

## Getting Ready for Second Grade

Let your child know that you value education and believe he or she can succeed in school. Find out your school's homework policy, establish routines and provide a quiet, well lit workplace. Remember that homework is your child's responsibility; help by listening carefully and asking questions rather than providing the answers. Here are some ideas on how to help your child get the most out of his or her school experience:

- Read aloud to your child and talk about books each day.
- Have your child read aloud to you. Praise his or her efforts, even if every word is not correct.
- Encourage personal connections to books by asking your child which characters are most like him or her, and what parts of the story seem realistic.
- Help your child write stories and keep journals.
- Visit the library with your child, and ask the children's librarian for help in selecting and checking out books.
- Talk to your child about school, listening carefully, making eye contact and asking questions to show interest.
- Play games that involve decision-making and strategizing.
- Use coins to count by twos, fives and tens.
- Encourage your child to explore and explain different ways to solve arithmetic problems, rather than just drilling number facts.
- Involve your child in "real life" measuring experiences such as cooking, keeping a record of height and weight and checking the time.
- Tell your child how proud you are of his/her learning.

## WHAT DID YOU LEARN IN SCHOOL TODAY?

What EVERY student should know and be able to do in SUSD!

### SECOND GRADE

- ◆ ENGLISH LANGUAGE ARTS
- ◆ MATHEMATICS
- ◆ SCIENCE
- ◆ SOCIAL STUDIES
- ◆ TECHNOLOGY



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Engage, educate and empower  
every student, every day.

School Year 2016-17

## A Message to the Reader

This brochure provides a summary of the standards and skills in English/Language Arts, Mathematics, Science and Social Studies that students should acquire by the end of second grade in the Scottsdale Unified School District. The brochure explains what students are expected to know and be able to do in order to be best prepared for third grade.

The performance outcomes listed in this brochure are taken from the Arizona Academic State Standards. These outcomes reflect the goals of the educational community to ensure a quality curriculum and accountability for all stakeholders in SUSD.

Note: The information in this brochure will be updated annually over the next three years to reflect SUSD's transition to the Next Generation Science Education Standards.

## English Language Arts

*By the end of the school year, my student will be able to:*

### READING

Read on-level text with purpose, accuracy and fluency (literature and informational texts);

#### Literature Texts

- ask and answer questions about key details using 5 W's + H (who, what, where, why, when, and how);
- retell stories, including fables and folktales, identifying central message/lesson;
- compare/contrast versions of the same story by different authors/cultures;

#### Informational Texts

- ask and answer questions about key details using 5 W's + H;
- identify main topic of multi-paragraph text and focus on specific details;
- know and use various text features to locate key facts or information;

#### Phonics

- decode long/short vowels and vowel teams;
- decode two-syllable words with long vowels;
- decode words with common prefixes and suffixes;
- identify words with inconsistent but common spelling-sound correspondences;
- recognize and read grade-appropriate irregularly spelled words;

### WRITING

- compose opinion pieces of writing: introduce topic, state opinion, reasons, conclusion;
- compose informative/explanatory texts: introduce topic, use facts, conclusion;
- compose narrative texts recounting well-elaborated events in sequence including details, temporal words and closure;
- revise and edit to strengthen writing;
- participate in shared research and writing projects;

### SPEAKING AND LISTENING

- participate in collaborative conversations about topics and texts being studied by linking comments to remarks of others and asking and answering questions to deepen understanding;

## English Language Arts (Continued)

- speak using complete sentences in order to provide requested detail or clarification;

### LANGUAGE

- use correct grammar and parts of speech when writing and speaking (e.g., collective and irregular plural nouns, reflective pronouns, past tense of irregular verbs, adjectives, adverbs);
- produce, expand and rearrange complete simple and compound sentences;
- capitalize holidays, product names and geographic names and use commas in greetings/closing of letters; use apostrophes in contractions and possessives;
- use spelling patterns when writing and consult reference materials to check/correct spelling;
- determine/clarify meaning of unknown and multiple-meaning words/phrases using sentence level context clues, affixes, word roots, compound words, and reference materials.

## 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.

*By the end of the school year, my student will be able to:*

### Operations and Algebraic Thinking

- represent and solve problems involving addition and subtraction;
- add and subtract within 20;
- work with equal groups of objects to gain foundations for multiplication;

### Number and Operations in Base Ten

- understand place value;
- use the understanding of place value and properties of operations to add and subtract;

### Measurement and Data

- measure and estimate lengths in standard units;
- relate addition and subtraction to length;
- work with time and money;
- represent and interpret data;

### Geometry

- reason with shapes and their attributes.

### Second graders will use the following eight standards for mathematical practices:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

## Science

*By the end of the school year, my student will be able to:*

- observe, ask questions and make predictions;
- participate in planning and conducting investigations and recording data;
- organize and analyze data; compare to predictions;
- communicate results of investigations;
- identify individual and cultural contributions to scientific knowledge;
- understand how science is a process for generating knowledge;
- understand the impact of technology;
- understand that basic structures in plants and animals serve a function;

- understand the life cycles of plants and animals;
- classify objects and materials by their observable properties;
- understand characteristics of weather conditions and climate.

## Social Studies

*By the end of the school year, my student will be able to:*

### American History

- recognize the chronological order of events using a timeline;
- recognize that prehistoric mound-building cultures lived in North America;
- recognize that displeasure with England's rule led to the Revolutionary War and ultimately the creation of a new nation;
- describe how colonists demonstrated discontent with British rule;
- discuss contributions of key people in gaining independence and in the creation of the Constitution and Bill of Rights;
- identify reasons for immigration to the United States and for westward movement;
- describe pioneer journeys and the effects of Westward Expansion on Native Americans;

### World History

- recognize that civilizations developed in China, India and Japan;
- describe how trade led to the exchange of new goods and ideas;
- recognize that people sometimes challenge their governments resulting in conflict and change;

### Civics/Government

- describe the history and meaning of national symbols, documents, songs and monuments and the significance of national holidays;
- recognize the three branches of government;
- demonstrate the rights and responsibilities of citizenship;

### Geography

- recognize natural and human characteristics of place and how people interact with and modify their environments;
- interpret political and physical maps;
- describe the reasons for human settlement patterns;
- discuss that Asian civilizations have changed from past to present;

### Economics

- discuss how scarcity causes people to make choices due to limited resources;
- identify natural, human and capital resources;
- discuss costs and benefits of personal savings.