

## The Public Schools of Brookline

### Grade 2 – Essential Learning Expectations

Learning Expectations are the K-8 curriculum guidelines for all content areas. They answer these questions for parents, teachers, and students:

- What will students know and be able to do?
- How will students demonstrate their learning?

The Brookline Learning Expectations have been developed by teams of teachers, led by curriculum coordinators, and meet or exceed the Massachusetts Curriculum Frameworks.

The Progress Reports (formerly called Conference Forms) that teachers share with parents list the **Essential Learning Expectations** (or ELEs) for English Language Arts, Math, Science and Social Studies. The ELEs are a subset or synthesis of the Learning Expectations that describe the key skills and understandings for students at a particular grade that are essential for them to master in order to be prepared for the next grade.

It is important to remember that while the ELEs are a shorthand version of the Learning Expectations to share with parents, our curriculum is designed to cover *the entire set of Learning Expectations*, which describe the full understanding of content and acquisition of skills that is expected of students. While the LEs are listed by subject area, it is our instructional practice and goal to integrate across curriculum areas as much as possible. The complete set of K-8 Learning Expectations is available to teachers by subject area in the FirstClass Teacher Portal. They are available to the public through the PSB website - <http://brooklinek12-public.rubiconatlas.org/Atlas/Public/View/Default>. (This site is being updated to reflect recent revisions.)

The ELEs for English Language Arts, Mathematics, Health, Science/Engineering and Social Studies are listed below. These ELEs are listed on the Grade 2 Progress Report. Performing Arts, Physical Education, and Visual Arts also have Learning Expectations, but these are not listed on the Progress Report. Instead, there is information about how parents/guardians are provided with information on student progress in these disciplines.

## **ENGLISH LANGUAGE ARTS**

### **READING OVERVIEW**

Brookline's Learning Expectations in ELA meet or exceed the standards outlined in the Massachusetts Frameworks. To reach these demanding standards, Brookline educators use the *Continuum of Literacy Learning PreK-8* (Heinemann, 2011) as their day-to-day guide when teaching specific behaviors in reading and writing. The description of the successful second grade reader below comes directly, with a very few changes, from the *Continuum*.

By the end of second grade, students know the characteristics of a range of genres (realistic fiction, simple fantasy, informational texts, traditional literature, and biography). Some of the fiction texts they read are chapter books, and readers have become interested in special forms, such as longer series books and mysteries. Fiction narratives are straightforward but have elaborate plots and multiple characters that develop and change over time. Students in second grade read shorter nonfiction texts, mostly on single topics, and are able to identify and use underlying structures (description, comparison and contrast, temporal sequence, problem and solution, cause and effect). They can process sentences that are complex, contain prepositional phrases, introductory clauses, lists of nouns, verbs, or adjectives. The second grade student's word solving is smooth and automatic in both silent and oral reading; the student can read and understand descriptive words, some complex content-specific words, and some technical words. The second grade

student reads silently and independently. In oral reading, students at the end of second grade demonstrate all aspects of smooth, fluent processing. (*Continuum PreK-8*, pp. 300)

## **WRITING ELES**

### **Structure/Craft:**

#### **Organization**

- Introduce, develop, and conclude topics in nonfiction writing, including texts produced for Science, Social Studies, and Math.
- Construct narratives with a clear sequence of events, including texts produced for Science, Social Studies, and Math.
- Use a variety of text structures (including graphics) appropriate to both purpose and genre in ELA and all content areas.

#### **Idea development**

- Provide accurate and relevant evidence to support all claims.
- Gather and use information from a variety of reliable sources when writing texts, including those produced for Science, Social Studies, and Math.

#### **Word Choice**

- Incorporate words learned through reading and content-area studies into writing.

#### **Language Use**

- Use a variety of sentence structures; write with expression and personal voice.

### **Conventions:**

#### **Grammar and Punctuation**

- Write in complete sentences with accurate verb tense, along with appropriate punctuation.

#### **Handwriting**

- Write fluently in manuscript (printed) handwriting with appropriate spacing.

#### **Spelling**

- Correctly spell familiar high-frequency words and words that follow patterns that have been studied in class; use phonetic spelling to represent most sounds in unknown words.

### **Process:**

#### **Planning and Drafting**

- Identify purpose, select genre, and produce initial drafts.

#### **Revising**

- Revise drafts, using feedback from peers and teachers, as well as new learning from instruction.

#### **Production**

- Produce a quantity of writing appropriate to task and time available.

## **ORAL COMMUNICATION ELES**

- Participate actively in small and large group conversations; listen to and look at speaker and build upon comments of others.
- Share relevant information and ask questions that further the discussion.
- Speak at a volume and rate appropriate to setting.

## **MATHEMATICS ELEs**

### **Mathematical Practices**

- Makes sense of problems and perseveres in solving them.
- Communicates mathematical reasoning and ideas using words, numbers, and/or pictures.

### **Operations and Algebraic Thinking**

- Represents and solves problems involving addition and subtraction.
- Adds and subtracts within 20.
- Works with equal groups of objects to gain foundations for multiplication.

### **Numbers and Operations in Base Ten**

- Understands place value.
- Uses place value understanding and properties of operations to add and subtract.
- Measurement and Data

### **Measurement: Measures and estimate length in standard units; relates addition and subtraction to length.**

- Works with time and money.
- Represents and interprets data.

### **Geometry**

- Reasons with shapes and their attributes.

## **SCIENCE/ENGINEERING ELEs**

### **Science/Engineering Practices and Nature of Science**

- Ask questions and show curiosity.
- Observe closely and record observations.
- Develop and use models.
- Plan and carry out simple investigations.
- Analyze and interpret data.
- Make reasonable claims based on evidence.
- Share ideas and critique the ideas of other scientists.
- Recognize the importance of science and the skills/characteristics of scientists.

### **Where Does Soil Come From Part I: Life in a Rotting Log**

- Make claims based on evidence showing how living and nonliving things depend on each other.
- Compare and explain how the features of living things help them survive in a rotting log.
- Use evidence to show that living things break down once-living things into a nutrient-rich part of soil.

### **Where Does Soil Come From Part II: Changes in the Earth**

- Provide evidence to support the claim that the Earth's surface changes over time.
- Using evidence describe soil is formed.
- Explain ways engineers slow or prevent wind or water from changing the shape of the land.

### **How and Why Do Things Move?**

- Gather and record evidence to make claims about what affect the way objects move.
- Make claims about the relationships between friction and the motion of objects.
- Show where pushes and pulls occur in a ramp system.

## **HEALTH ELEs**

### **Healthy Food on My Plate**

- Explain/illustrate what a balanced diet is and why it is important.
- Use basic ingredient label information to categorize foods into food groups.
- Create a balanced meal menu using all the food groups.

## **SOCIAL STUDIES ELEs**

**CURRENT LEs** – *The 2013-2014 version will continue to be on the Progress Reports for 2014-2015.*

- Demonstrates understanding of grade level social studies.
- Demonstrates mapping skills and an understanding of geographic concepts.
- Understands social studies vocabulary.
- Makes connections/draws conclusions.
- Participates by sharing relevant information and opinions.

**PREVIEW** – *These ELEs will be on the 2015-2016 Progress Reports, when lessons, assessments and rubrics have been developed and are shared.*

### **Historical Thinking**

- Use evidence to inquire about and discuss cultural features.
- Explain why/how certain historical figures are historically significant.

### **Geography**

- Locate continents and oceans on a world map, employ terminology such as cardinal directions and landforms, and identify parts of the globe, like the poles and hemisphere.
- Explain how families express their cultures through celebrations, rituals and traditions in the past and present

### **History**

- Describe and compare different ways people have achieved great distinction.
- Recognize how people lived at earlier times in the U.S. Southwest, Ghana, and Japan and explain how their lives are different today.

### **Civics**

- Give examples of people we have studied who were good leaders and explain the qualities that made them admirable.
- Define and give examples of rights and responsibilities that students have as citizens in the classroom and school.
- Compare and contrast national songs, monuments, and symbols.

### **Economics**

- Define and give examples of producers and consumers.
- Define and give examples of goods and services.

### **Research and Writing Skills**

- Read folktales from Hopi, Ghanaian, and Japanese culture to find evidence of geography, historical event, and beliefs/values.
- Research and write/produce informational projects that use facts to develop ideas.