

## Grade 2 Learning Outcomes December 2019

### Math: Topic 6: Fluency of Subtracting to 100

- **CCSS.MATH.CONTENT.2.OA.A.1**  
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- **CCSS.MATH.CONTENT.2.NBT.B.5**  
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- **CCSS.MATH.CONTENT.2.NBT.B.9**  
Explain why addition and subtraction strategies work, using place value and the properties of operations.

### ELA: Reading Workshop:

- **2R5:** Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)
- **2R6:** Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
- **2R8:** Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL)
- **2R3:** In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connection among ideas, concepts, or a series of events.
- **2R4:** Explain how words and phrases in a text suggest feelings and appeal to the senses.
- **2R7:** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

### Vocabulary:

- contribution, question, discuss

### Writing: Informative/Explanatory Writing

- **2W2:** Write informative/explanatory texts that introduce a topic, use facts and other

### Word Study

- **CCSS RF 2.3a**  
Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Words with long a

**Social Studies: How and why have communities changed over time?**

- 2.7 Cause-and-effect relationships help us recount events and understand historical development. (Standard 1)

**Science: Habitat Scientist**

- How do living things in a habitat depend on each other?
- How are other seeds in the reserve able to get to places where they can grow?

**Next Generation Science Standards**

- Performance Expectations: 2-LS2-1; 2-LS2-2; 2-LS4-1; 2-ESS2-2
- Science and Engineering Practices: Practice 1; 2; 3; 4; 5; 6; 7; 8

**Science with Ms. Costa**

- Identify and compare the physical structures of a variety of plant parts (seeds, leaves, stem, flowers, roots)
- Describe the basic needs of plants (light, air, water, soil / nutrients)
- Plants must be adapted to their environment in order to survive (structures and their function, seed dispersal)

## Technology

### Grade 2 Learning Outcomes February 2019

#### Math:

##### Topic 7: More Solving Problems involving Addition & Subtraction - Continued

- **2.OA.1.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

##### Topic 8: Working With Time & Money

- **2.OA.A.1** -Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- **2.NBT.A.2** - Count within 1000; skip-count by 5s, 10s, and 100s.
- **2.MD.C.7** - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- **2.MD.C.8** - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

#### ELA:

##### Reading Workshop: Story Structure

- **CCSS.ELA-Literacy.RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **CCSS.ELA.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **CCSS.ELA-RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

##### Writing Workshop: Continuation of Informative/Explanatory Text

- **CCSS. ELA-Literacy. W.2.2** Write informative/explanatory texts in which they introduce topic, use facts and definitions to develop points, and provide a concluding statement section.

##### Academic Vocabulary:

- **CCSS.ELA-Literacy.RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Purpose
- Expand
- Magnetism

##### Word Study: Suffixes and Prefixes in Language

- **CCSS.ELA-Literacy RF 2.3d:** Decode words with common prefixes and suffixes.
- Prefixes: un, re, pre, dis
- Suffixes: ly, ous, ful

- **CCSS.ELA-Literacy. W.2.6**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.