



## Grade Level Curricular Goals

### The Second Grade Year

#### Social-Emotional

The second grade classroom is at the upper developmental end of early childhood classrooms. Seven-year-olds have a longer attention span, a greater capacity to manage their own materials and work independently, and the ability to tolerate less-detailed instructions and last-minute changes. At the same time, they thrive on structure and routine. They may become upset if they don't have enough time to finish a task, and they may choose to work or play alone when frustrated. Socially seven-year-olds are developing a greater capacity to see outside themselves and understand the actions and feelings of others. Seven-year-olds often develop games with complex rules and are learning how to negotiate play situations such as changing the rules or dealing with feelings of exclusion. Seven-year-olds are curious about the world around them—including the world beyond themselves and their immediate families--and they love to share their knowledge with others. They enjoy building and creating things –block structures, art work—both in an academic context and for pleasure.

#### In Reading, a second-grade child:

- Enjoys reading and being read to
- Demonstrates secure letter-sound associations
- Is developing proficiency at using a combination of strategies—letter-sound association, sight word recognition, context—to decode grade level texts
- Asks and answers questions such as who, what, where, when, why, and how to demonstrate understanding of a text
- Recounts stories and determines their central idea or theme
- Compares and contrasts two versions of the same story by different authors or from different cultures
- Identifies the main topic of an informational text
- Explains how diagrams, charts, and pictures in grade-level texts contribute to understanding
- Uses context clues to determine meaning of unknown words
- Uses new vocabulary acquired through conversations, reading, and being read to

### **In Writing, a second-grade child:**

- Structures stories in logical sequence, recounting a well-elaborated event or short sequence of events and including details to describe actions, thoughts, and feelings
- Writes informative/explanatory texts by introducing topic and using facts and definitions to develop points
- Uses both conventional and invented spellings, accounting for all sounds, that can be understood by the reader
- Uses legible handwriting
- Uses irregular plural nouns (e.g., feet, children, mice) and irregular verbs (e.g., sat, hid, told)
- Produces and rearranges complete simple and compound sentences
- Uses capital letters to start sentences and for proper names
- Uses end punctuation
- Recognizes and corrects inappropriate shifts in verb tense
- May still reverse letters and numbers

### **In Mathematics, a second-grade child:**

- Demonstrates understanding of numbers as representatives of real quantities
- Understands relative value of numbers up to 1000
- Uses addition and subtraction within 100 to solve one- and two-step word problems
- Adds and subtracts two-digit numbers; begins to explore regrouping
- Mentally adds or subtracts 10 or 100 to a given number 100-900
- Fluently adds and subtracts within 20 using mental strategies; by end of Grade 2, knows from memory all sums of two 1-digit numbers
- Determines whether a group of objects (up to 20) has an odd or even number of members
- Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- Counts within 1000; skip counts by 5's, 10's and 100's
- Measures length of an object using appropriate tools (e.g., ruler)
- Estimates lengths using units of inches, feet, centimeters, and meters
- Measures to determine how much longer one object is than another
- Tells and writes time to the nearest 15 minutes
- Knows value of coins and solves simple word problems involving dollar bills, quarters, dimes, pennies, and nickels
- Recognizes and draws shapes having specific attributes such as given number of angles or given number of equal faces
- Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes
- Partitions circles and rectangles into two, three, or four equal shares and describes the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc.



**In Project Work, a second-grade child:**

- Takes information from written, spoken, and visual resources and reports back in written, oral, or artistic form
- Works with a partner or group to create project components
- Participates in discussions by listening attentively, expressing ideas clearly, and connecting to or building on the remarks of others
- Asks and answers questions to clarify comprehension, gather additional information, or deepen understanding of a topic
- Reflects on own individual activities within class project, describes how individual work fits into bigger picture, and can answer basic questions about broader topic

**In Group Process/Civic Engagement/Social Justice, a second-grade child:**

- Participates in Group and Town Hall meetings and class discussions by listening attentively, waiting turn to speak, expressing ideas clearly, connecting to or building on the remarks of others, and using respectful language and tone
- Expresses positive identification with multiple identity groups
- Realizes that others may have different ideas or experiences from self
- Does not denigrate or make fun of people for way they look or other immutable or culturally-determined characteristics
- Accepts the rule of the majority while respecting the rights of the minority
- Chooses appropriate time and language for raising a concern with teacher or classmates
- Stands up for self and others when someone is treated unfairly
- Shows kindness to others
- Has ideas for ways to help people; identifies problems along with possible solutions.