

A Parent's Guide To

GRADE 2 CURRICULUM



Reading + Writing + Mathematics + Science + Social Studies

Introduction

Research shows that children are more likely to succeed in learning when families actively support them. When you and other family members read with your children, help them with homework, talk with their teachers, and participate in school or other learning activities, you give your children a tremendous advantage. Other than helping your children grow up healthy and happy, the most important thing that you can do for them is help them develop their reading skills. It is no exaggeration to say that how well children learn to read directly affects not only how successful they are in school but how well they will do throughout their lives. When children learn to read, they have the key that opens the door to all of the knowledge of the world.

As a parent, you are your child's first and most important teacher. Our goal in this guide is to give you greater visibility into the *Forward* instructional program. We believe that the gains your child experiences in this program will establish the building blocks for his or her love of learning in the months and years to come.

Grade 2 Integrated Curriculum

The **Elementary Integrated Curriculum** blends reading, writing, and mathematics instruction with lessons in science and social studies in a way that spurs creativity and critical thinking skills. Students will receive robust instruction across all subjects in the early grades. The curriculum is built around developing students' critical and creative thinking skills as well as essential academic success skills, which lead to college and career readiness.

In the *Grade 2 Integrated Curriculum*, critical and creative thinking skills as well as academic success skills are identified and paced into four parts that are each nine weeks in duration. These skills are explicitly taught using concepts and topics identified by part in each content area and provide a focus for integration across content areas. This document provides an outline of these skills and the curriculum concepts and topics that are the focus of instruction for Grade 2 students.

K–5 Instructional Program Goals

Reading

Students will develop the knowledge and skills essential to becoming literate, thoughtful communicators, who are capable of controlling language effectively, in the following ways:

- ✓ Strategically reading literary and informational instructional-leveled texts with fluency, purpose, and comprehension
- ✓ Using skills and strategies widely as tools for learning and reflection
- ✓ Understanding and appreciating language and literature as catalysts for deep thought and emotion

Writing

Students will develop the knowledge and skills essential to becoming literate, thoughtful communicators, who are capable of controlling language effectively, in the following ways:

- ✓ Composing narrative, informative/explanatory, and opinion texts as tools for learning and reflection
- ✓ Conducting research and writing projects for a range of discipline-specific tasks, purposes, and audiences
- ✓ Evaluating relevant information from print and digital sources and using a variety of digital tools to produce and publish writing

Mathematics

Students will develop the knowledge and skills essential to achieving mathematical proficiency in the following ways:

- ✓ Developing both conceptual understanding and procedural fluency
- ✓ Thinking and reasoning mathematically
- ✓ Using mathematics to solve problems in authentic contexts

Science

Students will develop the knowledge and skills essential to becoming literate in science and technology in the following ways:

- ✓ Thinking critically, solving problems, and communicating effectively
- ✓ Tackling increasingly challenging issues
- ✓ Seeking understanding to support solutions

Social Studies

Students will develop the knowledge and skills essential to developing a balanced and integrated understanding of systems of culture, economics, geography, and politics and the history of their development in the following ways:

- ✓ Applying concepts and knowledge of the past to problem solving real-world issues of the present
- ✓ Critically examining human interactions and evaluating their role as an effective citizen
- ✓ Communicating social studies concepts clearly in multiple formats and putting theory into practice as a citizen

| CRITICAL THINKING SKILL | ACADEMIC SUCCESS SKILL |
|--|---|
| FLUENCY | COLLABORATION |
| <ul style="list-style-type: none"> ✓ Generate ideas using multiple strategies. ✓ Ask questions in a variety of ways. | <ul style="list-style-type: none"> ✓ Demonstrate teamwork by working productively with others. ✓ Define and identify steps to reach a group goal. ✓ Identify and analyze options for sharing responsibility to reach a group goal. ✓ Demonstrate the characteristics of both a group leader and a group member. |

| Reading | Writing | Mathematics | Science | Social Studies |
|--|--|---|---|---|
| <p>Comprehension of literary text: stories—differentiate between fiction and nonfiction; ask and answer clarifying questions; make inferences</p> <p>Identify main topic; rhythm and sensory details; describe characters' responses to events; compare points in text</p> <p>Vocabulary</p> <p>Handwriting</p> <p>Phonics</p> | <p>Writing workshop: personal narratives; informational writing; opinions</p> <p>Ideas & development: sketch ideas; recount an experience; elaboration using adjectives; describe feelings; sequence events; organization; write a conclusion in the form of a question</p> <p>Conventions: expand sentences using voice; revise writing; digital tools to publish</p> | <p>Math routines</p> <p>Counting: tens and hundreds (within 1,000)</p> <p>Place value: hundreds, tens, and ones</p> <p>Comparison: 3-digit numbers (<, >, =)</p> <p>Addition and subtraction: 10 more; 10 less; 100 more; 100 less</p> <p>Bar graphs and picture graphs</p> | <p>Identify the basic survival needs of plants and animals</p> <p>Explain that plants and animals live in habitats and describe the food chain</p> <p>Define <i>fossil</i> and explain how fossils form</p> <p>Describe how animals and plants change as they grow</p> <p>Explain the function of human body parts (brain, heart, lungs, stomach, bones, muscles)</p> | <p>Citizenship and responsibilities</p> <p>Rules and laws in a community</p> <p>Procedures to follow to get help</p> <p>Democracy and democratic ideals</p> <p>Structure of local, state, and national government</p> <p>Responsibilities of leaders in a community or nation</p> <p>National symbols and their meanings</p> <p>Cultural symbols and holidays</p> |

| CRITICAL THINKING SKILL | ACADEMIC SUCCESS SKILL |
|--|--|
| ANALYSIS | METACOGNITION |
| <ul style="list-style-type: none"> ✓ Sort and classify into categories. ✓ Identify and describe patterns and the relationships within patterns. ✓ Identify relationships among parts of a whole. ✓ Infer and explain meaning to make sense of parts. | <ul style="list-style-type: none"> ✓ Examine one’s own thoughts and ideas to identify background knowledge. ✓ Explain thinking processes. ✓ Self-monitor strategies to assess progress and apply new thinking. ✓ Seek clarification and adapt strategies to attain learning task/ outcome. |

| Reading | Writing | Mathematics | Science | Social Studies |
|---|--|--|---|--|
| <p>Comprehension of informational/explanatory text: main purpose; ask and answer questions; explain how images clarify text</p> <p>Comprehension of literary text: folktales—recount; retell; dramatize; analyze points of view; compare</p> <p>Vocabulary: context clues</p> <p>Handwriting</p> <p>Phonics</p> | <p>Writing workshop: informational; narrative; folktale</p> <p>Ideas & development: sentence fluency; organization; introduce topic; develop points; describe actions; thoughts and feelings; sequence</p> <p>Speaking and listening: tell a story; create audio recording; visual display</p> | <p>Odd and even to 20</p> <p>Addition and subtraction fluency within 100 (2-digit numbers); concrete models; drawings; number lines; place-value strategies; written methods</p> <p>Money: coins and bills; coins to \$1</p> | <p>Describe how liquids take the shape of their containers and gases spread out to fill their containers</p> <p>Tell how matter can change in state, color, size, and shape</p> <p>Compare the volume and temperature of water in different states</p> <p>Describe the causes of sound; pitch and volume</p> <p>Magnetism and gravity</p> <p>Earth’s resources and use of energy</p> <p>Soil classification</p> | <p>Map skills and tools: physical maps; political maps; globes</p> <p>Suburban, urban, and rural regions</p> <p>Natural and renewable resources</p> <p>Conserving and recycling resources</p> <p>Transportation</p> <p>Resources and money</p> <p>Producers and consumers</p> <p>Human and capital resources</p> <p>Supply and demand</p> <p>Savings and banks</p> |

| CRITICAL THINKING SKILL | ACADEMIC SUCCESS SKILL |
|---|---|
| FLEXIBILITY | INTELLECTUAL RISK TAKING |
| <ul style="list-style-type: none"> ✓ Maintain openness by considering new and diverse ideas and multiple perspectives. ✓ Select and use multiple resources. ✓ Move freely between new information and prior knowledge. | <ul style="list-style-type: none"> ✓ Adapt and make adjustments to meet challenges when seeking solutions. ✓ Demonstrate willingness to accept uncertainty by sharing ideas, asking questions, or attempting novel tasks. ✓ Challenge self to advance skill level. |

| Reading | Writing | Mathematics | Science | Social Studies |
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| <p>Comprehension of literary text: stories; folktales; poetry—describe characters’ responses to events and challenges; structure; key details; points of view; ask and answer questions; rhyme and rhythm</p> <p>Comprehension of informational/explanatory text: connection; context clues</p> <p>Handwriting</p> <p>Phonics</p> | <p>Writing workshop: opinions</p> <p>Ideas & development: organize ideas; supply reasons; state opinion; gather information; support with facts; strengthen voice</p> <p>Conventions: use of voice; use checklist to verify information; digital tools for publishing</p> | <p>Number lines to 100: whole-number lengths</p> <p>Linear measurement: centimeters and meters</p> <p>Addition and subtraction situations (within 100) and word problems (1 and 2 step)</p> <p>Time on analog and digital clocks (to the nearest 5 minutes)</p> <p>Partition shapes</p> <p>Arrays: partition rectangles; repeated addition (up to 5 rows, 5 columns)</p> | <p>Land and water features; how landforms change</p> <p>Stages of the water cycle; how clouds form</p> <p>Weather patterns and weather safety in severe conditions</p> <p>Measure and record weather using tools</p> <p>Identify and predict weather patterns</p> <p>Properties of the sun, stars, and phases of the moon</p> <p>Objects in the solar system</p> | <p>Language of the past and present; languages of different cultures</p> <p>Music as a cultural expression</p> <p>Customs and traditions</p> <p>Culture of the Pueblo and Navajo peoples</p> <p>Celebrations: Cinco de Mayo; Mardi Gras; Chinese New Year</p> <p>National holidays</p> <p>Remembering heroes with holidays</p> <p>Ideas of democracy</p> <p>American folktales and tall tales</p> <p>Comparing cultures: Mexico City and Beijing</p> <p>Cities; flags; landmarks</p> |

| CRITICAL THINKING SKILL | ACADEMIC SUCCESS SKILL |
|---|--|
| SYNTHESIS | EFFORT, MOTIVATION, AND PERSISTENCE |
| <ul style="list-style-type: none"> ✓ Organize parts to form a new or unique whole. ✓ Integrate ideas, information, and theories to invent or devise a solution. | <ul style="list-style-type: none"> ✓ Demonstrate strategies to achieve a goal or solve a problem. ✓ Self-assess effectiveness of strategies and redirect efforts to achieve a goal or obtain a solution to a problem. ✓ Identify an achievable, yet challenging goal. ✓ Identify and describe the outcome of a goal. |

| Reading | Writing | Mathematics | Science | Social Studies |
|--|--|--|--|--|
| <p>Comprehension of literary text: poetry—ask and answer questions; similes and metaphors; real-life connections; imagery</p> <p>Comprehension of informational/explanatory text: text features; meaning of words; locate key facts; main topic; connections and comparisons</p> <p>Speaking and listening: recount key details</p> <p>Phonics</p> | <p>Writing workshop: poetry</p> <p>Ideas & development: imagery; sound; word choice; simile and metaphor; rhythm; repetition; alliteration; thoughts and feelings; voice</p> <p>Speaking and listening: create a multimedia product and visual display</p> <p>Conventions: sentence fluency; editing; closure; using digital tools to organize and publish</p> | <p>Addition and subtraction within 1,000 (3-digit to 3-digit numbers using concrete models, drawings, and place-value strategies)</p> <p>Attributes of 2-D and 3-D shapes; recognize, describe, and draw triangles, quadrilaterals, pentagons, hexagons, rectangular and triangular prisms, cones, cylinders, and pyramids</p> | <p>Understand the scientific method: work together to ask and answer questions and explain how scientists use their skills to find answers</p> <p>Form a question and hypothesis and explain why scientists repeat investigations</p> <p>Collect, record, and share data about observations and tests</p> <p>Design and problem solving: make a simple machine</p> | <p>Use of timelines to describe sequences of events in history</p> <p>Native American culture and the Pilgrims' voyage on the <i>Mayflower</i></p> <p>Identify the Thirteen Colonies and the struggle for independence</p> <p>The Lewis and Clark expedition</p> <p>The Underground Railroad (Harriet Tubman)</p> <p>Immigration in the 19th century (Ellis Island)</p> <p>Heroes in history</p> |