

# Merrimack School District

## Essential Learning Competencies

School	Merrimack School District
Grade Level	Grade Two
Trimester	Three

### Subject Area: Reading

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	Reads fluently with rate, accuracy, and/or expression	<ul style="list-style-type: none"> <li>F&amp;P/Running Records</li> <li>Reading Groups</li> </ul>
CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Comprehends grade level literary text	<ul style="list-style-type: none"> <li>F&amp;P Comprehension/Running Records</li> <li>Making Meaning Observations</li> <li>Responses to Reading</li> </ul>
CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	Comprehends grade level literary text	<ul style="list-style-type: none"> <li>F&amp;P Comprehension/Running Records</li> <li>Making Meaning Observations</li> <li>Responses to Reading</li> </ul>
CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.	Uses a variety of decoding and/or word analysis strategies	<ul style="list-style-type: none"> <li>F&amp;P Phonics Program</li> <li>Guided Reading Groups</li> </ul>
CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	Uses a variety of decoding and/or word analysis strategies	<ul style="list-style-type: none"> <li>F&amp;P Phonics Program</li> <li>Guided Reading Groups</li> </ul>
CCSS.ELA-LITERACY.L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell)	Uses a variety of decoding and/or word analysis strategies	<ul style="list-style-type: none"> <li>F&amp;P Phonics Program</li> <li>Guided Reading Groups</li> </ul>

### Subject Area: Speaking and Listening

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
Follow agreed-upon rules for discussion (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).	Demonstrates positive listening habits	- Daily observation (morning meeting, turn and talk, whole class discussion)
CCSS.ELA-LITERACY.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Communicates ideas clearly and effectively	<ul style="list-style-type: none"> <li>Audio recordings of opinion pieces</li> </ul>
CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension,	Listens for and understands information from various sources.	-Daily observation (morning meeting, turn and talk, whole class discussion) -

gather additional information, or deepen understanding of a topic or issue.		
CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Makes relevant contributions during collaborative discussions	- Daily observations (morning meeting, turn and talk, whole class discussion)

Subject Area: Writing

<b><u>Essential Learning Competencies</u></b>	<b><u>Reporting Standards Alignment</u></b>	<b><u>Formative and Summative Assessments</u></b>
CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Gathers information and generates ideas relative to task purpose and audience.	<ul style="list-style-type: none"> <li>• <b>Trimester 3: Opinion Writing Units</b></li> <li>• Lesson Observations</li> <li>• Writing samples</li> <li>• Small group work</li> <li>• 1:1 conferring notes</li> </ul>
CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Produces clear and coherent writing as appropriate to task	<ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Writing samples</li> <li>• Small group work</li> <li>• 1:1 conferring notes</li> </ul>
CCSS.ELA-LITERACY.L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Evaluates, organizes and revises to strengthen writing.	<ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Writing samples</li> <li>• Small group work</li> <li>• 1:1 conferring notes</li> </ul>
CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conveys meaning through application of grammar, mechanics and spelling	<ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Writing samples</li> <li>• Small group work</li> <li>• 1:1 conferring notes</li> </ul>
CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	Writes routinely across content areas for a range of tasks, purposes and audiences	<ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• Writing samples</li> <li>• Small group work</li> <li>• 1:1 conferring notes</li> </ul>

Subject Area: Math

<b><u>Essential Learning Competencies</u></b>	<b><u>Reporting Standards Alignment</u></b>	<b><u>Formative and Summative Assessments</u></b>
CCSS.MATH.CONTENT.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Recalls basic math facts with automaticity.	<ul style="list-style-type: none"> <li>• Daily observation</li> <li>• Xtra Math</li> </ul>
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	Computes with accuracy.	<ul style="list-style-type: none"> <li>• Daily Observation</li> <li>• Quick Checks</li> <li>• Topic Assessment</li> <li>• Topics 10 and 11</li> </ul>

with a symbol for the unknown number to represent the problem		
CCSS.MATH.CONTENT.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?	Uses a variety of efficient strategies and tools to solve problems	<ul style="list-style-type: none"> <li>• Daily Observation</li> <li>• Quick Checks</li> <li>• Topic Assessment</li> <li>• Topic 8</li> </ul>
CCSS.MATH.CONTENT.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Recognizes relationships and uses patterns.	<ul style="list-style-type: none"> <li>• Daily Observation</li> <li>• Quick Checks</li> <li>• Topic Assessment</li> <li>• Topic 8</li> </ul>
CCSS.MATH.CONTENT.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> <li>• Daily Observation</li> <li>• Quick Checks</li> <li>• Topic Assessment</li> <li>• Topic 15</li> </ul>
CCSS.MATH.CONTENT.2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Constructs viable arguments and critiques the reasoning of others.	<ul style="list-style-type: none"> <li>• Daily Observation</li> <li>• Quick Checks</li> <li>• Topic Assessment</li> <li>• Topic 12</li> </ul>

Subject Area: Science

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
Identifies the sun as an example of a star.	Asks questions and defines problems	<ul style="list-style-type: none"> <li>• Mystery Science</li> <li>• Mini Projects</li> <li>• Whole Group Experiments</li> </ul>
Recognize that the Sun looks larger and brighter than other stars because of its distance from Earth.	Asks questions and defines problems	<ul style="list-style-type: none"> <li>• Mystery Science</li> <li>• Mini Projects</li> <li>• Whole Group Experiments</li> </ul>
Recognize that the Earth rotates on its axis every 24 hours (creating day and night), and that this makes it appear that the Sun rises in the east and sets in the west.	Communicates findings	<ul style="list-style-type: none"> <li>• Mystery Science</li> <li>• Mini Projects</li> <li>• Whole Group Experiments</li> </ul>
Recognize that the Moon displays a pattern of phases that repeat each month. (They do not need to memorize the names or shapes of the Moon's phases.)	Analyzes and interprets data	<ul style="list-style-type: none"> <li>• Mystery Science</li> <li>• Mini Projects</li> <li>• Whole Group Experiments</li> </ul>
Recognize that the Earth revolves around the Sun.	Plans and conducts investigations	<ul style="list-style-type: none"> <li>• How To books</li> <li>• Mystery Science</li> <li>• Mini Projects</li> <li>• Whole Group Experiments</li> </ul>
Recognize that the Moon revolves around the Earth.	Plans and conducts investigations	<ul style="list-style-type: none"> <li>• How To books</li> <li>• Mystery Science</li> <li>• Mini Projects</li> <li>• Whole Group Experiments</li> </ul>

Subject Area: Social Studies

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
Review the value of United States coins and bills: penny, nickel, dime, quarter, half-dollar, dollar, five dollar, ten dollar (4.4.4.2)	Applies tools and concepts for civics, economics, geography, and/or history	<ul style="list-style-type: none"> <li>• Envision Topic 8</li> </ul>

Make connections between the exchange of money for goods and/or services (4.4.4.1, 4.1.4.1)	Communicates conclusions and takes informed action	<ul style="list-style-type: none"> <li>• projects</li> <li>• mini lesson</li> </ul>
Explore the basic ways that prices of goods are set (snack prices, lunch prices, etc.) (4.2.4.5)	Develops questions and plans inquiries	<ul style="list-style-type: none"> <li>• projects</li> <li>• mini lesson</li> </ul>
Investigate the differences between manufacturing and agricultural communities (4.3.4.1)	Evaluates sources and uses evidence	<ul style="list-style-type: none"> <li>• projects</li> <li>• mini lesson</li> </ul>

Subject Area: Characteristics of a Successful Learner

<b><u>Essential Learning Competencies</u></b>	<b><u>Reporting Standards Alignment</u></b>	<b><u>Formative and Summative Assessments</u></b>
<ul style="list-style-type: none"> <li>• Sets and monitors progress towards goals</li> <li>• Demonstrates engagement in learning</li> <li>• Works independently with stamina</li> <li>• Practices self-control</li> <li>• Organizes time, tasks, and materials</li> </ul>	Self-Management	<ul style="list-style-type: none"> <li>* teacher observation</li> <li>* student role play</li> <li>* drawings/writing</li> </ul>
<ul style="list-style-type: none"> <li>• Recognizes one's own emotions and how those emotions influence behavior</li> <li>• Communicates thoughts, feelings and needs</li> <li>• Recognizes one's strengths and challenges</li> </ul>	Self-Awareness	<ul style="list-style-type: none"> <li>* teacher observation</li> <li>* student role play</li> <li>* drawings/writing</li> </ul>
<ul style="list-style-type: none"> <li>• Recognizes feelings of others and shows empathy</li> <li>• Demonstrates respect towards others</li> <li>• Is accepting of others</li> </ul>	Social Awareness	<ul style="list-style-type: none"> <li>* teacher observation</li> <li>* student role play</li> <li>* drawings/writing</li> </ul>
<ul style="list-style-type: none"> <li>• Develops positive peer relations</li> <li>• Establishes and maintains collaborative relationships</li> <li>• Navigates conflict effectively</li> </ul>	Relationship Building	<ul style="list-style-type: none"> <li>* teacher observation</li> <li>* student role play</li> <li>* drawings/writing</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluates choices and reflects on decisions</li> <li>• Recognizes and accesses resources and supports</li> <li>• Follows directions and expectations</li> </ul>	Responsible Decision Making	<ul style="list-style-type: none"> <li>* teacher observation</li> <li>* student role play</li> <li>* drawings/writing</li> </ul>

Subject Area: Physical Education

<b><u>Essential Learning Competencies</u></b>	<b><u>Formative and Summative Assessments</u></b>

Subject Area: Music

<b><u>Essential Learning Competencies</u></b>	<b><u>Formative and Summative Assessments</u></b>

Subject Area: Art

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Assessments/Evidence</u>