

LANGUAGE ARTS

READING

- I. Students apply a variety of reading strategies for word analysis and vocabulary development in narrative and informational text**
 - Recognize that letters have associated sounds and know how to pronounce and blend sounds to produce words
 - Understand the correct structure of written and spoken language
 - Recognize that words and longer pieces of text have associated meanings and concepts
- II. Students apply a variety of literal comprehension strategies to gain meaning from text**
 - Identify story elements and events from the text
 - Sequence a series of events found in text
 - Follow simple directions
- III. Students apply a variety of interpretive comprehension strategies to gain meaning from text**
 - Make logical predictions and inferences while reading or being read to
 - Draw logical conclusions from reading or having a story read to them
 - Infer information from the story
- IV. Students apply a variety of evaluative comprehension strategies to gain meaning from text**
 - Evaluate fiction and non-fiction material
 - Apply what is learned through real life experiences

WRITING

- I. Students will write with a clear focus, coherent organization and sufficient detail**
 - Produce informational writing that maintains a clear topic or key idea using multiple sentences and easy-to-read text
 - Produce narrative writing that maintains a clear plot using multiple sentences and easy-to-read text
- II. Students will write for different audiences and purposes**
 - Write with extended text/pictures for different audiences and purposes choosing language that creates a personal, distinctive style
 - Write with extended text/pictures for different audiences and purposes choose language that creates a unique style
- III. Students will use knowledge of Standard English conventions in their writing**
 - Use conventions so that text is easily understood
- IV. Students will understand and use the steps of the writing process**
 - Prewriting – Students will develop a plan for writing
 - Drafting – Students will draft text
 - Revising – Students will amend original draft for clarity and content
 - Editing and Proofreading – Students will attend to conventions in final drafts
 - Publishing – Students will incorporate suggestions when publishing

SPEAKING AND LISTENING

- I. Students will use listening and speaking strategies for different purposes**
 - Use active listening to gather and understand information
 - Use oral presentation skills to share knowledge about a topic using a variety of communication skills
 - Stay focused on a topic of discussion while using procedures

MATH

- I. Students will understand whole numbers and parts of a whole**
 - Read numbers to 9,999
 - Sequence numbers to 9,999
 - Write given numbers to 9,999
 - Identify place value to the thousands place
 - Round numbers to the hundreds place
 - Identify and write fractions that represent equal parts of a whole and a group of items to include $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$
 - Compare two numbers using symbols (<, >, =)
 - Identify ordinal positions (first through twentieth)
- II. Students will add, subtract, multiply and divide whole numbers**
 - Master sums and differences to 18 without manipulatives
 - Find the sum of three or more addends
 - Add three-digit numbers with and without regrouping
 - Subtract three-digit numbers with and without regrouping
 - Multiply single digit facts (0-5)
 - Divide single digit facts (0-5)
 - Analyze and solve story problems
- III. Students will recognize the attributes of geometric shapes, solids, and lines**
 - Identify faces, edges, vertices, and angles
 - Identify congruent and symmetrical shapes
 - Recognize and apply slides, flips, and turns with two-dimensional shapes
 - Identify line segments, points, parallel, intersecting, horizontal and vertical lines
- IVa. Students will understand time as displayed on clocks**
 - Read and write time to five minute intervals
 - Recognize elapsed time in a variety of increments
 - Create graphs and charts to record given data (bar, line, pie)
- IVb. Students will understand quantitative measurement**
 - Measure using inch and centimeter rulers to the $\frac{1}{2}$ inch and $\frac{1}{2}$ centimeter
 - Measure volume, weight, and temperature using standard units.
- IVc. Students will understand the value of currency**
 - Identify coins and bills to \$5
 - Count coins and bills of various denominations
 - Write money amounts using cents sign, dollar sign and decimal point
 - Make correct change from \$1
- Va. Students will demonstrate an understanding of graphs and charts**
 - Read and interpret graphs and charts (bar, line, pie)
 - Create graphs and charts to record given data (bar, line, pie)
- Vb. Students will understand probable outcomes**
 - Predict and record outcome when given various tools (spinners, dice, cubes)
- VI. Students will understand patterns**
 - Continue a pattern using objects and numbers

SCIENCE

- I. Unifying Concepts and Processes**
 - Understand that the five senses can be used to classify objects within their environment
- II. Science as Inquiry**
 - Know that tools (e.g. thermometer, magnifiers, rulers, and balances) can be used to gather information and extend the senses

- III. **Physical Science**
 - Know objects by observable characteristics (including three states of matter, etc.)
- IV. **Life Science**
 - Know that plants and animals have features that help them live in different environments
- V. **Earth and Space Science**
 - Know that short-term weather conditions (e.g. temperature, rain, and snow) can change daily and weather patterns change over the seasons
- VI. **Science and Technology**
 - Understand science's role in answering questions and explaining the natural world
- VII. **Science in Personal and Social Perspectives**
 - Know how changes in the environment affect me
 - Understand safety rules for home and school
- VIII. **History and Nature of Science**
 - Understand likenesses and differences in humans that affect cultures in our civilization

SOCIAL STUDIES

- I. **Culture**
 - Explore and describe similarities and differences in individuals
- II. **Time, Continuity, and Change**
 - Recognize differences between modern communities and communities of the past
- III. **People, Places, and Environments**
 - Use various representations of the earth such as maps, globes and photographs
 - Distinguish among varying landforms, and geographic features such as mountains, plains, hills, rivers, and oceans and lakes
- IV. **Individual Development and Identity**
 - Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions
 - Work independently and cooperatively to accomplish goals
- V. **Individuals, Groups, and Institutions**
- VI. **Power, Authority, and Governance**
 - Identify the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class
- VII. **Production, Distribution, and Consumption**
 - Identify workers with specialized jobs
- VIII. **Science, Technology, and Society**
- IX. **Global Connections**
- X. **Civic Ideals and Practices**
 - Identify examples of rights and responsibilities of citizens in families

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LEWIS CENTRAL COMMUNITY SCHOOLS

GRADE TWO

Core Area Learning Expectations



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