

MANSFIELD PUBLIC SCHOOLS

June Progress Report Benchmarks

Grade 2

Reading to Understand

The second graders have continued to increase their reading proficiency this marking period. Students can decode vowel teams (oa, ow), many multi-syllabic 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, such as dividing compound words and separating prefixes and suffixes, are used. Students are expected to use self-correction strategies when reading. They can read sight words with automaticity and grade-level text with accuracy. New vocabulary is used both orally and in writing. Students can explain multiple meanings of common words and infer a new word's meaning from context. Students can make inferences to construct meaning, retell/respond to literary and informational text, and can distinguish between a fact and an opinion. After reading, they can organize information in proper sequence in a summary or a story map; recognize key details, main ideas or topics; describe overall text structure; and ask and answer questions such as who, what, when, where, why and how. Students can use text evidence to respond to fiction and informational text both orally and in writing. Text features such as indexes, charts, graphs, and glossaries are used to support comprehension when reading.

Writing to Communicate

Students are expected to apply all previously learned writing skills and strategies. During this term, students have learned to use appropriate organizational patterns to write for a variety of purposes. They write opinion pieces in which they state an opinion, supply reasons that support the opinion, use linking words to connect reasons, and provide a simple conclusion. Students can write informative/explanatory texts that includes a topic, facts and definitions, and a conclusion. They can also write narratives that include elaborated event(s), proper sequence, supporting details, and a sense of closure. With guidance and support, students can use a variety of digital tools to produce and publish writing. Students are expected to apply learned spelling skills to all written work and 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. Sentences used in a paragraph should be appropriate to the topic. Penmanship should be legible. All letters should be formed correctly and be consistent in size. There should be consistent spacing between letters and words.

Mathematics

Students explore relationships between two quantities as they investigate problems where they see that for shovel, I have 3 hammers, so if I have 2 shovels, I have 6 hammers. Students are given many experiences to solidify their understanding of place value to 1,000. The major concepts regarding place value include:

1. Understanding unitizing – seeing sets of 10 and later 100 as a single entity
2. Positional understanding – place value notation is dependent on the position of the digit in the number
3. Multi-digit numbers are formed by following the same counting pattern present in single digit counting (0-9 sequence)
4. Decomposing numbers based on place value groupings – 254 may be seen as 2 hundreds, 5 tens, and 4 ones or 2 hundreds, 4 tens and 14 ones or 25 tens and 4 ones

The fundamental shift in thinking comes when children are asked to unitize – to come to understand that the number 1 now might represent more than one individual object. For example, 10 ones is now 1 ten or 10 tens is 100. Bundling and grouping objects are models used by the students.