

Merrimack School District

Essential Learning Competencies

School	Merrimack School District
Grade Level	Grade Two
Trimester	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) 2. Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4.A)	Uses a variety of decoding and/or word analysis strategies	F&P/Running Records - Reading Groups (anecdotal notes) - F&P Word Work Lessons (see page 48 for scope and sequence)
3. 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
4. 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 - Responses to reading
5. 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 - Responses to reading
6. 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 - Responses to reading
7. Describe how words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song (RL.2.4)	Comprehends grade level literary text	Making Meaning Unit 3 Small Group Observation Notes
8. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate key details in a text (RI.2.1) 9. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs. (RI.2.2)	Comprehends grade level informational text.	-Small group lessons (Literacy Footprints)

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. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (SL.2.3)	Listens for and understands information from various sources.	- Morning Meeting - Making Meaning - Guided Reading Groups
5. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (SL.2.2)	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 Participates in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations) (W.2.7)	Gathers information and generates ideas relative to task purpose and audience.	- Science research on animal classification - Research on different types of maps and communities
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. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)	Evaluates, organizes and revises to strengthen writing.	- Writing Samples
3. 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
4. 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.	• Fact Tests • Quick Checks
2. Use addition within 100 to solve one and two step word problems involving situations of adding to, and putting together, with unknowns in all positions, e.g., by using drawings and equations with a symbol for an unknown number to represent the problem (2.OA.A.1)	Computes with accuracy.	• Daily Observation • Quick Checks • Topic Assessment
3. 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	• Daily Observation • Quick Checks • Topic Assessment

4. 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
5. 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 express an even number as a sum of two equal addends. (2.OA.C.3)	Recognizes relationships and uses patterns.	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment
6. Understands that the three digits of a three-digit number represent amounts of 100s, 10s, and 1s; e.g., 706 = 7 hundreds, 0 tens and 6 ones (2.NBT.A.1)		
7. Explain why addition strategies work, using place value and properties of operations (2.NBT.B.9)	Constructs viable arguments and critiques the reasoning of others.	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment

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	Communicates findings Analyzes and interprets data	<ul style="list-style-type: none"> • Complete a classification sort
Unit - Life Science: Relationships between plants and animals	Plans and conducts investigations	<ul style="list-style-type: none"> • Mystery Science • Generation Genius • Food Chains Project

Subject Area: Social Studies

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
1. Geography: types of communities, map skills and continents and oceans 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)	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)
Unit: My World 5. Why do people live where they live?	Evaluates sources and uses evidence	<ul style="list-style-type: none"> • Open ended projects (skits, murals, technology)

		<ul style="list-style-type: none"> • Example of possible product *designing map to show different geographic characteristics needed for a specific role in your community (e.g., farming, fishing, artist, grocery store) • Answering “why do you think” questions • Wonder Wall
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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 (classroom, specials and recess)<ul style="list-style-type: none">• Student role play• Drawings/Writings<ul style="list-style-type: none">• Second Steps• Cooperative Learning<ul style="list-style-type: none">• Morning Meeting
2. Communicates thoughts, feelings and needs		
3. Recognizes one’s strengths and challenges		
4. Sets and monitors progress towards goals	Self-Management	
5. Demonstrates engagement in learning		
6. Works independently with stamina		
7. Practices self-control		
8. Organizes time, tasks, and materials	Social Awareness	
9. Recognizes feelings of others and shows empathy		
10. Demonstrates respect towards others		
11. Is accepting of others	Relationship Building	
12.Establishes and maintains collaborative relationships		
13. Interacts effectively with others		
14. Navigates conflict effectively	Responsible Decision Making	
15. Evaluates and reflects on decisions		
16. Recognizes and accesses resources and supports		
17. Follows directions and expectations		

Unified Arts: Art

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Assessments/Evidence</u>
Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions and curiosity. I can make art or design with different materials and tools to explore what I like and what I wonder about art.	Investigates media, plans ideas and creates art	<ul style="list-style-type: none"> • Student artwork • Discussion with students • Observation of students working
Re7.1.2a Perceive and describe aesthetic characteristics of one’s natural world and constructed environments. I can see and talk visual traits of my natural world and built environments.	Responds to artistic work.	<ul style="list-style-type: none"> • Student artwork • Discussion with students • Class discussion

Unifies Arts: Music

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Assessments/Evidence</u>
MU:Cr1.1.3 a. Improvise rhythmic and melodic ideas, and describe connection to specific	Creates, revises, and evaluates musical works.	<ul style="list-style-type: none"> • Consistent head voice singing • Unison singing focusing on breath support and posture.

<p>purpose and context (such as personal and social)</p> <p>MU:Cr1.1.3</p> <p>b. Generate musical ideas (such as rhythms and melodies) within a given tonality or meter</p> <p>MU:Cr3.1.3</p> <p>Evaluate, refine, and document revisions to personal musical ideas applying teacher-provided and collaboratively-developed criteria and feedback</p>		<ul style="list-style-type: none"> • Focused use of canons and rounds. • Student led beat keeping activities to recorded and live music. • More complex beat and rhythm games. • Form focused movement and dance activities • Folk Dance- Level 2 Introduction • Student created and led movement activities
<p>MU:Pr4.3.3</p> <p>Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo)</p> <p>MU:Pr5.1.3</p> <p>a. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.</p> <p>b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p>	Rehearses and presents musical ideas for performance.	<ul style="list-style-type: none"> • Continued staff work • Reading and performing intermediate notated beat patterns. • Intermediate Orffestrations • Recorder introduction • Student performance exploration and creation.
<p>MU:Re7.2.3</p> <p>Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).</p> <p>MU:Re8.1.3</p> <p>Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</p>	Responds to musical performances.	<ul style="list-style-type: none"> • Performance Etiquette • Composer/Artist study • Listening activities/journals

Subject Area: Physical Education

<u>Essential Learning Competencies</u>	<u>Reporting Standards</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

		<ul style="list-style-type: none">• Accept responsibility for class protocols
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