

FLORIDA READING AND LANGUAGE ARTS STANDARDS: GRADE 2

INSTRUCTIONS: At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** with an “M” and a **skill you are working on** with a “W”. If you find a **skill you are not ready to tackle**, indicate that with a “NA”. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

READING PROCESS

Phonics/Word Analysis Standard - The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. The student will:

- ___ use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);
- ___ apply knowledge of spelling patterns to identify syllables;
- ___ decode phonetically regular one-syllable and multi-syllable words in isolation and in context;
- ___ identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);
- ___ recognize high frequency words;
- ___ recognize common abbreviations;
- ___ recognize and correctly use regular and irregular plurals; and
- ___ use self-correction when subsequent reading indicates an earlier misreading.

Fluency Standard - The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. The student will:

- ___ apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
- ___ identify high frequency phonetically irregular words in context; and
- ___ adjust reading rate based on purpose, text difficulty, form, and style.

Vocabulary Development Standard - The student uses multiple strategies to develop grade appropriate vocabulary. The student will:

- ___ use new vocabulary that is introduced and taught directly;
- ___ listen to, read, and discuss familiar and conceptually challenging text;
- ___ use context clues to determine meanings of unfamiliar words;
- ___ categorize key vocabulary and identify salient features;
- ___ relate new vocabulary to familiar words;
- ___ identify base (root) words and common prefixes to determine the meanings of prefixed words;
- ___ identify common antonyms, synonyms, and homophones;
- ___ determine the correct meaning of words with multiple meanings (e.g., mine) in context; and
- ___ determine meanings of unfamiliar words by using a dictionary and digital tools.

Reading Comprehension Standard - The student uses a variety of strategies to comprehend grade level text. The student will:

- ___ identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
- ___ determines the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;
- ___ summarize information in text, including but not limited to main idea, supporting details, and connections between texts;
- ___ identify cause-and-effect relationships in text;
- ___ identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;
- ___ identify themes or topics across a variety of fiction and nonfiction selections;
- ___ compare and contrast characters and settings in one text; and
- ___ use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

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LITERARY ANALYSIS

Fiction Standard - The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:

- ___ identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;
- ___ identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;
- ___ identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;
- ___ identify an author's theme, and use details from the text to explain how the author developed that theme;
- ___ respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
- ___ write a book report identifying character(s), setting, and sequence of events;
- ___ identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and
- ___ select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

Nonfiction Standard - The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:

- ___ recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);
- ___ use explicitly stated information to answer a question;
- ___ distinguish among a variety of text (e.g., reference, practical/functional); and
- ___ select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

WRITING PROCESS

Prewriting Standard - The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:

- ___ generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);
- ___ determines the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and
- ___ making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).

Drafting Standard - The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:

- ___ maintaining focus on a single idea and developing supporting details; and
- ___ organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.

Revising Standard - The student will revise and refine the draft for clarity and effectiveness. The student will revise by:

- ___ evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience;
- ___ creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;
- ___ creating interest by incorporating descriptive words and supporting details, such as sensory language; and
- ___ evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.

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Editing for Language Conventions Standard - The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:

- ___ conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words;
- ___ capitalization, including initial word in a sentence, the pronoun "I," and proper names;
- ___ commas in dates, items in a series, greetings and closings of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions;
- ___ nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mine, his/hers, hers);
- ___ subject/verb and noun/pronoun agreement in simple and compound sentences;
- ___ end punctuation for compound sentences, statements, questions, and exclamations.

Publishing Standard - The student will write a final product for the intended audience. The student will:

- ___ produce, illustrate and share a variety of compositions.

WRITING APPLICATIONS

Creative Standard - The student develops and demonstrates creative writing. The student will:

- ___ write narratives based on real or imagined events that include a main idea, characters, and a sequence of events and descriptive details; and
- ___ compose simple stories, poems, riddles, rhymes, or song lyrics.

Informative Standard - The student develops and demonstrates technical writing that provides information related to real-world tasks. The student will:

- ___ write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables);
- ___ record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;
- ___ write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;
- ___ write communications, including friendly letters and thank-you notes; and
- ___ write simple directions to familiar locations using "left and right," and create a map that matches the directions.

Persuasive Standard - The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:

- ___ draw a picture and use simple text to explain why this item (food, pet, person) is important to them.

COMMUNICATION

Penmanship Standard - The student engages in the writing process and writes to communicate ideas and experiences. The student will:

- ___ demonstrate legible printing skills.

Listening and Speaking Standard - The student effectively applies listening and speaking strategies. The student will:

- ___ interpret information presented and seek clarification when needed;
- ___ begin to use language appropriate for different occasions, audiences, and topics;
- ___ use increasingly complex language patterns and sentence structure when communicating; and
- ___ listen politely to oral presentations by classmates.

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INFORMATION AND MEDIA LITERACY

Informational Text Standard - The student comprehends the wide array of informational text that is part of our day to day experiences. The student will:

___ read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.

Research Process Standard - The student uses a systematic process for the collection, processing, and presentation of information. The student will:

___ generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references);

___ select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;

___ analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details; and

___ record the authors and titles of works.

Media Literacy Standard - The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. The student will:

___ recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and

___ identify types of mass communication (e.g., film, newspapers, radio, digital technology).

Technology Standard - The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. The student will:

___ use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and

___ use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.

FLORIDA MATHEMATICS STANDARDS: GRADE 2

ALGEBRA

Big Idea 1 - Develop understandings of base-ten numerations system and place-value concepts.

- ___ Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.
- ___ Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation.
- ___ Compare and order multi-digit numbers through the thousands.

Big Idea 2 - Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.

- ___ Recall basic addition and related subtraction facts.
- ___ Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.
- ___ Estimate solutions to multi-digit addition and subtraction problems, through three digits.
- ___ Solve addition and subtraction problems that involve measurement and geometry.

Supporting Ideas

- ___ Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's.
- ___ Classify numbers as odd or even and explain why.
- ___ Generalize numeric and non-numeric patterns using words and tables.
- ___ Describe and apply equality to solve problems, such as in balancing situations.
- ___ Recognize and state rules for functions that use addition and subtraction.
- ___ Solve problems that involve repeated addition.

GEOMETRY AND MEASUREMENT

Big Idea 3 - Develop an understanding of linear measurement and facility in measuring lengths.

- ___ Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.
- ___ Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.
- ___ Apply the Transitive Property when comparing lengths of objects.
- ___ Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems.

Supporting Ideas

- ___ Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.
- ___ Identify time to the nearest hour and half hour.
- ___ Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.
- ___ Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L).