



Grade 2

Standards-Based Report Card Progress Check Points

First Nine Weeks



English/Language Arts

All students should know and be able to:

- Begin to identify and compare characters and setting
- Begin summarizing a text
- Begin to identify the topic or main idea (them)
- Use phonics to decode simple words in grade-appropriate material
- Use knowledge of letter-sound correspondences and high frequency words to orally read grade level text
- Begin to self-correct and self-monitor comprehension
- Tell a story or recount an experience of books on grade level text (level J/K)
- Write texts in which they introduce a topic

Mathematics

All students should know and/or be able to:

- Solve problems involving addition/subtraction within 100
- Fluently use mental strategies to add and subtract within 20
- Understand and model place value to 1000
- Use and explain place value and properties of operations to add and subtract within 1000
- Represent and interpret data

Science

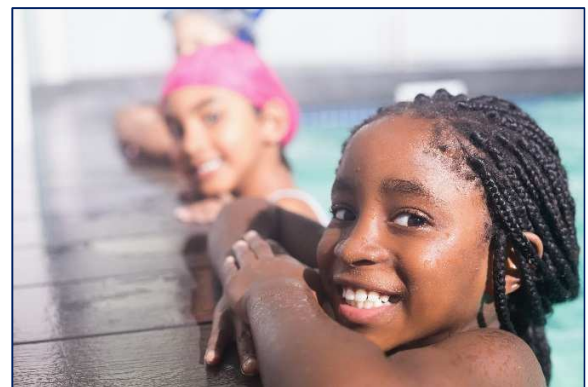
All students should know and/or be able to:

- Investigate the properties of matter and changes that occur in objects
- Identify the three common states of matter as solid, liquid, or gas
- Investigate changes in objects by tearing, dissolving, melting, squeezing, etc.

Social Studies

All students should know and/or be able to:

- Describe Geographic Features of Georgia
 - Regions of Georgia
 - Basic land features: mountains, plains, lakes, rivers, and coastline
- **Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint.**





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Second Nine Weeks



English/Language Arts

All students should know and be able to:

- Begin to refer to details and examples when explaining what a text says explicitly
- Continue to practice summarizing a text
- Read and comprehend a variety of literary and informational literature on grade level (level K)
- Decode words based on text around them
- Decode regularly spelled two syllable words with long vowels
- Begin to self-correct and self-monitor comprehension
- Begin to recount an experience with appropriate facts and details
- Supply reasons that support an opinion
- Write texts in which they introduce a topic and use facts or information from text

Mathematics

All students should know and be able to:

- Represent and solve problems involving addition and subtraction within 100
- Fluently use mental strategies to add and subtract within 20
- Understand & model place value to 1000 (read, write, count, and compare)
- Use and explain place value and properties of operations to add and subtract within 1000
- Measure and estimate lengths in standard units using appropriate tools
- Tell and write analog and digital time to the nearest five minutes (AM & PM)
- Represent and interpret data

Social Studies

All students should know and/or be able to:

- Explain the lives and contributions of Georgians (Oglethorpe, Tomochichi, Mary Musgrove, Sequoyah) in history
- Explain the culture & geography of famous Georgians (Oglethorpe, Tomochichi, Mary Musgrove, Sequoyah)
- Identify the need for rules & laws
- Identify character traits of Georgians (Oglethorpe, Tomochichi, Mary Musgrove, Sequoyah)
- Explain scarcity
- Identify goods & services,
- Describe and identify the uses of money
- Explain the lives and contributions of Georgians (Oglethorpe, Tomochichi, Mary Musgrove, Sequoyah) in History

Science

All students should know and/or be able to:

- Identify sources of energy and how the energy is used
- Identify sources of light energy, heat energy, and energy of motion
- Describe how light, heat, and motion energy are used
- Students will demonstrate changes in speed and direction using pushes and pulls
- Demonstrate the effects of changes of speed on an object



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Third Nine Weeks



English/Language Arts

All students should know and be able to:

- Refer to details and examples when explaining what a text says explicitly
- Retell stories including key details, and demonstrate understanding of their central message or lesson
- Identify features such as pictures, subtitles, bold print, and graphs to gain meaning
- Describe similarities and differences of two individuals, events, ideas, or pieces of information in a text
- Read and comprehend a variety of literary and informational texts within the Fountas and Pinnell instructional level L
- Decode words based on text around them
- Understand how to self-correct and self-monitor comprehension
- Read with sufficient accuracy and fluency to support comprehension
- Refer to details and examples when explaining what a text says explicitly
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points

Science

All students should know and/or be able to:

- Demonstrate changes in speed and direction using pushes and pulls
- Demonstrate how pushing and pulling an object affects the motion of the object
- Demonstrate the effects of changes of speed on an object
- Understand that stars have different sizes, brightness, and patterns
- Describe the physical attributes of stars—size, brightness, and patterns
- Students will investigate the position of sun and moon to show patterns throughout the year

Mathematics

All students should know and be able to:

- Solve word problems involving money including bills and coins
- Partition and describe shapes using halves, thirds, fourth, and wholes
- Recognize, draw and reason with shapes having specified attributes, such as a given number of angles or a given number of faces
- Identify, compare and contrast triangles, quadrilaterals, pentagons, hexagons, and cubes

Social Studies

All students should know and be able to:

- Explain the lives and contributions of Georgians (Jackie Robinson & Martin Luther King, Jr.) in History
- Explain the culture & geography of **Jackie Robinson & Martin Luther King, Jr.**
- Describe the need for rules & laws
- Describe character traits of **Jackie Robinson & Martin Luther King, Jr.**
- Explain scarcity
- Identify goods & services
- Describe and identify uses of money





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Progress Check Points

Fourth Nine Weeks



English/Language Arts

All students should know and be able to:

- Read and comprehend a variety of literary texts within the Fountas and Pinnell instructional level M or above
- Summarizes the beginning, middle and end of a text
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Write texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

Science

All students should know and/or be able to:

- Students will investigate the position of sun and moon to show patterns throughout the year
- Investigate the position of the sun in relation to a fixed object on earth at various times of the day
- Determine how the shadows change through the day by making a shadow stick or using a sundial
- Relate the length of the day and night to the change in seasons (for example: Days are longer than the night in the summer.)
- Use observations and charts to record the shape of the moon for a period of time

Social Studies

All students should know and be able to:

- Describe the lives and contributions of Georgians (Jimmy Carter) in history
- Explain the culture & geography of famous Georgians (Jimmy Carter)
- Describe the need for rules & laws
- Describe character traits of Georgians (Jimmy Carter)
- Explain scarcity
- Identify goods & services
- Describe and identify money

Mathematics

All students should know and be able to:

- Work with equal groups of objects to gain foundation for multiplication using a variety of strategies
- Add up to four two-digit numbers using strategies based on place value and properties of operations
- Add and subtract within 1000, using concrete models or drawings and strategies
- Draw a picture graph and a bar graph (with a single-unit scale) to represent a data set with up to four categories
- Solve problems using information presented in a bar graph

