

Conventions:

- Writing has capital letters for sentence beginnings and all proper nouns
- Uses ending punctuation marks correctly
- Uses commas in a series correctly
- Grade appropriate high-frequency words are spelled appropriately
- Errors in spelling, capitalization, grammar, and punctuation are infrequent and do not interfere with meaning

Mathematics

The goal in second grade is to focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.



Operations & Algebraic Thinking:

- Use addition and subtraction within 100 to solve one- and two-step word problems
- Add and subtract within 20 using mental math
- Use addition to find the total number of objects in a rectangular array
- Identify odd and even numbers

Number & Operations in Base Ten:

- Understand place value of three digit numbers
- Read, write, and count numbers to 1,000
- Skip-count by 5s, 10s, and 100s.
- Compare two three-digit numbers using $>$, $<$, and $=$
- Fluently add and subtract within 100 using strategies
- Add up to four two-digit numbers

Measurement & Data:

- Select an appropriate tool to measure the

length of an object

- Estimate lengths using in., ft., cm., and m.
- Tell how much longer one object is than another
- Tell and write time to the nearest five minutes using a.m. and p.m.
- Solve word problems involving dollars, quarters, dimes, nickels, and pennies
- Draw a picture graph and a bar graph

Geometry

- Recognize and draw shapes
- Split circles and rectangles into two, three, or four equal shares

Social Studies

Students observe how individuals and groups interact within a community now and in the past. They also recognize their own roles as participating citizens.

- Governing the People
- The World and Our Resources
- People Around the World and Long Ago
- People in the Marketplace



Science

Students use skills such as observing, recording, classifying, measuring, predicting, inferring, and conducting investigations to learn science concepts

- Plants and Animals
- Environments and Matter/Energy
- Treasures from Earth
- Patterns in the Sky
- Motions and Forces



SECOND GRADE

Elementary Curriculum Overview



Pemberton Township Schools



*Pursuing Excellence
One Child At A Time*

Superintendent: Tony Trongone
Director of Curriculum & Instruction, PreK-5: Jeff Havers
Director of Special Services: Adelina G. Giannetti
Pemberton Township Schools
609-893-8141
www.pemberton.k12.nj.us

Introduction

Pemberton Township Schools is continually refining its curriculum for students in Kindergarten through fifth grade. State standards as well as district personnel shape our curriculum. The use of technology is integrated throughout the curriculum. This overview provides information on what your child should be able to do by the end of this grade.



English Language Arts

Using a balanced literacy approach, focusing on reading, writing, listening, and speaking, students are exposed to a range of grade appropriate text and topics that connect across all content areas.

READING

The reading program includes shared reading, guided reading, independent reading, and teacher read-alouds.

Phonics:

- Use letter-sound knowledge to read and write words
- Break words into syllables to read or write them
- Use known words and word parts to help in reading and writing new words
- Recognize base words and remove prefixes and suffixes to break them down to decode
- Apply decoding skills to problem solve while reading



Vocabulary:

- Use grade appropriate high-frequency words in reading and writing
- Identify unknown words and construct meaning by using picture clues

- Use context clues for decoding unfamiliar vocabulary
- Apply new words introduced to reading and writing

Comprehension:

- Identify and recognize the differences between narrative and informational text
- Identify character traits, setting, events, problem, and solution
- Retell key details in a story using beginning, middle, and end
- Use picture clues to comprehend text
- Make predictions, make inferences, and draw conclusions from text
- Ask questions while reading
- Explain how authors use text features to enhance the understanding of informational text (boldface type, diagrams, captions)
- Make text-to-self, text-to-text, and text-to-world connections

Reading Behaviors:

- Demonstrate and continue to strengthen fluency in reading according to their independent reading level
- Self-select books for independent enjoyment
- Self-correct errors that interfere with meaning when reading
- Read aloud using expression, punctuation, and phrasing for accuracy and fluency
- Demonstrate confidence as a reader and author
- Speak during “turn and talk” with a partner at designated moments

WRITING

The writing component consists of independent and shared writing experiences. The writing program uses the “Six Traits of Writing” to understand and use the elements of good writing. Types



of writing consists of narrative, informational, and opinion writing.

Ideas:

- Writes daily
- Chooses topics from experiences and interests to write narrative and informational text
- Stays focused on the topic
- Ideas are clear and well developed with appropriate pacing
- Expresses a preference to a topic or a book

Organization:

- Writing has an interesting beginning, middle with details, and a conclusion that leaves the reader with a sense of closure
- Organizes ideas in a logical sequence
- Uses transition words to show how the ideas connect

Voice:

- Uses some dialogue to add interest to the writing
- The writing shows how the writer feels about the topic

Word Choice:

- Includes vivid verbs, strong adjectives, and specific nouns
- Uses sensory details
- Selects a more precise word when prompted
- Incorporates newly used words from reading into their writing

Sentence Fluency:

- Sentences are complete, connect, and flow smoothly and naturally
- Uses a variation of simple and compound sentences
- Includes an interesting variety of sentence types