

## THIRD QUARTER OBJECTIVES FOR GRADE 2

### **Reading**

(New concepts to be introduced; others are still taught.)

#### The learner:

- Read words with digraphs (scr, spr, spl, str, -tch, -lc, kn, wr, and r controlled vowels)
- Read 175 of the 200 sight words
- Participate in literature groups and book clubs
- Use of knowledge of sources of information (literary, informational, and practical facts)
- Compare/contrast similarities and differences in events, characters
- Locate, in text, declarative, interrogative, and exclamatory sentences
- Makes connections in texts to life
- Recognizes, in texts, use of exclamation point, comma in the date, and dialogue-use of quotation marks)
- Reads and retells at level 21-22 for NARRATIVE TEXTS-summary, plot, setting, major events, problem/solution, characters, author's message, and connect to life or other stories)
- Read self-selected texts for silent reading at independent level

#### ASSESSMENT:

- Running records from Wake County Public Schools with instruction level at 90% and retell score of 3-4
- Fluency checks/oral reading rubrics during oral reading
- Individual Reading Inventory, as needed
- Student portfolios
- Teacher observations
- Student self-assessment
- Student data sheets

### **Writing**

(New concepts to be introduced; others are still taught.)

#### The learner

- Prewrites, using story maps
- Writes a variety of products (narratives, poetry, 'how to')
- Writes with descriptive detail and elaboration
- Uses adjectives and adverbs as modifiers, in writing
- Spells correctly in own writing
- Spells correctly 100 high frequency words and previously taught words
- Writes in a PARAGRAPH format
- Correctly uses plurals when writing
- Writes sentences with correct subject and predicate
- Correctly writes with capitals (beginning of sentence, names, days of weeks and months)
- Correctly writes with punctuation (!, ?, and .)
- Responds correctly in group discussions

#### ASSESSMENT:

- Unassisted writing pieces using the Wake County Public Schools rubric
- Student portfolios
- Teacher observations
- Student self-assessment

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- Student data sheets
- Conferences
- Peer conferences (for rough draft)
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### **Math:**

(New concepts to be introduced; others are still taught.)

#### The learner:

- Recognizes area
- Recognizes part/whole relationships of numbers
- Compares fractions ( $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$ )
- Creates different representations of the fractions
- Creates symmetrical shapes
- Correctly uses probability in experiments (results and predictions)

#### ASSESSMENT:

- Wake County Public Schools quarterly assessments
- "Beat the Clock" practice checks for addition and subtraction
- Math Exemplars/Problem solving
- Teacher observations
- Student self-assessment

### **Science**

#### The learner:

- determines the states in which matter can exist- solid, liquid, and gas
- observes changes in state due to heating and cooling in common materials, such as water.
- determines what can be done to materials to change some of their properties such as buoyancy- float and sink.
- observes the change in motion of the push and pull force.
- concludes that foods provide nutrients, which maintain and promote health.
- identifies the serving sizes and daily servings needed of each food group of the Food Guide Pyramid.
- describes how microorganisms can cause foodborne illnesses.
- provides examples of how the media uses persuasive techniques to influence food-related purchasing decisions.
- accepts and respects the uniqueness of differing physical characteristics.
- recognizes the social significance of food in the United States.

#### ASSESSMENT:

- Student work products
- Projects
- Group discussions and experiments
- Teacher observations

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### Social Studies

#### The learner:

- defines geography and use terms to describe landforms, bodies of water, weather, and climate.
- describes the role of a geographer and applies geographic tools, such as maps, globes, compasses, and photographs, and the understanding of locations and characteristics of places and regions.
- compares and contrasts the physical features of communities and regions.
- identifies the absolute and relative locations of communities
- interprets maps, charts, and pictures of locations
- identifies and describes the people, vegetation, and animal life of specific regions and describes their interdependence.
- identifies natural resources and sites ways people conserve and replenish natural resources.
- sites ways people modifies the physical environment to meet their needs and explain the consequences.
- identifies means and methods of human movement as they relate to the physical environment.
- distinguishes between producers and consumers and identify ways that people are both producers and consumers.
- distinguishes between goods produced and services provided in communities.
- identifies the sources and use of revenue in the community.
- analyzes the changing uses of a community's economic resources and predict future changes.

#### ASSESSMENT:

- Student work products
- Projects
- Group discussions
- Teacher observations