

MANSFIELD PUBLIC SCHOOLS

Progress Report

Grade 2 - November

Reading to Understand

Applying reading strategies is a focus for grade 2 students. During this marking period they have been working on a variety of decoding, fluency, vocabulary, comprehension skills and strategies, and study skills. Students apply their knowledge of short vowel sounds and of long vowel sounds to read (cvce) words; words with suffixes -s, -ed, -ing, -es, -er; words with consonant clusters, double consonants and the digraphs th, sh and ch to decode words. Students are expected to self-correct for reading accuracy. Fluent automatic reading of 100% of the grade 1 Bedrock Words is expected along with the automatic reading of grade 2 words that have been taught. They can read aloud grade level text with an accuracy rate of 95% or better and are able to read grade level text at an appropriate reading rate. Students use appropriate vocabulary to share personal experiences and feelings; student responses are on topic and the vocabulary used in the response reflects an awareness of the topic. At this time of year, they know when and how to take a turn in conversation, incorporate and recognize new words in reading and speaking, can infer word meanings from context, and are able to explain common antonyms and synonyms. Grade 2 students have learned how to formulate and modify predictions relevant to text; demonstrate an understanding of story elements in narratives (setting, characters); and read informational (nonfiction) text in order to answer specific questions. They also are expected to distinguish between fiction, informational and other text genre. Students retell/respond to a story with a beginning, middle and end. They identify characters and setting and organize text information in a variety of ways. Text features are used to aid in comprehension.

Writing to Communicate

During the first marking period, students learn to write for different purposes. In their writing, they are expected to use a variety of complete sentences with varied structures. They begin to use formal language in place of informal or conversational language and to correctly sequence events in a piece. The organization of the narrative mode is stressed. Students are expected to apply spelling skills to all written work and to consistently spell assigned words correctly. Editing and revising skills become a focus in grade 2. Students apply the following editing skills: capitalize the first letter of the first word in a sentence, capitalize the first letter in proper nouns, use the proper end marks in a sentence, and to write in complete sentences that have subject/verb agreement. Rereading one's own written work to see if it makes sense and recognizing the lack of organization and sequence in a piece are the revision strategies students should know and use by this time of the school year. In penmanship, letter formations should be correct, consistent in size, and have consistent spacing between letters and words. An effective pencil grip is used to ensure legible penmanship.

Mathematics

The typical grade 2 student is continuing to build number sense in various ways. Some of these include counting to 100 by 1's, by 2's and 5's to 50, and by 10's to 100, reading the numbers to 100, and comparing numbers to 10, 20 and 30. We know the coins and work at mentally being able to add quantities to 25¢ and counting sums up to 50¢. Students understand that each number on the clock stands for 5 minutes and that there are 60 minutes in an hour. Children learn to label the dimensions of rectangular arrays as they prepare for an introduction to area and perimeter. Repeating patterns are reviewed and students are learning to recognize, describe, extend, and make predictions about growing patterns. Students are organizing and analyzing data about their glyphs as well as making predictions based on the data. As problem solvers, students are solving problems and writing about their thinking. They are also writing problems for other classmates to solve.