

# SECOND GRADE COURSE OF STUDY

HAYFIELD COMMUNITY SCHOOLS  
9 Sixth Avenue SE  
Hayfield, MN 55940  
[www.hayfield.k12.mn.us](http://www.hayfield.k12.mn.us)



This brochure is designed to help parents and students understand what students must learn in Hayfield Community Schools. Each subject area lists the essential learning most students have successfully completed at this grade. The curriculum is aligned with national, state and local standards.

In the Hayfield Public Schools, we strive to adjust the curriculum to fit each learner. The student's age, current skill level, personality, interest, and learning style are among considerations when planning learning experiences. These needs are met in the classroom or in conjunction with programs designed for interventions or enrichments. Students at all levels are encouraged to develop the study skills of independent learners, to cooperate with others, to learn to make wise decisions, and to transfer learning within all disciplines.

Teachers measure student progress in a variety of ways, such as teacher observations, portfolios, formal testing, student self-evaluation, anecdotal comments, checklists, narratives, logs, journals, pre/post testing, and student/teacher interviews. The Minnesota Comprehensive Assessments are administered in reading and math to grades 3-6 and in science to grade 5. AIMSweb benchmarks assessments in reading and math are administered in kindergarten through grade 6 in the fall, winter, and spring.

**Reading Benchmarks: Literature**

- Ask and answer such questions as *who, what, where, when, why,* and how to demonstrate understanding of key details in text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians.
- By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Benchmarks: Informational Text**

- Ask and answer questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in text.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- 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.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- By the end of the year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.

### **Reading Benchmarks: Foundational Skills**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Know spelling-sound correspondences for additional common vowel teams.
  - Decode regularly spelled 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, including high-frequency words.
- Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding to promote oral and silent reading fluency.
  - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

- Write opinion pieces in which they introduce the topic or 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.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 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).
- Recall information from experiences or gather information from provided sources to answer a question.

### **Speaking, Viewing, Listening and Media Literacy**

- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions.
  - Build on others' talk in conversations by linking their comments to the remarks of others.
  - Ask for clarification and further explanations as needed about the topics and texts under discussion.
  - Cooperate for productive group discussion.
  - Follow two- and three-step oral directions.

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issues.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.
- 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..
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Distinguish, understand, and use different types of print, digital, and multimodal media.
  - Use tools for locating print and electronic materials appropriate to the purpose.
- With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).
  - With prompting and support, critique each found image under consideration for use in multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.
  - Share the work with an audience.

### **Language**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Use collective nouns (e.g., *group*).
  - Form and use frequently occurring irregular plural nouns.
  - Use reflexive pronouns.
  - Form and use the past tense of frequently occurring irregular verbs.
  - Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - Produce, expand, and rearrange complete simple and compound sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize holidays, product names, and geographic names.
  - Use commas in greetings and closings of letters.
  - Use an apostrophe to form contractions and frequently occurring possessives.
  - Generalize learned spelling patterns when writing words.
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Compare formal and informal uses of English.

- 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.
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known prefix is added to a known word.
  - Use a known root word as a clue to the meaning of an unknown word with the same root.
  - Use knowledge of the meaning of individual words to predict the meaning of compound words.
  - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
  - Identify real-life connections between words and their use.
  - Distinguish shades of meaning among closely related verbs and closely related adjectives.
- Use words and phrases acquired through conversations, reading and being read to, and responding texts, including using adjectives and adverbs to describe.

## **Math (aligned with MN Math Academic Standards)**

### **Number and Operation**

- compare and represent whole numbers up to 1000, with an emphasis on place value
- demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems

#### District Basic Fact Mastery Targets:

Addition: 90% or better out of 100 problems in 5 minutes

Subtraction: 70% or better out of 100 problems in 5 minutes

### **Algebra**

- recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems
- use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences

### **Geometry and Measurement**

- identify, describe and compare basic shapes according to their geometric attributes
- understand length as a measurable attribute; use tools to measure length
- use time and money in real-world and mathematical situations

## **Science (aligned with MN Science Academic Standards)**

### ***Nature of Science and Engineering***

- understand that scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena
- understand that engineering design is the process of identifying a problem and devising a product or process to solve the problem

### ***Physical Science***

- understand that objects can be described in terms of the materials they are made of and their physical properties
- understand that the physical properties of materials can be changed, but not all materials respond the same way to what is done to them
- understand that the motion of an object can be described by a change in its position over time
- understand that the motion of an object can be changed by push or pull forces

### ***Earth and Space Science***

- understand that weather can be described in measurable quantities and changes from day to day and with the seasons

### ***Life Science***

- understand that living things are diverse with many different observable characteristics
- understand that natural systems have many components that interact to maintain the system
- understand that plants and animals undergo a series of orderly changes during their life cycles

## **Social Studies (aligned with MN Social Studies Academic Standards)**

### ***Citizenship and Government – Understand that:***

- Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.
- The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.
- The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.

### ***Economics – Understand that:***

- People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.

- Because of scarcity, individuals organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.
- Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.

### **Geography – Understand that:**

- People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
- The environment influences human actions; and humans both adapt to, and change, the environment.

### **History – Understand that:**

- Historians generally construct chronological narratives to characterize eras and explain past events and change over time.
- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
- The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

## **Health**

- Bus, Bike and Pedestrian Safety
- Fire Safety
- Getting Along
- Fighting Germs

## **Physical Education (aligned with MN Physical Education Academic Standards)**

Note: These are the National Physical Education standards adopted by the State of Minnesota. Each grade level is expected to master the skills at a developmentally appropriate level and within developmentally appropriate activities. Students will participate in fitness testing in the fall and spring each year.

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction