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Second Grade GOALS AND EXPECTATIONS

The Common Core Standards

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

About the Standards

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

ENGLISH LANGUAGE ARTS

Literature

Student will be able to:

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
9. 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.

Informational Text

Student will be able to:

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. 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. Use the illustrations and details in a text to describe its key ideas.

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Compare and contrast the most important points presented by two texts on the same topic.
9. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skill in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Student will be able to:

1. Write opinion pieces in which they introduce the topic or name the 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.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. 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.
4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
6. 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).

7. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. 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).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. 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.
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., group).
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - c. Use reflexive pronouns (e.g., myself, ourselves).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words.
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

SOCIAL STUDIES AND SCIENCE

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Social Studies

The Social Studies program is designed to prepare students to be effective citizens in a democratic society. The students will also become increasingly aware of local, state, national, and international concerns.

Student will:

1. Label and identify the equator, Northern Hemisphere, Southern Hemisphere, the continents, oceans, and select countries on a globe and world map.
2. Recognize historical figures and their contributions to society.
3. Understand the relationship between consumers and producers and describe goods and services.
4. Appreciate diversity among cultures in the community.
5. Understand the purpose of laws and how to be a good citizen.

6. Identify features of communities, including cities, suburbs, and rural communities.
7. Identify features of community, state, and national governments.
8. Identify geographical features, landform regions, and natural resources.
9. Identify major historical events of our community and our country.

Science

Student will:

1. Use tools such as a magnifying glass, ruler, and scale.
2. Observe, predict, measure, collect and interpret data.
3. Explore the formation of the Earth's surface using water, sand, silt, fossils, and pebbles.
4. Categorize and classify living and non-living things.
5. Identify mammals, birds, fish, reptiles, and amphibians.
6. Describe the life cycles of plants and animals.
7. Describe how plants and animals have adapted to their environments.
8. Identify food chains and webs.
9. Identify natural resources.
10. Investigate forces such as gravity, momentum, and friction.
11. Identify components of the solar system.
12. Observe weather and complete air explorations.

MATHEMATICS

Instructional time will focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reason.

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

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 drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

2. Fluently add and subtract with 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of numbers, 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.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operation in Base Ten

Understand place value.

1. Understand that the three digits of a three-digit number represent amount of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and six ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens = called a “hundred.”
 - 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).
2. Count within 1,000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1,000 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.
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement and Data

Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
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.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the number 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using monetary symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry

Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.