

Mansfield Public Schools
Progress Report
Grade Two - June

Reading to Understand

During the final marking period students have continued to increase their reading proficiency. Students can decode vowel teams – oa, ow, multi-syllable orthographically regular words, and many irregularly spelled words. They use clues to read and understand unfamiliar words in grade level text. Strategies to read multi-syllabic words as aids to decoding (i.e., dividing compound words, separating prefixes and suffixes) are used. Students are expected to self-correct for accuracy. Students can read sight words with automaticity and grade level text with accuracy. New vocabulary from narrative and expository text and well constructed sentences can be used both orally and in writing. Students can explain multiple meanings of common words and infer new word meaning from context. Glossaries and dictionaries are used to identify word meanings. Students can apply a variety of comprehension strategies and explain and identify their own good reading behaviors. They can make inferences to construct meaning, retell/respond to informational text, and can distinguish between a fact and an opinion. They can organize information in proper sequence to use in a summary or a story map; recognize main idea or topic of texts and provide text based evidence including use of graphic organizer in grade level text; and discuss and/or respond to text by making text-to-self, text-to-text, and text-to-world connections. Students can use text evidence to respond to fiction and informational text both orally and in writing. Information from simple graphs and chart can be interpreted. Text features such as indexes, charts, graphs, and glossaries are used when reading. Students can recognize and use parts of a book (e.g., title, author, illustrations, table of contents, glossary); use text features such as titles, tables of contents, and chapter headings to locate information in informational text; and use alphabetizing skills to locate information with teacher assistance.

Writing to Communicate

Students are expected to apply all prior learned writing skills and strategies to their work. During this term, students have learned to use appropriate organizational patterns to write in a variety of modes (narrative text, letters, reports, poetry). They are expected to determine the purpose and audience for writing and then choose an appropriate written, oral, or visual format. Students are expected to apply learned spelling skills to all written work and to consistently spell assigned words correctly. They can form contractions using apostrophes and apply commas in a series. In addition to all previously learned editing and revising skills, students are expected to use nouns, pronouns, verbs, and adjectives correctly. Students are expected to reread their own work to see if it makes sense, is organized and if sentences in the paragraph are correct. Penmanship should be legible. All letters should be formed correctly and have consistent size. There should be consistent spacing between letters and words. An effective pencil grip is used to ensure legible handwriting.

Mathematics

Typically, grade 2 students are counting by 1's, 2's, 5's, 10's, 50's and 100's to 500. They are reading and writing numbers to 500 and know one more than and one less than a given number. Place value work has centered on regrouping tens and ones using manipulatives, understanding that 0 is a place holder, and writing 10 more or 10 less than a given number. They are comparing numbers using the mathematical symbols $<$, $>$, and $=$. Basic addition and subtraction facts to 20 should be stated in 3 seconds. Addition of 2-digit numbers with regrouping has been introduced and practiced using a variety of strategies. Multiplication concepts have been introduced and students recognize an array as a visual representation of multiplication. Estimation strategies are being practiced and they are learning the difference between an estimate and the actual answer and situations when it is appropriate to use an estimate. Fraction work centered on identifying area and set models of halves, thirds, and fourths. Telling time to 5-minute intervals is the expectation. Measurement concepts centered on using a scale to weigh objects, using a balance scale to compare the weights of objects, and measuring objects using inches, feet, centimeters, and meters. Patterning study continued as students constructed, reproduced, and extended numeric and geometric patterns of increasing difficulty (e.g., ABC, ABBC, ABCC, etc.). Probability concepts have been fostered through the use of spinners as they try see and use spinners where one item will occur more frequently than another. Students gathered data, and made statements based on the data collected. Finally, problem solving continued to challenge the students to extend their communication skills in writing about the mathematical thinking that leads to the solution. This representation of their thinking included pictures, numbers, and/or words.