain mathematical reasoning verbally; recognize when answers are reasonable.
- identify and use mathematical symbols correctly when reading and writing number sentences.
- label answers and measurements with appropriate units.
- given a specific number sentence, tell a corresponding story problem; given a specific story problem, write a corresponding number sentence

Students will develop an understanding of numbers and operations. (State Goal 6B).

Students will be able to:

- know addition and subtraction facts to 18.
- read, write, and sequence numerals to 1,000.
- count forward by one and skip count by two, five, and ten to 1,000 starting at various points.
- compare quantities of whole numbers up to 1,000 using the phrases and symbols of greater than ($>$), less than ($<$), equal to ($=$) and not equal to.
- use manipulatives to show understanding of place value to thousands.
- use ordinal numbers to identify positions first through tenth.
- read and identify fractions up to sixths as equal parts of a whole.
- Use manipulatives and numerals to represent fractions $1/2$, $1/3$, $1/4$, $1/8$.
- understand the relationship between addition and subtraction as opposite operations.
- add and subtract three-digit numbers with and without regrouping.
- write an addition or subtraction number sentence that corresponds to a given number story.



Students will develop an understanding of measurement. (State Goal 7A, 7B, 7C).

Students will be able to:

- know equivalencies related to time (such as 7 days = 1 week, 52 weeks = 1 year, 365 days = 1 year).
- know equivalencies related to measurement (such as 12 inches = 1 foot and 3 feet = 1 yard).
- apply the ideas and language of the calendar (such as before, after, yesterday, today, tomorrow, week, month, year and seasons).
- apply the ideas and language of time (such as a.m., p.m., noon, midnight, o'clock, 00:, minute and hour).
- read time from on analog and digital clocks to the hour, half-hour and quarter hour.
- identify and order the days of the week, months and seasons of the year.
- distinguish among coins and their value including: penny, nickel, dime, quarter, half dollar.
- recognize and name coin equivalencies with pennies, nickels, dimes, and quarters.
- read temperatures to the nearest five degrees from Celsius and Fahrenheit thermometers.
- Use non-standard units of measurement to estimate the length or weight of an object.
- demonstrate the concept of area and perimeter using non-standard units.
- measure capacity, mass, weight using standard and non-standard units of measurement.

Students will develop an understanding of patterns. (State Goal 8A, 8B, 8C, 8D)

Students will be able to:

- use the concept of pattern to make predictions.
- identify, describe, and extend simple geometric and numeric patterns.
- recognize patterns involving odd and even numbers and skip counting.
- analyze number patterns on a calendar.
- sort, classify, and order objects by their attributes.
- use concrete, pictorial, and verbal representation to show an understanding of symbolic notation.
- identify addition and subtraction fact table patterns.
- analyze how both repeating and growing patterns are generated.

- identify and use function rules to generate numbers in a pattern.
- show an understanding of addition by joining sets of objects and communicate this understanding orally and in writing.
- show an understanding of subtraction by separating sets of objects using concrete materials and drawings and communicate this understanding orally and in writing.
- demonstrate an understanding of the commutative property of addition.
- Demonstrate an understanding of the inverse relationship between addition and subtraction using fact families.

Students will develop an understanding of geometry. (State Goal 9A, 9B, 9C)

Students will be able to:

- describe attributes of two- and three dimensional shapes.
- draw or construct two dimensional polygons using a variety of tools.
- Describe the unique attributes of various polygons (such as circle, triangle and square) and solids (such as cube, pyramid, cone, sphere, and cylinder).
- sort, classify and compare polygons by at least two attributes.
- identify the geometric name for the shapes of everyday objects (such as globe/sphere, die/cube, tissue box/rectangular prism, and can/cylinder).
- identify lines of symmetry in simple figures and construct symmetrical figures.
- use pattern blocks to create a geometric pattern.
- observe and describe the transformation of shapes as they slide, flip and turn.



Students will develop and apply the concepts of data collection and probability. (State Goal 10A, 10B, 10C)

Students will be able to:

- collect and organize given information for a tally chart, Venn diagram, pictograph or bar graph.
- pose questions and gather data about self and surroundings.
- sort and classify objects according to their attributes and organize data about the objects.
- use tallies to record data.
- communicate results and draw conclusions from data on graphs, charts and tables.
- understand likely and impossible events.
- identify possible outcomes for a simple chance event and record the outcomes.

SCIENCE

Students will understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. (State Goal 11A, 11B)

Students will be able to:

- observe an object or event, describe observed changes, and collect data.
- ask scientific questions using prior knowledge and observations.
- generate questions and possible solutions when given a simple scientific problem.
- draw simple conclusions based on data.

Students will understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.

(State Goal 12A, 12B, 12C, 12D, 12E, 12F)

Students will be able to:

- develop a working knowledge of key vocabulary related to units of study.
- describe how all living organisms need air, food, and water in order to grow and change.
- name the major structures of a plant and their functions.
- identify the life cycles of familiar plants and animals and compare the various stages of development.
- explain the relationships between plants and animals in the food chain.
- identify and compare sources of energy, light, sound and heat.
- identify sound as a type of energy caused by vibration.
- list renewable and nonrenewable natural resources.
- develop a working knowledge of hygiene and maintaining their health.
- describe different systems of the body and their functions

Students will understand the relationships among science, technology, and society in historical and contemporary contexts.

(State Goal 13A, 13B)

Students will be able to:

- demonstrate safety precautions as set up by the teacher in the classroom.
- name what scientists do and explain how they gather information.
- predict what will happen when an experiment is repeated and explain the results.
- use standard and non-standard units of measure during scientific activities.
- understand that a variety of materials can be reused and recycled, and explain why it is important to reduce, reuse and recycle.

