

LANGUAGE ARTS

Reading Process

- decodes regular words with one or more syllables in isolation or in context
- understands phonics rules (consonant blends, vowel diphthongs, compound words, contractions, base words)
- applies phonics rules to identify syllables
- uses repair strategies for understanding text (self-correction, asking questions, summarizing, rereading, checking context clues)
- reads with expression at a conversational pace
- uses strategies to comprehend text (for example, predicting, retelling, discussing, asking questions, context clues, main idea and details, cause and effect, compare and contrast, author's purpose)
- identifies text features (captions, heading, subheadings, illustrations)
- understands meaning of grade-level vocabulary (including antonyms and synonyms, prefixes, suffixes, and homophones)
- distinguishes meanings of words using dictionaries and digital tools

Writing Process and Applications

- uses prewriting strategies (for example, drawing pictures, recording questions for investigation)
- makes a plan for writing and organizes ideas using simple webs, maps, or lists
- maintains focus on a single idea using supporting details and logical sequence of events with new ideas in paragraph format
- evaluates drafts for logical thinking and consistent point of view appropriate for the purpose and audience
- creates clarity and interest by incorporating descriptive words, sensory language
- combines simple sentences
- writes narrative, persuasive and informational text
- uses knowledge of common spelling patterns and conventional spelling of high frequency words
- uses appropriate capitalization, grammar, and punctuation
- revises a piece of writing to add more details and remove repetitive text
- produces, illustrates, and shares a variety of compositions
- recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings

Communication

- prints legibly using manuscript form (writes numerals and upper and lowercase letters, prints left-to-right and top-to bottom, uses appropriate spacing)
- interprets information presented and seeks clarification when needed
- uses language appropriate for different occasions, audience, and topics
- listens politely to oral presentations by others (for example, asking clarifying questions and facing the speaker)
- uses increasingly complex language patterns and sentence structure when communicating

Information and Media Literacy

- selects and uses a variety of appropriate reference materials to gather and locate information using ABC order
- reads informational sources to follow multiple-step directions to answer literal questions or perform tasks
- analyzes appropriate facts to communicate in a simple report
- uses technology to enhance communication and achieve a purpose

Literary Analysis

- knows the sequence of events, characters, and setting of stories and knows a variety of familiar literary genres (for example, fiction, nonfiction, picture books, fairy tales, legends)
- recognizes author's use of descriptive and figurative language (similes, metaphors, etc.)
- identifies purpose of fiction and nonfiction text
- responds to and makes connections between characters and events in stories to self, other text, and world
- writes a book report identifying character, setting, and sequence of events
- uses specifically stated information to answer a question
- organizes information found in nonfiction text (charting, mapping, summarizing)
- self-selects fiction and nonfiction material for pleasure reading

Ideas for Helping Your Child at Home

- ☞ Read to and with your child using a variety of texts.
- ☞ Provide writing tools: paper, crayons, pens, pencils, chalkboard/whiteboard.
- ☞ Encourage discussions at meal times, in the car, etc.
- ☞ Help your child follow simple oral directions.
- ☞ Involve your child in family chores.
- ☞ Encourage your child to respond to text through writing, drawing, etc.
- ☞ Take your child to the library.
- ☞ Make text available to your child by creating a home library.

MATHEMATICS

Algebra

- demonstrates an understanding of place value through 1000
- writes numbers through thousands in expanded notation
- compares and orders whole numbers through thousands
- knows basic addition and subtraction facts
- demonstrates fluency with multi-digit addition and subtraction using invented and standard algorithms
- explains and justifies strategies and procedures used to solve problems
- solves addition and subtraction problems involving measurement and geometry
- estimates answers to addition and subtraction problems with addends through three digits

- builds a foundation for multiples and factors by extending number patterns
- identifies numbers as odd or even and justifies the classification
- makes generalizations about numeric and non-numeric patterns using words and tables
- identifies and states rules for functions involving addition and subtraction
- solves problems involving the use of repeated addition

Geometry and Measurement

- demonstrates the relationship of wholes to their parts using geometric models and understanding of customary and metric measurement of length and distance, selecting appropriate units of measurement (for example, inches, feet, yards, centimeters, meters)
- identifies time to the nearest hour and half hour
- identifies, combines, and compares values of money with coins to \$1.00 and to \$100 with dollars
- uses standard customary and metric units (inches and centimeters) to measure and partition lengths of objects
- estimates the length of objects
- selects appropriate tools to measure lengths
- computes lengths to solve problems
- measures the weight/mass, and capacity/volume of objects using appropriate customary and metric units

Ideas for Helping Your Child at Home

- ☞ Engage your child in situations that require thinking and problem solving.
- ☞ Ask your child to share the strategies s/he used when solving problems.
- ☞ Have your child measure and weigh various objects and then order them according to these measurements.
- ☞ Ask your child to count out coins for small purchases and/or change when appropriate.
- ☞ Play games with your child that require using critical thinking skills such as card games, checkers, Connect Four, and so on.

SOCIAL STUDIES

American History

- examines primary and secondary resources to obtain information
- recognizes reasons why people immigrate to the United States and the impact of immigration on the habitants
- uses chronological terms and designations in thinking
- extends and refines knowledge and understanding of selected American symbols that have emerged from past events, legends, and historical accounts

Geography

- knows and locates continents, oceans, Equator, Prime Meridian, North Pole and South Pole on a map and globe
- locates hometown, Brevard County, Florida, North American countries on a map and globe

- knows Tallahassee is Florida’s state capital and Washington, DC is the national capital and locates each on a map and globe

Economics

- recognizes people supply goods and services based on consumer demands
- recognizes the United States trades with other nations to exchange goods and services
- explains the personal benefits and costs involved in saving and spending

Civics and Government

- explains why people form governments
- understands characteristics of being a United States citizen
- recognizes the Constitution as the document which establishes the structure, function, powers and limits of American government

Ideas for Helping Your Child at Home

- ☞ Have your child interview older relatives and record their stories.
- ☞ Read informational text with your child.
- ☞ Show and discuss a variety of maps with your child (mall maps, state highways, atlas, and world maps).
- ☞ Discuss current events with your child.

SCIENCE

The Nature of Science

- raises questions about the natural world, investigates them in teams through free exploration and systematic observations, and generates appropriate explanations based on those explorations
- asks “how do you know?” in appropriate situations and attempts reasonable answers when asked the same question by others
- distinguishes between empirical observation (what you see, hear, feel, smell or taste) and ideas or inferences (what you think)
- explains how scientists alone or in groups are always investigating new ways to solve problems

Earth and Space Science

- recognizes that Earth is made up of rocks. Rocks come in many sizes and shapes
- describes how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed
- compares and describes changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season
- investigates by observing and measuring, that the Sun’s energy directly and indirectly warms the water, land, and air
- states the importance of preparing for severe weather, lightning, and other weather related events

Physical Science

- observes and measures objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets
- recognizes that solids have a definite shape and that liquids and gases take the shape of their container
- observes and describes water in its solid, liquid, and gaseous states
- discusses that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars
- demonstrates that magnets can be used to make some things move without touching them

Life Science

- distinguishes human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions
- observes and describes major stages in the life cycles of plants and animals, including beans and butterflies
- compares and contrasts the basic needs that all living things, including humans, have for survival

Ideas for Helping Your Child at Home

- ☞ Explore musical instruments in your home and how they produce sound. If you have a piano, open it up to see how it works.
- ☞ Compare fresh and dried fruit (plums with prunes or grapes with raisins). Discuss what caused the changes. Why is it important to store bread in a wrapper? What happens to bread that is exposed to air?
- ☞ While drying clothes, open the dryer door midway through the cycle and allow your child to feel the warm, moist air. Why does the air feel moist? At the end of the cycle, open the dryer door and have your child feel the air again. How is it different? Why?
- ☞ Discuss things they observe (with their senses) and things they infer (making meaning by thinking about).
- ☞ Ask them questions such as “How do you know...?” and “What do you think would happen if.....?”

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What Your Child is Expected to Learn in



2nd Grade

A Representative Sample of Expectations by Grade Level

For a complete list of the Next Generation Sunshine State Standards, please review:
<http://www.floridastandards.org/Standards/FIStandardsearch.aspx>

Dear Parents,

The mission of Brevard Public Schools is “to serve every student with excellence as the standard.” Our elementary schools work toward this goal each school day by ensuring that every child has exciting and meaningful learning experiences. We expect all of our students to learn and to demonstrate increasingly complex skills as they progress through the grades toward the goal of responsible and productive adulthood. Toward this end, we are pleased to share with you a representative sample of our learning expectations for your child this year. These sample expectations are stated in the most recently adopted Next Generation Sunshine State Standards from the Florida Department of Education.

These Next Generation Sunshine State Standards provide focus and consistency for teachers and students, and offer you, as parents, a clear view of your school’s expectations. The role of parents in supporting children’s educational progress is ever more important in our rapidly changing world. I urge you to review these expectations and to take advantage of opportunities to provide rewarding learning experiences for your child each day.

I wish your child a successful school year!

Sincerely,
Lynn Spadaccini
 Lynn Spadaccini, Director
 Office of Elementary Programs