

Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Grade Two
Quarter	One

Subject Area: Reading

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
1. Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3A)	Uses a variety of decoding and/or word analysis strategies	F&P/Running Records - Reading Groups (anecdotal notes) - Word Work program
2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4.B)	Reads fluently with rate, accuracy, and/or expression	F&P/Running Records - Reading Groups
3. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1)	Comprehends grade level literary text	-F&P Comprehension/Running Records - Making Meaning observations - Reponses to reading
4. Describe how characters in a story respond to major events and challenges. (RL.2.3)	Comprehends grade level literary text	- F&P Comprehension/Running Records - Making Meaning observations - Reponses to reading
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.(RL.2.5)	Comprehends grade level literary text	- F&P Comprehension/Running Records - Making Meaning observations - Reponses to reading

Subject Area: Speaking and Listening

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.2.1.A)	Demonstrates positive listening habits	- Daily observations (morning meeting, turn and talk, whole class discussion)
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.(SL.2.2)	Communicates ideas clearly and effectively	- Daily observations (morning meeting, turn and talk, whole class discussion) - Guided Reading observation

3. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4)	Communicates ideas clearly and effectively	- Daily observations (morning meeting, turn and talk, whole class discussion) - Guided Reading Observation
4. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (SL.2.21)	Makes relevant contributions during collaborative discussions	-Daily observations (morning meeting, turn and talk, whole class discussion)

Subject Area: Writing

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
1. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)	Produces clear and coherent writing as appropriate to task	Small Moments stories - Post Narrative assessment - Conferring notes - Daily observations
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(L.2.1)	Conveys meaning through application of grammar, mechanics and spelling	Writing samples across curriculum
3. Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)	Writes routinely across content areas for a range of tasks, purposes and audiences	- Writing samples across curriculum - Brainstorming observations

Subject Area: Math

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
1. Fluently add and subtract within 20 using mental strategies. (2.OA.B02)	Recalls basic math facts with automaticity.	<ul style="list-style-type: none"> • Fact Tests • Quick Checks
2. Fluently add within 100 using strategies based on place value, properties of operations, and/or the relationship between addition. (2.NBTB.5)	Uses a variety of efficient strategies and tools to solve problems	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment
3. Add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.B.6)	Uses a variety of efficient strategies and tools to solve problems	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment
4. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to	Recognizes relationships and uses patterns.	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment

express an even number as a sum of two equal addends. (2.OA.C.3)		
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Subject Area: Science

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
1. Recognize the interactions between plants and animals within a habitat. (examples: food chains, animals dispersing seeds and pollinating plants)	Asks questions and defines problems	<ul style="list-style-type: none"> Open ended projects (UDL) Create a representation of a food chain and show/explain how each organism works together
2. Classify animals as mammals, birds, fish, insects, reptiles, or amphibians	<p>Communicates findings</p> <p>Analyzes and interprets data</p>	<ul style="list-style-type: none"> Complete a classification sort

Subject Area: Social Studies

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
<p>1. Geography: types of communities, map skills and continents and oceans</p> <p>Locate on a map or globe major global physical features both man made and natural such as mountain, lake, ocean, great wall of China etc... (5.1.4.3, 5.1.4.2)</p>	Applies tools and concepts for civics, economics, geography, and/or history	<ul style="list-style-type: none"> Guided map discovery Observations
2. Locate on a map or globe the north pole, south pole, equator, all 7 continents and 5 oceans. (5.1.4.3, 5.1.4.2)	Applies tools and concepts for civics, economics, geography, and/or history	<ul style="list-style-type: none"> Label a map
3. Identify and use correctly the map skills of compass rose, legend, key and title. (5.1.4.1)	Applies tools and concepts for civics, economics, geography, and/or history	<ul style="list-style-type: none"> Observations
4. Discuss and compare the characteristics of rural, urban and suburban areas. (5.4.4.1, 5.2.4.4, 5.4.4.3)	<ul style="list-style-type: none"> Develops questions and plans inquiries Communicates conclusions and takes informed action 	<ul style="list-style-type: none"> Open ended project (guided by UDL)

Subject Area: Characteristics of a Successful Learner

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
1. Recognizes one's own emotions and how those emotions influence behavior	Self-Awareness	<ul style="list-style-type: none"> Teacher observations Student role play Drawings/Writings

2. Communicates thoughts, feelings and needs	
3. Recognizes one's strengths and challenges	
4. Sets and monitors progress towards goals	
5. Demonstrates engagement in learning	
6. Works independently with stamina	
7. Practices self-control	
8. Organizes time, tasks, and materials	
9. Recognizes feelings of others and shows empathy	
10. Demonstrates respect towards others	
11. Is accepting of others	
12. Establishes and maintains collaborative relationships	
13. Interacts effectively with others	
14. Navigates conflict effectively	
15. Evaluates and reflects on decisions	
16. Recognizes and accesses resources and supports	
17. Follows directions and expectations	

Subject Area: Physical Education

<u>Essential Learning Competencies</u>	<u>Formative and Summative Assessments</u>
<p>Understand and practice the skills that will help maintain a healthy lifestyle.</p> <p>National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Physical Activity Knowledge:</p> <ul style="list-style-type: none"> • Discuss the benefits of being active and exercising and/or playing • Discuss physical activity that they participate in outside of school <p>Engages in Physical Activity</p> <ul style="list-style-type: none"> • Actively engages in PE in response to instruction and practice
<p>Understand how fair, responsible, and respectful behavior in physical education relates to a positive, global environment.</p> <p>National Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p>Personal Responsibility:</p> <ul style="list-style-type: none"> • Follow directions in group settings • Accept personal responsibility by using equipment and space appropriately • Follow the rules and parameters of the learning environment • Be aware of personal social behavior in Physical Education • Accept responsibility for class protocols

Subject Area: Music

<u>Essential Learning Competencies</u>	<u>Formative and Summative Assessments</u>
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In an effort to create tuneful musicians, grades K-4 will focus on active listening through creating, responding, and connecting activities.	<ul style="list-style-type: none"> • Songtales • Listening maps and journals • Recorded singing presentations
In an effort to create beatful, musicians, grades K-4 will focus on keeping a steady beat through creating, responding, and connecting activities.	<ul style="list-style-type: none"> • Beat keeping games • Body percussion • Instrument performance • Keeping the beat to recorded music
In an effort to create artful musicians, grades K-4 will focus on appropriate musical responses through creating, responding, and connecting activities.	<ul style="list-style-type: none"> • Movement Activities • Audience Etiquette • Song analysis • Music Appreciation

Subject Area: Art

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Assessments/Evidence</u>
Creativity and innovative thinking are essential life skills that can be developed. Students can explore imaginative ideas and brainstorm different ways to solve a problem.	Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.	Student sketchbooks, student art
Artists and designers experiment with forms, structures, concepts, media and art-making approaches. Students can be safe and follow art rules in using materials.	Creating Anchor Standard 2: Organize and develop artistic ideas and work.	Student sketchbooks, student artwork
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. Student can make are about experiences and stories in their life.	Connecting Anchor Standard 10: Synthesize and related knowledge and personal experiences to make art.	Student art, Group discussion and sketchbooks