

# Essential Elements for 2nd Grade 1st Quarter

## Language Arts

EE.RL.2.1	Answer who and where questions to demonstrate understanding of details in a familiar text.
EE.RL.2.2	Using details from the text, recount events from familiar stories from diverse cultures.
EE.RL.2.3	Identify the actions of the characters in a story.
EE.RL.2.4	Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.
EE.RL.2.5	Determine the beginning and ending of a familiar story with a logical order.
EE.RL.2.6	Identify the speakers in a dialogue.
EE.RL.2.7	Identify illustrations or objects/tactual information in print or digital text that depict characters.
EE.RL.2.9	Identify similarities between two episodes in a story.
EE.RL.2.10	Actively engage in shared reading of stories and poetry for clearly stated purposes.
EE.RI.2.1	Answer who and what questions to demonstrate understanding of details in a familiar text.

## Math

EE.2.OA.3.	Equally distribute even numbers of objects between two groups.
EE.2.OA.4.	Use addition to find the total number of objects arranged within equal groups up to a total of 10.
EE.2.NBT.1.	Represent numbers up to 30 with sets of tens and ones using objects in columns or arrays
EE.2.NBT.2.a.	Count from 1 to 30 (count with meaning; cardinality).

## Physical Education

T: Tell why it is important to be physically active every day
T: Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)
T: Describe the benefits of appropriate warm-up and cool-down activity
T: Identify the parts of the circulatory and respiratory systems of the body (circulatory - heart, blood, veins, arteries; respiratory - lungs, mouth, nose, bronchial tubes, trachea)
T: Demonstrate independence and good use of time while participating in physical activity
T: Show appropriate sportsmanship and sensitivity to diversity and gender issues

# Essential Elements for 2nd Grade 2nd Quarter

## Language Arts

EE.RI.2.2	Identify the topic of the text.
EE.RI.2.3	Identify individuals, events, or details in an informational text.
EE.RI.2.4	Identify words related to a topic of a text.
EE.RI.2.5	Identify details in informational text or its graphic representations.
EE.RI.2.6	Identify the role of the author and the illustrator.
EE.RI.2.7	Identify illustrations or objects/tactual information that go with a text.
EE.RI.2.8	Identify points the author makes in an informational text.
EE.RI.2.9	Identify a common element between two texts on the same topic.
EE.RI.2.10	Actively engage in shared reading of informational text including history/SS, science, and technical texts.
EE.RF.2.3	Demonstrate emerging use of letter-sound knowledge to read words.
	a. Identify the lower case letters of the alphabet.
	b. Identify letter sound correspondence for single consonants.
	f. Recognize 10 or more written words.

## Math

EE.2.NBT.2.b	Name the next number in a sequence between 1 and 10.
EE.2.NBT.3.	Identify numerals 1 to 30
EE.2.NBT.4.	Compare sets of objects and numbers using appropriate vocabulary (more, less, equal).
EE.2.NBT.5.a	Identify the meaning of the “+” sign (i.e., combine, plus, add), “-” sign (i.e., separate, subtract, take), and the “=” sign (equal).
	Decompose numbers less than or equal to five in more than one way.
	Compare lengths to identify which is longer/shorter, taller/shorter.

## Physical Education

T: Perform efficient movement in activities to prevent injuries
T: Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance
T: Demonstrate locomotor skills in combinations
T: Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner
T: Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)

# Essential Elements for 2nd Grade 3rd Quarter

## Language Arts

EE.RF.2.4	Attend to words in print.
	a. Read familiar text comprised of known words.
EE.W.2.1	Select a book and write, draw, or dictate to state an opinion about it.
EE.W.2.2	Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
EE.W.2.5	With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.
EE.W.2.6	With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.
EE.W.2.7	Participate in shared research and writing projects.
EE.W.2.8	Identify information related to personal experiences and answer simple questions about those experiences.
EE.SL.2.1	Participate in conversations with adults and peers.
	a. Engage in multiple-turn exchanges with peers with support from an adult.
	b. Build on others' talk in conversations by linking their comments to the remarks of others.
	c. Ask for clarification and further explanation as needed about the topics and texts under discussion
EE.SL.2.2	During shared reading activities, ask and answer questions about details presented orally or through other media
EE.SL.2.3	Answer questions about the details provided by the speaker.
EE.SL.2.4	Identify a photograph or object that reflects a personal experience and tell one detail about it.

## Math

EE.2.NBT.5.b.	Using concrete examples, compose and decompose numbers up to 10 in more than one way.
EE.2.NBT.6-7.	Use objects, representations, and numbers (0–20) to add and subtract.
EE.2.MD.1.	Measure the length of objects using non-standard units.
EE.2.MD.3–4.	Order by length using non-standard units

## Physical Education

T: Distinguish between static and dynamic balance (e.g., one leg balance, forward roll)
T: Identify and demonstrate symmetrical and nonsymmetrical shapes at different levels (e.g., body letters, rope spelling)

T: Apply relationship experiences with a person (e.g., crawl under partner's bridge) or with objects
T: Demonstrate motor skills and knowledge of rules while participating in low organized games
T: Demonstrate proper techniques for a variety of fundamental skills
T: Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall

# Essential Elements for 2nd Grade 4th Quarter

## Language Arts

EE.SL.2.5	Select visual, audio, or tactual representations to depict a personal experience.
EE.SL.2.6	Combine words when communicating to provide clarification.
EE.L.2.1	Demonstrate understanding of letter and word use.
	a. Produce all upper case letters
	b. Use common nouns (e.g., mom, dad, boy, girl) in communication
	c. Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them).
	d. Use frequently occurring verbs
	e. Use frequently occurring adjectives.
	f. Combine two or more words together in communication.
EE.L.2.2	Demonstrate emerging understanding of conventions of standard English.
	a. With guidance and support, capitalize the first letter of familiar names.
	d. Identify printed rhyming words with the same spelling pattern.
	e. Consult print in the environment to support reading and spelling.
EE.L.2.3	Use language to achieve desired outcomes when communicating.
	a. Use symbolic language when communicating
EE.L.2.4	Demonstrate knowledge of word meanings.
	a. Demonstrate knowledge of new vocabulary drawn from reading and content areas.
	d. Identify the words comprising compound words
EE.L.2.5	Demonstrate understanding of word relationships and use.
	a. Identify real-life connections between words and their use (e.g., happy: "I am happy.").
	b. Demonstrate understanding of the meaning of common verbs.
EE.L.2.6	Use words acquired through conversations, being read to, and during shared reading activities.

## Math

EE.2.MD.5.	Increase or decrease length by adding or subtracting unit(s).
EE.2.MD.6.	Use a number line to add one more unit of length.
EE.2.MD.7.	Identify on a digital clock the hour that matches a routine activity.
EE.2.MD.8.	Recognize that money has value.
EE.2.MD.9-10.	Create picture graphs from collected measurement data.

Physical Education

T: Demonstrate movements to different rhythms
T: Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow)
T: Create personal rhythmic pattern with a manipulative (e.g., lummi stick)
T: Demonstrate a simple dance with a partner
T: Identify historical origins of folk dances (e.g., Kinder polka – Germany)