

## Second Grade

### Checkpoint of Progress on Standards

FIRST NINE WEEKS

# 2nd

#### English/Language Arts

All students should be able to:

- Begin to identify and compare characters and setting
- Begin summarizing a text
- Begin to identify the topic or main idea (theme)
- Use phonics to decode simple words in grade-appropriate material
- Use knowledge of letter-sound correspondences and high frequency words to orally read grade level text
- Begin to self-correct and self-monitor comprehension
- Tell a story or recount an experience of books on grade level text
- Write texts in which they introduce a topic

#### Mathematics

All students should be able to:

- Solve problems involving addition / subtraction within 100
- Fluently use mental strategies to add and subtract within 20
- Understand & model place value to 1000
- Use and explain place value and properties of operations to add and subtract within 1000
- Represent and interpret data

*Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.*



#### Science

All students should be able to:

- Investigate the properties of matter and changes that occur in objects
- Understand that stars have different sizes, brightness, and patterns

#### Social Studies

All students should be able to:

- Geographic Features of Georgia
  - Regions of Georgia
  - Basic land features: mountains, plains, lakes, rivers, and coastline

## Second Grade

### Checkpoint of Progress on Standards

#### SECOND NINE WEEKS

# 2nd

*The standards listed on this page are in addition to those taught during the first nine weeks*

### English/Language Arts

All students should be able to:

- Begin to refer to details and examples when explaining what a text says explicitly
- Continue to practice summarizing a text
- Read and comprehend a variety of literary and informational literature grade level
- Decode words based on text around them
- Decode regularly spelled two syllable words with long vowels
- Begin to self-correct and self-monitor comprehension
- Begin to recount an experience with appropriate facts and details
- Supply reasons that support an opinion
- Write texts in which they introduce a topic and use facts or information from text

### Mathematics

All students should know be able to:

- Represent and solves problems involving addition /subtraction within 100
- Fluently use mental strategies to add and subtract within 20
- Understand & model place value to 1000 (read, write, count, and compare)
- Use and explain place value and properties of operations to add and subtract within 1000
- Measure and estimate lengths in standard units using appropriate tools
- Tell and write analog and digital time to the nearest five minutes (AM & PM)
- Represent and interpret data

Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading *periods 1 – 4*.

### Social Studies

All students should be able to:

- Explain the lives and contributions of Georgians (Oglethorpe, Tomochichi, Mary Musgrove) in history
- Explain the culture & geography of famous Georgians
- Identify the need for rules & laws
- Identify character traits of Georgians
- Explain scarcity
- Identify goods & services,
- Describe and identify the uses of money
- Explain the lives and contributions of Georgians (Creek, Cherokee, Sequoyah) in History



### Science

All students should be able to:

- Investigate the position of sun and moon to show patterns throughout the year
- Identify the causes and effects of changes in specific areas
- Identify sources of energy and how the energy is used

## Second Grade

### Checkpoint of Progress on Standards

#### THIRD NINE WEEKS

# 2nd

*The standards listed on this page are in addition to those taught during the first and second nine weeks*

### English/Language Arts

All students should be able to:

- Refer to details and examples when explaining what a text says explicitly
- Retell stories, including key details, and demonstrate understanding of their central message or lesson
- Identify features such as pictures, subtitles, bold print, and graphs to gain meaning
- Describe similarities and differences of two individuals, events, ideas, or pieces of information in a text
- Read and comprehend a variety of literary and informational texts within the Fountas and Pinnell instructional level K/L
- Decode words based on text around them
- Understand how to self-correct and self-monitor comprehension
- Read with sufficient accuracy and fluency to support comprehension
- Refer to details and examples when explaining what a text says explicitly
- Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points

### Science

All students should be able to:

- Investigate the life cycles of different living organisms

### Mathematics

All students should be able to:

- Solve word problems involving money including bills and coins
- Partition and describe shapes using halves, thirds, fourths and wholes
- Recognize, draw and reason with shapes having specified attributes, such as a given number of angles or a given number of equal faces
- Identify, compare and contrast triangles, quadrilaterals, pentagons, hexagons, and cubes

*Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.*



### Social Studies

All students should be able to:

- Explain the lives and contributions of Georgians (Jackie Robinson & Martin Luther King, Jr.) in History
- Explain the culture & geography of famous Georgians
- Describe the need for rules & laws
- Describe character traits of Georgians
- Explain scarcity
- Identify goods & services
- Describe and identify uses of money

## Second Grade

### Checkpoint of Progress on Standards

#### FOURTH NINE WEEKS

# 2nd

*The standards listed on this page are in addition to those taught during the first, second and third nine weeks*

### English/Language Arts

All students should be able to:

- Read and comprehends a variety of literary texts within the Fountas and Pinnell instructional level M or above
- Summarizes the beginning, middle, and end of a text
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Write texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

### Mathematics

All students should be able to:

Work with equal groups of objects to gain foundation for multiplication using a variety of strategies

- Add up to four two-digit numbers using strategies based on place value and properties of operations
- Add and subtract within 1000, using concrete models or drawings and strategies
- Draw a picture graph and a bar graph (with a single-unit scale) to represent a data set with up to four categories
- Solve problems using information presented in a bar graph

*Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.*

### Science

All students should be able to:

- Demonstrate changes in speed and direction using pushes and pulls



### Social Studies

All students should be able to:

- Describe the lives and contributions of Georgians (Jimmy Carter) in history
- Explain the culture & geography of famous Georgians
- Describe the need for rules & laws
- Describe character traits of Georgians
- Explain scarcity
- Identify goods & services
- Describe and identify money
- Explains decisions about spending and saving