



Homewood City Schools

Academics • Service • Community



Language Arts and Mathematics

Edgewood

Hall-Kent

Shades Cahaba

What is Expected
in Grade

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Dear Family,

The teachers in Homewood City Schools have given much time and effort to concisely communicate learning expectations for the students of Homewood. Our teachers have combined forces to define what the students of Homewood should know and be able to do at each grade level. Much research supports the importance of being clear to students and their parents regarding exactly what is to be learned. Of course, Alabama has a state course of study which defines these learning goals at each grade level. By creating learning targets specific to Homewood, our teachers have added rigor and clarity to the existing course of study. Learning targets ensure consistent expectations in teaching and learning.

This information is also available on our website at www.homewood.k12.al.us. Please note that "I Can" statements are under each learning target. These statements are student friendly explanations of everything that a student has to know and be able to do in order to master each learning target.

We sincerely thank you for being our partner in your child's education. We hope that this guide is one of many tools that will be helpful in ensuring your student's success in the classroom.

SECOND GRADE LEARNING TARGETS Language Arts

Reading Process

1. Read second-grade text fluently with purpose and understanding.

- a) I can read accurately, automatically, and at an appropriate rate on a grade level text.
- b) I can utilize punctuation marks to read appropriately.
- c) I can differentiate my voice to read with appropriate expression.
- d) I can use appropriate phrasing when I read.
- e) I can use context clues to confirm or self-correct word recognition and understanding.

2. Apply and extend phonics strategies to decode words.

- a) I can recognize long and short vowels when reading one-syllable words.
- b) I can recognize and read common vowel patterns in one and two syllable words.
- c) I can decode two-syllable words with long vowels.
- d) I can identify and decode words with common prefixes, suffixes, root words, contractions, abbreviations and compound words.
- e) I can recognize and read grade-appropriate irregularly spelled words (ex: their, there, and they're).

Vocabulary

3. Develop and infer word meaning through reading, listening, writing and speaking.

- a) I understand targeted vocabulary words when I read or hear them.
- b) I can incorporate targeted vocabulary in my speaking and writing.
- c) I can use context clues to infer the multiple meanings of unknown words.
- d) I can use a known root word as a clue to the meaning of an unknown word with the same root.
- e) I can determine the meaning of a new word when a known

- f) I can distinguish shades of meaning among closely related verbs (ex: throw and hurl) and adjectives (slender and thin).
- g) I can identify real-life connections between words and their use (ex: describe foods that are juicy or spicy).
- h) I can use the meaning of words to predict the meaning of compound words (ex: birdhouse, lighthouse, housefly).
- i) I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Reading (Comprehension and Application)

4. Understand and apply information gathered from second-grade informational text.

- a) I can ask and answer questions such as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- b) I can locate and use various text features (ex: headings, boldface, glossary, index, table of contents, etc.).
- c) I can use specific graphic features (ex: diagram, map, and chart) to gain meaning from a text.
- d) I can identify the main topic and supporting details of a multi-paragraph text, including the focus of specific paragraphs within the text.
- e) I can select and gather information from an appropriate text to answer a question.
- f) I can describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.
- g) I can describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text.
- h) I can determine the author's purpose in a given text.

5. Understand and connect to second-grade fictional text.

- a) I can ask and answer questions such as *who, what, where, when, why, and how* to demonstrate understanding.
- b) I can analyze and describe how characters in a story respond to major events and challenges.
- c) I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- d) I can use main idea and story details to make inferences.
- e) I can discuss the points of view of the characters or author.
- f) I can compare and contrast two or more versions of the same story (ex: Cinderella stories) by different authors or from different cultures.
- g) I can use information gained from illustrations and words to demonstrate understanding of characters, setting, and plot.
- h) I can determine the author's purpose in a given text.

Literature

6. Distinguish between various genres of texts.

- a) I can describe characteristics of folktales, fables, and fairy tales.
- b) I can identify and analyze various types of poetry.
- c) I can distinguish between various forms of fictional and informational text.
- d) I can retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- e) I can describe how words and phrases (ex: regular beats, alliteration, rhymes, repeated lines) give rhythm and meaning to a story, poem, or song.

Writing and Communication

7. Listen and communicate effectively within a second-grade classroom.

- a) I can participate in discussions, including listening to others and speaking one at a time.
- b) I can build on others' conversations on a given topic by linking comments and remarks.
- c) I can ask and answer questions in order to gain a better understanding.
- d) I can tell a story or recount an experience with facts and details.
- e) I can speak audibly using coherent sentences.

8. Compose a well-structured opinion piece.

- a) I can state my opinion.
- b) I can supply reasons that support my opinion.
- c) I can use transition words to connect my opinion and reasons.
- d) I can write a conclusion sentence.
- e) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
- f) I can correct my writing through editing with guidance and support from adults and peers.
- g) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

9. Compose a narrative text.

- a) I can focus my writing around one main event.
- b) I can compose a narrative text with a detailed beginning, middle, and end.
- c) I can compose a narrative text using characters and setting.
- d) I can incorporate descriptive phrases that include sensory details, actions, and feelings.
- e) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
- f) I can correct my writing through editing with guidance and support from adults and peers.
- g) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.

10. Compose a well-structured expository or informative paragraph.

- a) I can write a topic sentence.
- b) I can use facts and supporting details for my topic.
- c) I can use research, when appropriate, to support my writing.
- d) I can write a conclusion sentence.
- e) I can develop and strengthen my writing through revision with guidance and support from adults and peers.
- f) I can correct my writing through editing with guidance and support from adults and peers.
- g) I can use technology to produce and publish writings, recordings, and drawings with guidance and support.
- h) I can participate in shared research and writing projects (ex: read a number of books on a single topic).

11. Implement correct punctuation, spelling, and mechanics.

- a) I can print words and sentences with correct spacing and formation.
- b) I can identify and begin to form cursive upper and lowercase letters in isolation.
- c) I can utilize appropriate punctuation including end marks, commas, and apostrophes (contractions and possessives).
- c) I can use capitalization appropriately including proper nouns.
- d) I can use paragraph structure including indentation.
- e) I can use and spell words correctly.
- f) I can apply spelling strategies in my writing.
- g) I can use reference materials, including beginning dictionaries, as needed to correct and check spelling.

12. Distinguish between the various parts of speech.

- a) I can identify and produce the four types of sentences including statements, questions, commands, and exclamations.
- b) I can identify the subject and predicate of a sentence.
- c) I can identify and use various types of singular and plural nouns, including irregular plural nouns (ex: children, teeth, and fish).
- d) I can identify and use verbs, including the past tense of irregular verbs (ex: sat, hid, and swam).
- e) I can identify and use adjectives and adverbs.
- f) I can use pronouns, including reflexive pronouns (ex: myself, ourselves).

Math Learning Targets

Numbers and Operations in Base Ten

1. Apply strategies with numbers and number patterns.

- a) I can count forward in multiples from a given number (skip counting by 2's, 5's, 10's, and 100's within 1,000).
- b) I can identify a number that is 10 more, 10 less, 100 more, and 100 less than a given number (mentally add and subtract 10 and 100).

2. Demonstrate place value understanding of three digit numbers.

- a) I can read and write numbers to 1000 using numerals, number names, and expanded form.
- b) I can identify the place value of each digit in a three digit number.
- c) I can represent amounts of hundreds, tens, and ones (100 can be thought of as a bundle of ten tens).
- d) I can compare three digit numbers using the symbols $<$, $>$, and $=$.

3. Use place value and properties of operations to add and subtract.

- a) I can fluently solve three-digit addition and subtraction problems using multiple strategies. (place value, concrete objects, number line, mental calculations, and properties of operations)
- b) I can add up to 4 two-digit numbers.
- c) I can use estimation to determine if an answer is reasonable.

Operations and Algebraic Thinking

4. Write and interpret numerical expressions and equations with addition and subtraction.

- a) I can solve problems for the unknown number in all positions. ($12 + \underline{\quad} = 17$) ($\underline{\quad} - 5 = 10$) ($8 + 6 = \underline{\quad}$).
- b) I can use addition and subtraction within 100 to solve one-and-two-step word problems with unknown numbers in all positions using equations, drawings, and other strategies.
- c) I apply correct symbols to number sentences ($+$, $-$, $=$).

5. Add and Subtract within 20.

- a) I can use mental strategies to add and subtract (doubles, doubles plus one, making ten, fact families, even and odd rules).
- b) I can add and subtract numbers within 20 fluently.

6. Work with equal groups of objects to gain foundations for multiplication

- a) I can use repeated addition to determine the number of objects in an array up to 5×5 .
- b) I can understand that multiplication is represented with repeated addition.
- c) I can use drawings and manipulatives to solve authentic basic multiplication problems.
- d) I can determine whether a group of objects (up to 20) are even or odd by pairing objects/counting by twos.

Geometry

7. Identify the attributes of geometric shapes and figures.

- a) I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- b) I can describe properties of two-dimensional shapes and three-dimensional figures using their attributes such as angles, sides, and faces.
- c) I can partition a rectangle into rows and columns of the same size squares, and count to find the area.

8. Describe fractions as parts of a whole shape.

- a) I can distinguish between equal and unequal parts.
- b) I can describe a whole as two halves, three thirds, or four fourths.
- c) I can divide circles and rectangles into equal parts and describe their shares using the words halves, thirds, and fourths.
- d) I can recognize that one-half of an object is not always the same as one-half of a different object.

Measurement and Data

9. Measure and estimate familiar objects in standard units.

- a) I can determine length using inches, feet and yards.
- b) I can determine length using metric units, including centimeter and meter.
- c) I can measure an object using two different units of measurement.
- d) I can measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and tape.

- e) I can measure to determine how much longer one object is than another.
- f) I can estimate lengths using units of inches, feet, centimeters, and meters.
- g) I can add and subtract within 100 to solve problems involving length (using same units) by using tools such as a ruler or a number line.

10. Measure and interpret concepts of time.

- a) I can tell and write time on digital and analog clocks to the nearest five minutes using a.m. and p.m.
- b) I can identify the first number as the hour, and the numbers after the colon as the minutes on a digital clock.
- c) I can describe time using the phrase "half-past".

11. Apply knowledge of money.

- a) I can identify a penny, nickel, dime, and quarter and name its value.
- b) I can determine the value of a set of coins and bills up to \$2.00.
- c) I can apply symbols, including the dollar (\$), cent (¢), and decimal point (.).
- d) I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

12. Describe, interpret, and make predictions using graphs, tables, and diagrams.

- a) I can draw a picture graph, line plot and a bar graph to represent data set with up to four categories.
- b) I can interpret data from graphs up to four categories.
- c) I can solve addition and subtraction problems using information presented in a graph or diagram.

