

Merrimack School District

Essential Learning Competencies

School	Merrimack School District
Grade Level	Grade Two
Trimester	Two

Subject Area: Reading

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
<u>CCSS.ELA-LITERACY.RF.2.4.B</u> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings	Reads fluently with rate, accuracy, and/or expression	<ul style="list-style-type: none"> F&P/Running Records Guided Reading Group notes and observations
<u>CCSS.ELA-LITERACY.RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Comprehends grade level literary text	<ul style="list-style-type: none"> Inferencing Unit 4 Making Meaning
<u>CCSS.ELA-LITERACY.RL.2.7</u> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Comprehends grade level literary text	<ul style="list-style-type: none"> Making Meaning Unit 4
<u>CCSS.ELA-LITERACY.RL.2.9</u> Compare and contrast two or more versions of the same story (e.g. Cinderella) by different authors or from different cultures.	Comprehends grade level literary text	<ul style="list-style-type: none"> Making Meaning Unit
<u>CCSS.ELA-LITERACY.RI.2.5</u> 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	Comprehends grade level informational text	<ul style="list-style-type: none"> Introduced in our Informational writing unit this trimester
<u>CCSS.ELA-LITERACY.RF.2.3.B</u> Know spelling-sound correspondences for additional common vowel teams.	Uses a variety of decoding and/or word analysis strategies	<ul style="list-style-type: none"> F&P Phonics Program Guided Reading Groups
<u>CCSS.ELA-LITERACY.RF.2.3.C</u> Decode regularly spelled two-syllable words with long vowels.	Uses a variety of decoding and/or word analysis strategies	<ul style="list-style-type: none"> F&P Phonics Program Guided Reading Groups
<u>CCSS.ELA-LITERACY.L.2.4.D</u> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)	Uses a variety of decoding and/or word analysis strategies	<ul style="list-style-type: none"> F&P Phonics Lessons WS 4-5 (page 57) Small Group Observation Notes+

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/small group discussion)
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Communicates ideas clearly and effectively	- Daily observation (morning meeting, turn and talk, whole class/small group discussion)
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.	Listens for and understands information from various sources.	-Daily observation (morning meeting, turn and talk, whole class/small group discussion) -Guided reading observation -Making Meaning observation
Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe	Makes relevant contributions during collaborative discussions	- Daily observations (morning meeting, turn and talk, whole class/small group discussion) - Guided Reading Observation

Subject Area: Writing

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
<u>CCSS.ELA-LITERACY.W.2.7</u> 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.	Trimester 2 Information Writing Unit: Lab Reports and Science Books (Lucy Calkins) <ul style="list-style-type: none"> • Lesson Observations • Writing samples • Small group work • 1:1 conferring notes
<u>CCSS.ELA-LITERACY.W.2.2</u> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Produces clear and coherent writing as appropriate to task	<ul style="list-style-type: none"> • Lesson Observations • Writing samples • Small group work • 1:1 conferring notes
<u>CCSS.ELA-LITERACY.W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Evaluates, organizes and revises to strengthen writing.	<ul style="list-style-type: none"> • Lesson Observations • Writing samples • Small group work • 1:1 conferring notes
<u>CCSS.ELA-LITERACY.L.2.5.B</u> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)	Evaluates, organizes and revises to strengthen writing.	<ul style="list-style-type: none"> • Lesson Observations • Writing samples • Small group work • 1:1 conferring notes
<u>CCSS.ELA-LITERACY.L.2.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Conveys meaning through application of grammar, mechanics and spelling	<ul style="list-style-type: none"> • Lesson Observations • Writing samples • Small group work • 1:1 conferring notes

grammar and usage when writing or speaking.(L.2.1)		
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"> • Lesson Observations • Writing samples • Small group work • 1:1 conferring notes

Subject Area: Math

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
CCSS.MATH.CONTENT.2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Recalls basic math facts with automaticity.	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment
<u>CCSS.MATH.CONTENT.2.OA.A.1</u> 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	Computes with accuracy.	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment
<u>CCSS.MATH.CONTENT.2.NBT.B.5</u> Fluently subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between subtraction.	Uses a variety of efficient strategies and tools to solve problems	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment
<u>CCSS.MATH.CONTENT.2.NBT.B.6</u> Add up to four two-digit numbers using strategies based on place value and properties of operations.	Uses a variety of efficient strategies and tools to solve problems	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment
CCSS.MATH.CONTENT.2.NBT.A.1.B The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Recognizes relationships and uses patterns.	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment
CCSS.MATH.CONTENT.2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s	Recognizes relationships and uses patterns	<ul style="list-style-type: none"> • Daily Observation • Quick Checks • Topic Assessment
<u>CCSS.MATH.CONTENT.2.NBT.B.9</u> Explain why addition and subtraction strategies work, using place value and the properties of operations.	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>
Identify that a "force" is a push or pull on an object.	Asks questions and defines problems	<ul style="list-style-type: none"> • How To books • Mystery Science/Generation Genius • Mini Projects • Whole Group Experiments • Science Spin • Observational Notes during STEM activities

Recognize friction as a force which opposes motion.	Asks questions and defines problems	<ul style="list-style-type: none"> • Generation Genius • Observational Notes during recess • Hands-on experiments • Observational Notes during STEM activities
Recognize what will happen if a force is applied to a stationary object and an object in motion	Communicates findings	<ul style="list-style-type: none"> • How To books • Mystery Science/Generation Genius • Mini Projects • Whole Group Experiments • Science Spin • Observational Notes during STEM activities
Describe the many different ways things can move. (straight line, zigzag, circular, back and forth, fast/slow)	Analyzes and interprets data	<ul style="list-style-type: none"> • How To books • Mystery Science/Generation Genius • Mini Projects • Whole Group Experiments • Science Spin • Observational Notes during STEM activities
Investigate how the position and motion of an object can be changed by applying force. (balls and ramps, magnets, spinning tops, slinky)	Plans and conducts investigations	<ul style="list-style-type: none"> • How To books • Mystery Science/Generation Genius • Mini Projects • Whole Group Experiments • Science Spin • Observational Notes during STEM activities

Subject Area: Social Studies

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
Recognize that there are different types of communities around the world (7.1.4.1)	Applies tools and concepts for civics, economics, geography, and/or history	<ul style="list-style-type: none"> • Holidays Around the World project
Participates in discussions about current events.	Communicates conclusions and takes informed action	<ul style="list-style-type: none"> • Holidays Around the World project
Explore values and beliefs from around the world as expressed in holidays and festivals (7.5.4.1)	Develops questions and plans inquiries	<ul style="list-style-type: none"> • Holidays Around the World project
Explore values and beliefs from around the world as expressed in holidays and festivals (7.5.4.1)	Evaluates sources and uses evidence	<ul style="list-style-type: none"> • Holidays Around the World project

Subject Area: Characteristics of a Successful Learner

<u>Essential Learning Competencies</u>	<u>Reporting Standards Alignment</u>	<u>Formative and Summative Assessments</u>
<ul style="list-style-type: none"> • Sets and monitors progress towards goals • Demonstrates engagement in learning • Works independently with stamina • Practices self-control • Organizes time, tasks, and materials 	Self-Management	<ul style="list-style-type: none"> * teacher observation * student role play * drawings/writing
<ul style="list-style-type: none"> • Recognizes one's own emotions and how those emotions influence behavior • Communicates thoughts, feelings and needs 	Self-Awareness	<ul style="list-style-type: none"> * teacher observation * student role play * drawings/writing

<ul style="list-style-type: none"> Recognizes one's strengths and challenges 		
<ul style="list-style-type: none"> Recognizes feelings of others and shows empathy Demonstrates respect towards others Is accepting of others 	Social Awareness	<ul style="list-style-type: none"> * teacher observation * student role play * drawings/writing
<ul style="list-style-type: none"> Develops positive peer relations Establishes and maintains collaborative relationships Navigates conflict effectively 	Relationship Building	<ul style="list-style-type: none"> * teacher observation * student role play * drawings/writing
<ul style="list-style-type: none"> Evaluates choices and reflects on decisions Recognizes and accesses resources and supports Follows directions and expectations 	Responsible Decision Making	<ul style="list-style-type: none"> * teacher observation * student role play * drawings/writing

Subject Area: Physical Education

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

Subject Area: Music

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

Subject Area: Art

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