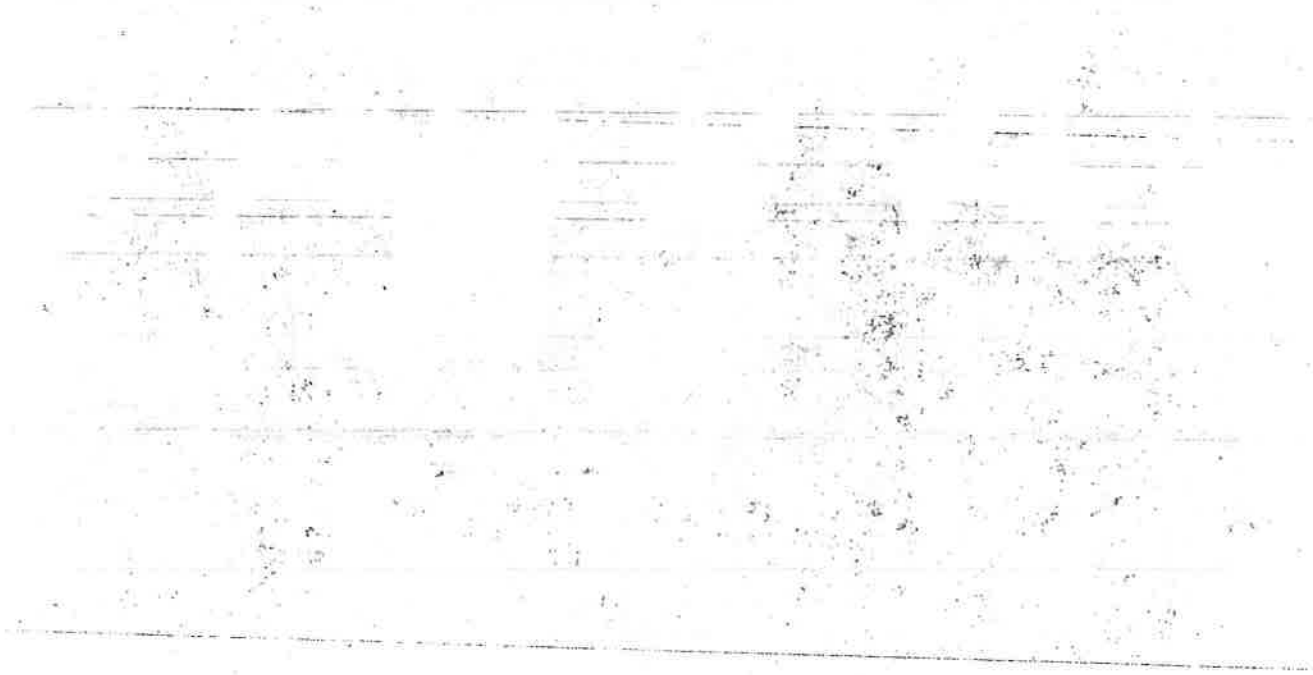
Summer Review Packet

Name: _____

Use this packet to keep your 2nd grade skills sharp for 3rd grade!

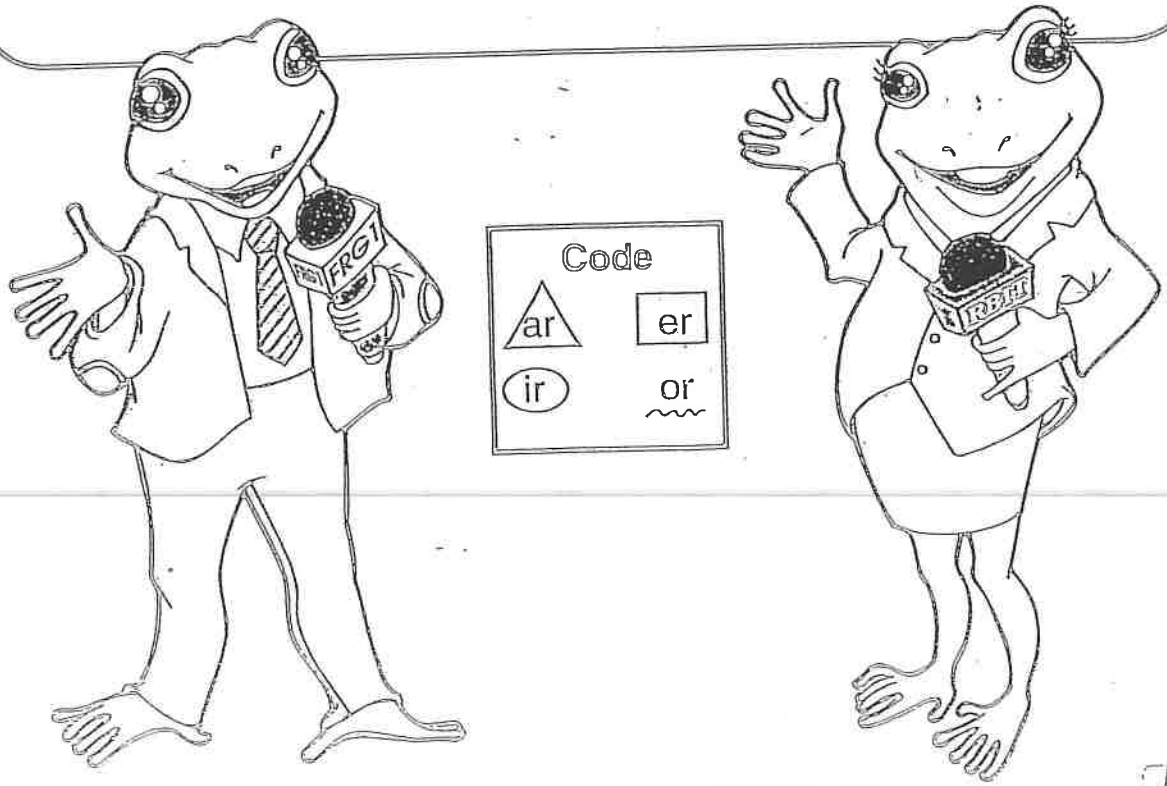


Name _____

Recapping the Action

Draw a symbol around each word that contains ar, ir, er, or or.
Use the code below.

1. On your mark, get set, and go!
2. Let's review today's highlights and winners.
3. Marty Marsh took first place in the long jump.
4. Sisters Shirley and Sheryl Swamp tied in the 50-yard dash.
5. Norman Night was the fastest runner in the third event.
6. No one could throw the javelin as far as Virginia's Victor Ribbit.
7. Pole vault champ Gertrude Green flew like a bird over the bar.
8. Unfortunately, Darla Dripp had a sore ankle and missed the race.
9. Lori Lilypad was perfect in the long-distance races.
10. Watch the ten-thirty news for more from the Frog-a-Thon.



Code

ar er

ir or

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Name _____

R-Controlled Vowels
ir, o

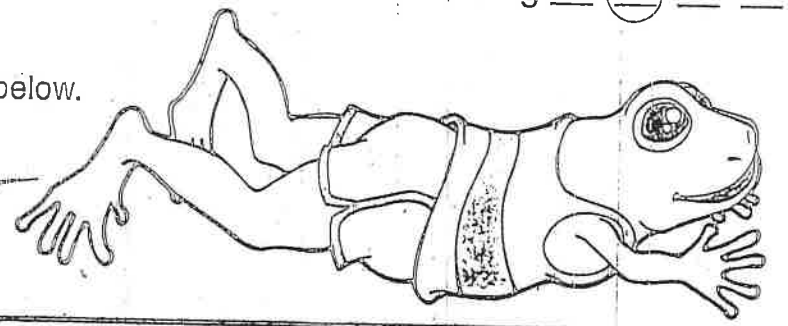
Lengthy Leaping

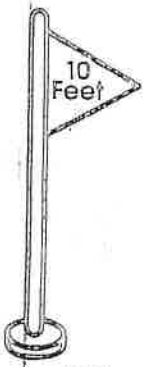
Read each clue.
Write the word that answers the clue.
Hint: Each word contains ir or or.

1. the opposite of boy (__) _ _ _ _
2. the center of an apple _ _ _ (__)
3. the prickly part of a rose _ _ _ _ (__)
4. a make-believe horse with one horn (__) _ _ _ _ _ _ _
5. a bird's sound _ _ _ _ (__)
6. a round shape _ _ _ _ (__) _
7. not clean _ _ (__) _ _
8. to mix with a spoon (__) _ _ _
9. the opposite of less (__) _ _ _
10. not exciting _ (__) _ _ _ _

To solve the riddle, match the letters to the numbered blanks below.

Why did everyone think Freddy Frog would win this event?





He comes from a whole family of

6	10	3	1	J	4	9	5	2	7	8	!

Bonus Box: On the back of this page, write two more words that each contain ir. Then write two more words that each contain or.

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Name_____

Antonyms

Antonyms are words that have opposite meanings.

Complete each sentence with an antonym for the **bold** word from the word box. Write the antonym for the bold word on the line.

rude	future	thin	boring	quiet
few	messy	poor	short	alive
empty	before	loose	last	easy

1. It is very **noisy** in the cafeteria. _____
2. That rattlesnake is very **long**. _____
3. Last night I saw a very **interesting** movie. _____
4. The library has **many** books. _____
5. Please be **polite** to your classmates. _____
6. Please draw **thick** lines on this paper. _____
7. Get in line **after** Sara. _____
8. My brother found a **dead** bird in our yard. _____
9. I like to be **first** in line. _____
10. The math problem was very **difficult**. _____
11. Photos help us to remember the **past**. _____
12. Many movie stars are **rich**. _____
13. Put the lid on **tight** so it won't leak. _____
14. My house is very **tidy**. _____
15. I have a **full** glass of milk. _____

Created by: Shelly Sitz

Name_____

Synonyms

Synonyms are words that have the same or nearly the same meaning.

Complete each sentence with a synonym for the **bold** word from the word box. Write the synonym for the bold word on the line.

cold	shop	prickly	middle	leave
gaze	draw	get	grin	bought

1. I like to **sketch** animals during my free time. _____
2. The **center** of my cupcake has a yummy filling. _____
3. Did you **receive** the note from my teacher? _____
4. It is not polite to **stare**. _____
5. My mom **purchased** new clothes for me. _____
6. The **store** is closed today. _____
7. Please **exit** to the left. _____
8. Rose bushes are very **thorny**. _____
9. My friend has a big **smile** on his face. _____
10. It is **freezing** outside today. _____

Created by Shelly Sitz

Name _____ Date _____

Parts of Speech Sort

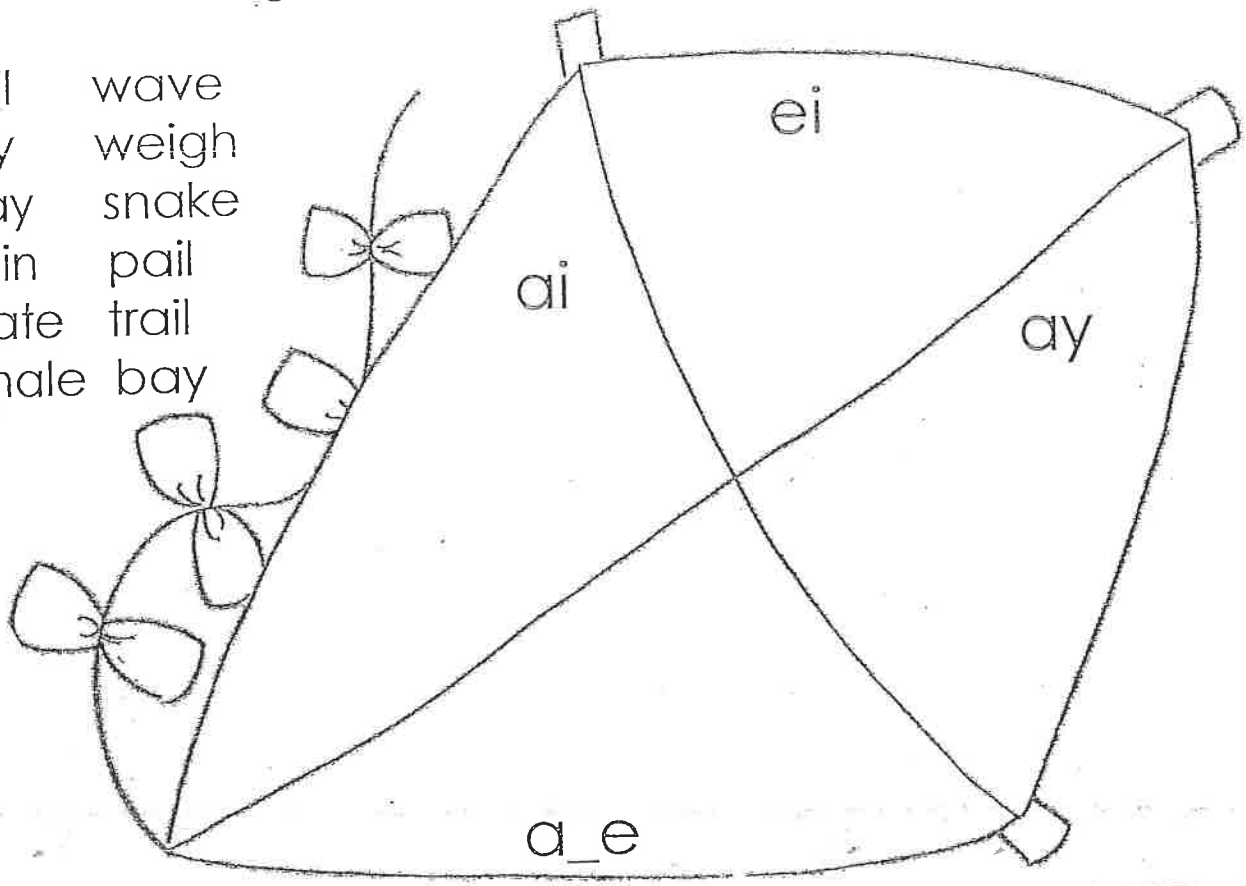
beautiful	garden	hike	kick	three	think
furry	drive	dress	dinosaur	scratchy	rooster
sing	blue	soft	candle	laugh	write
ocean	brain	touch	disgusting	old	chimney

Read the words. Then write the words in the correct section below.

Nouns	Verbs	Adjectives
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____

Write each long a word into the correct area of the kite:

sail wave
ray weigh
stay snake
vein pail
plate trail
whale bay



Write a synonym (word with a similar meaning) on each water balloon:

fast

little

dirty

Write an antonym (word with an opposite meaning) on each water balloon:

dry

heavy

closed

Name	Directions: Write the vowels sounds of the underlined words using the key.

long a	LA	short a	SA
long e	LE	short e	SE
long i	LI	short i	SI
long o	LO	short o	SO
long u	LU	short u	SU

What kind is that vine?	LI
Please loan me your boat.	
Jack dropped his bag.	

Teddy has the list in his fist.		We got stuck in the mud.	
The chest is by the bed.		His suit is blue.	
I think my soap will float.		The white belt is mine.	
The tent has a bent pole.		Jeff slid and cut his lip.	
Kate has a blue vase.		I found a little green seed.	
The baby mule is cute.		Patty lost her dog.	

Name	Directions: Listen for the vowel sound and circle long or short.

flag	long short	light	long short	vest	long short
map	long short	crime	long short	sweet	long short
shade	long short	soap	long short	cute	long short
clamp	long short	frost	long short	suit	long short
wink	long short	leave	long short	bunch	long short
twice	long short	beans	long short	crust	long short

Write steps for going down a water slide:

First, _____

_____

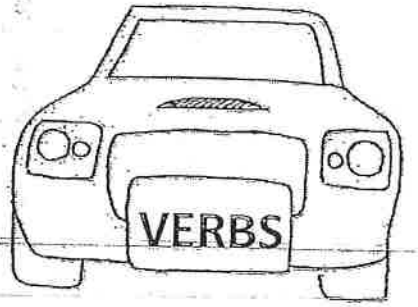
Next, _____

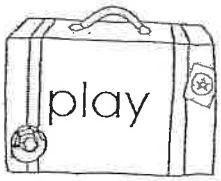
_____

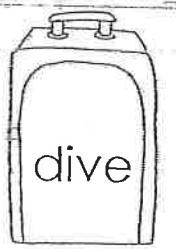
Finally, _____

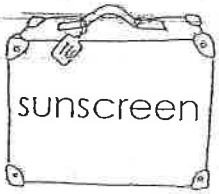
_____

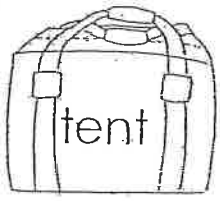
Draw a line to load each suitcase into the correct car.

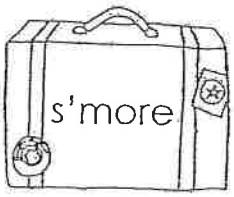


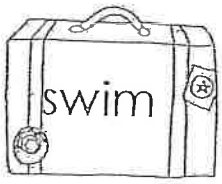


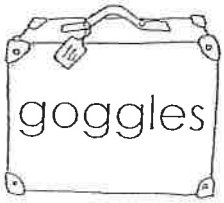


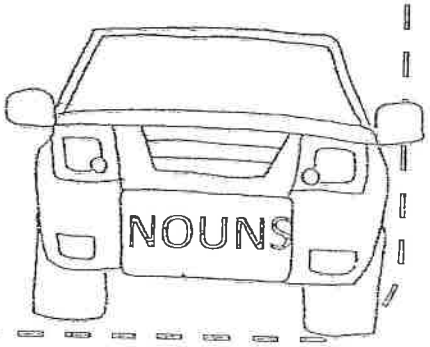








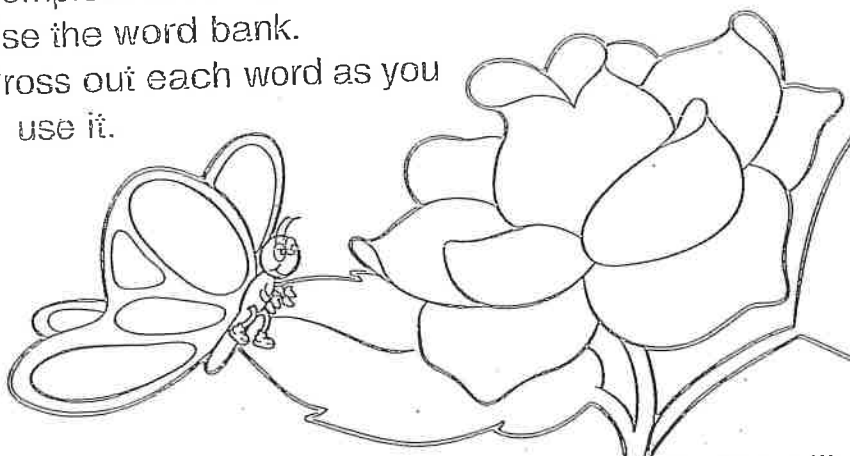




Name _____ Butterflies
Possessive pronouns

In the Garden

Complete each sentence by writing a possessive pronoun.
Use the word bank.
Cross out each word as you use it.



Word Bank

your	his	Her	its
Her	Its	our	Their
our	Their	my	
My	your	his	

1. My family has a flower garden.
   It is _____ garden.
2. I planted the daisies.
   _____ daisies are white.
3. My sister planted the roses.
   _____ roses are red.
4. We see butterflies in the garden.
   _____ wings are colorful.
5. Roses are my favorite flowers.
   What is _____ favorite flower?
6. These pink roses are mine.
   Do you like _____ roses?
7. This rose is the prettiest one.
   _____ petals are bright and soft.
8. We will plant new seeds.
   We'll plant _____ seeds on Friday.
9. Dad takes pictures of butterflies.
   He puts _____ pictures in books.
10. The garden is a pretty place.
    I love _____ sights and smells!
11. Mom put a bird feeder in the garden.
    _____ bird feeder is filled with seeds.
12. Dad built a new path in the garden.
    He was happy with _____ work.
13. Our neighbors have a garden too.
    _____ garden is smaller than our garden.
14. Plant a garden.
    What will you put in _____ garden?

Name _____

Alphabetical Order
To the second letter

Making a Splash

Write each word list in ABC order.

List A
wood
water
wreck
windy
whistle
weak

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List B
bite
beaver
branch
bossy
black
busy

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

List C
stream
spring
sand
slide
sunny
snorkel

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Bonus: Rewrite List C. Add the following words: *simple, shadow, school, soggy,* and *season.*

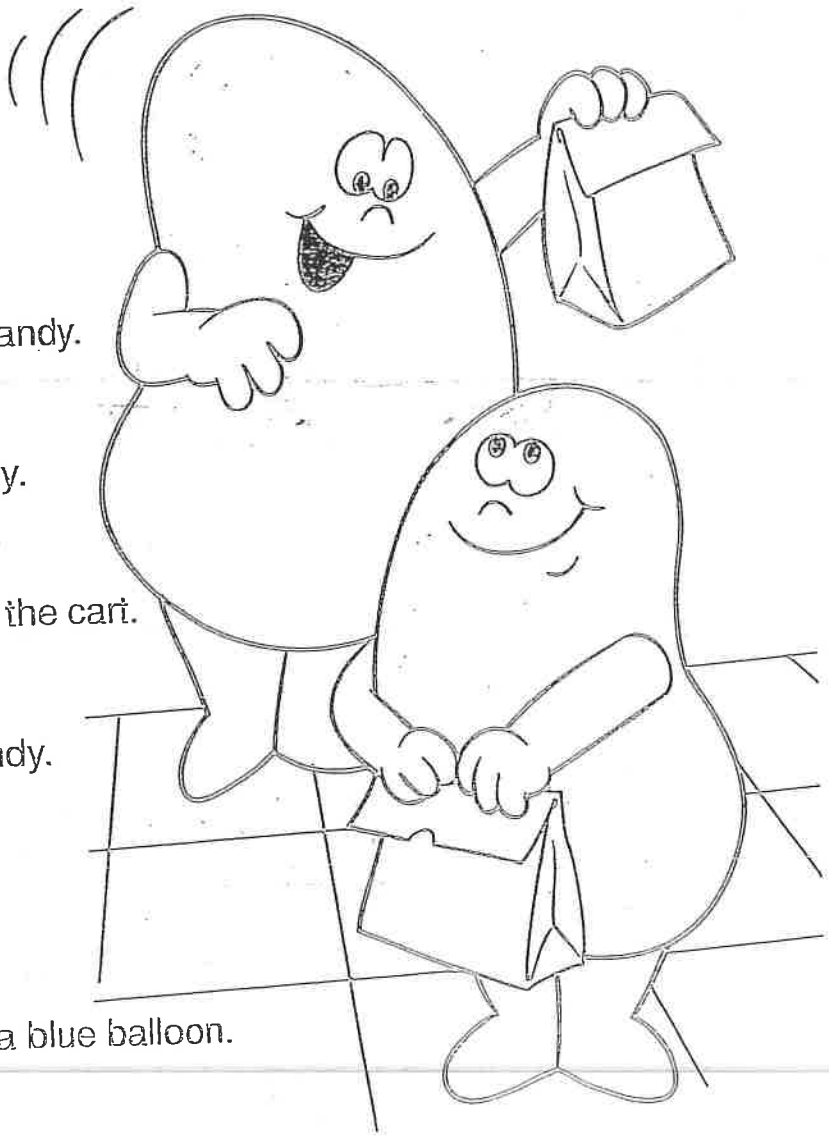
Name _____

The Bean Brothers

Circle the adjective in each sentence.
Color the jelly beans by the code.

Color Code
Adjective that tells how many = red
Adjective that tells what kind = orange

1. Jamal and Joey Bean walked six minutes to the store.
2. They pushed one cart.
3. They saw a yellow sign.
4. The sign listed four colors of candy.
5. Jamal wanted to buy red candy.
6. He put three bags of candy in the cart.
7. Joey said he liked orange candy.
8. He got two bags of candy.
9. Joey and Jamal also bought a blue balloon.
10. They spent five dollars.



Bonus Box: Choose one adjective from a sentence above. On the back of this page, write a new sentence using the adjective.

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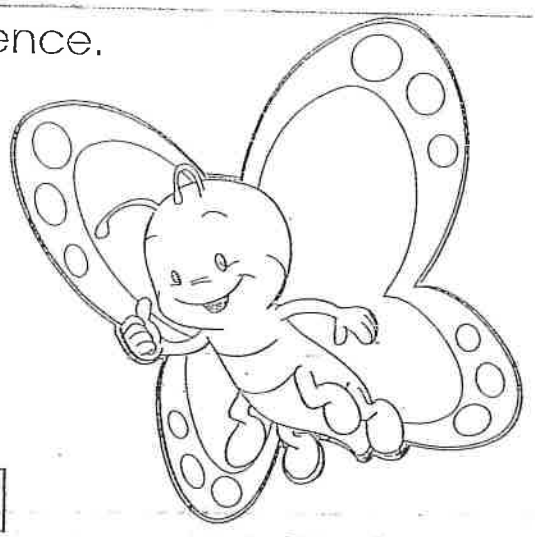
Name _____

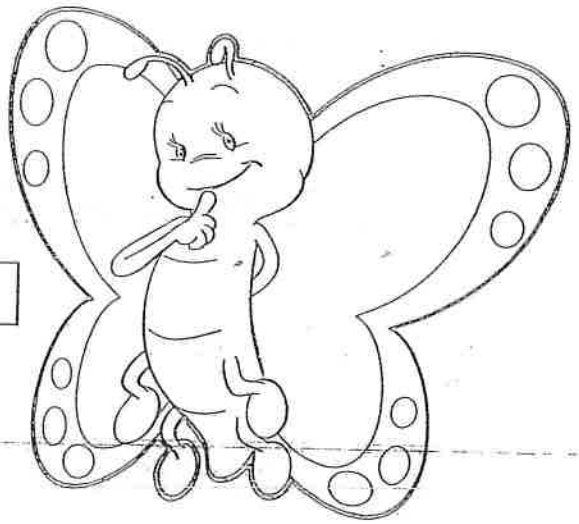
Butterflies
Ending punctuation

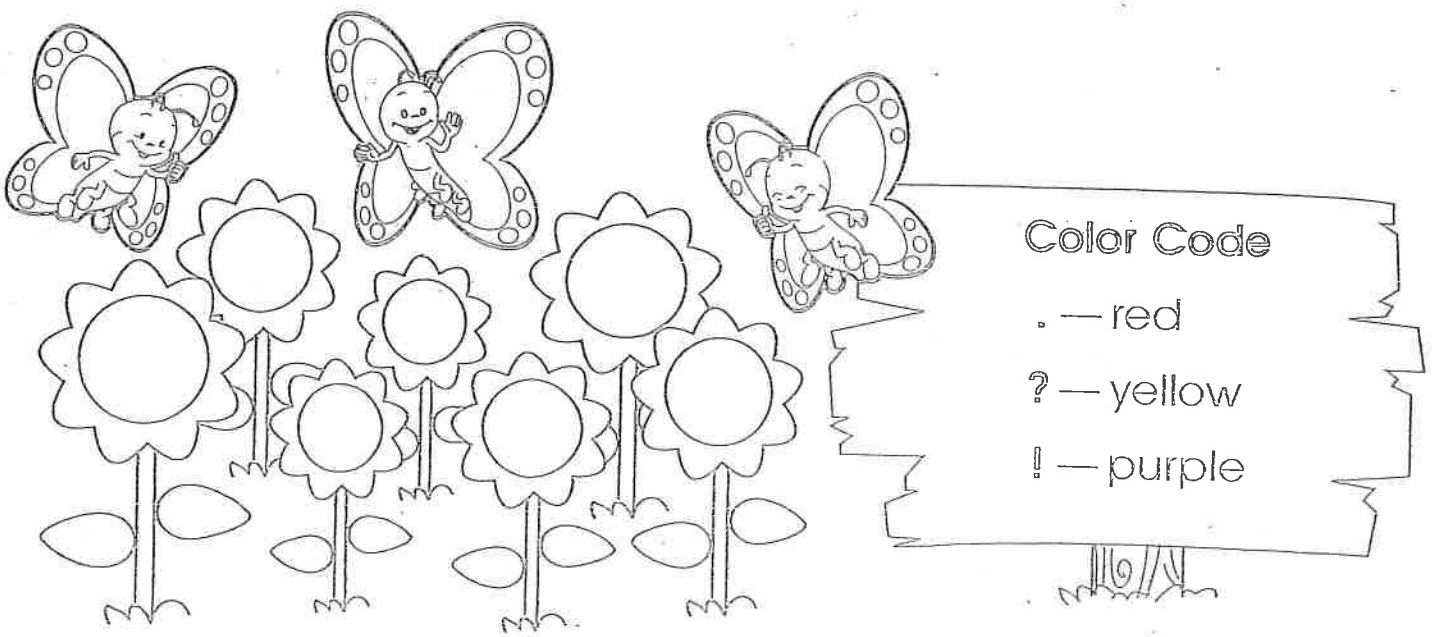
Fluttery Fun

Write a ., ?, or ! at the end of each sentence.
Color the flowers by the code.



1. Wow, what a pretty garden ☐
2. Do you see the flowers ☐
3. They smell nice ☐
4. Hey, look at all of the butterflies ☐
5. One butterfly is on a flower ☐
6. The flower is red ☐
7. What kind of butterfly is it ☐
8. His wings are black and orange ☐
9. Will he fly away soon ☐
10. Oh, I love watching butterflies ☐





Name _____

Plural Nouns
Changing *y* to *i* before adding *-es*

Pick a Card!

Write the plural form of each word.

A
cherry
_____
A

2
baby
_____
2

3
pony
_____
3

4
bunny
_____
4

5
city
_____
5

6
daisy
_____
9

7
berry
_____
7

8
party
_____
8

9
lady
_____
6

10
fly
_____
10

J
penny
_____
J

Q
story
_____
Q

K
family
_____
K

JOKER

Name	Directions: Circle the correct answer

The room that belongs to Greg	Gregs' room Gregs room Greg's room
The box that belongs to Rickey	Rickeys's box Rickey's box Rickeys box
The truck that belongs to Dad	Dad's truck Dads truck Dads's truck
The team that belongs to Amanda	Amandas team Amanda's team
The rider that belongs to that horse	horse's rider horses rider horses's rider
The blanket that belongs to the baby	babys blanket baby's blanket
The trunk that belongs to the elephant	elephants trunk elephant's truck
The hat that belongs to Bob	Bob's hat Bobs' hat Bobs hat

Name	Directions: Read and answer the questions.

A little gray kitten played with the ball of yarn and got all tangled up in knots.

1. Who played with the yarn? _____
2. What kind of kitten was it? _____
3. What did she play with? _____
4. What shape was the yarn? _____
5. How did the kitten end up? _____

Spotty, a goofy brown pup, ran around the yard and pounced on his chew toy.

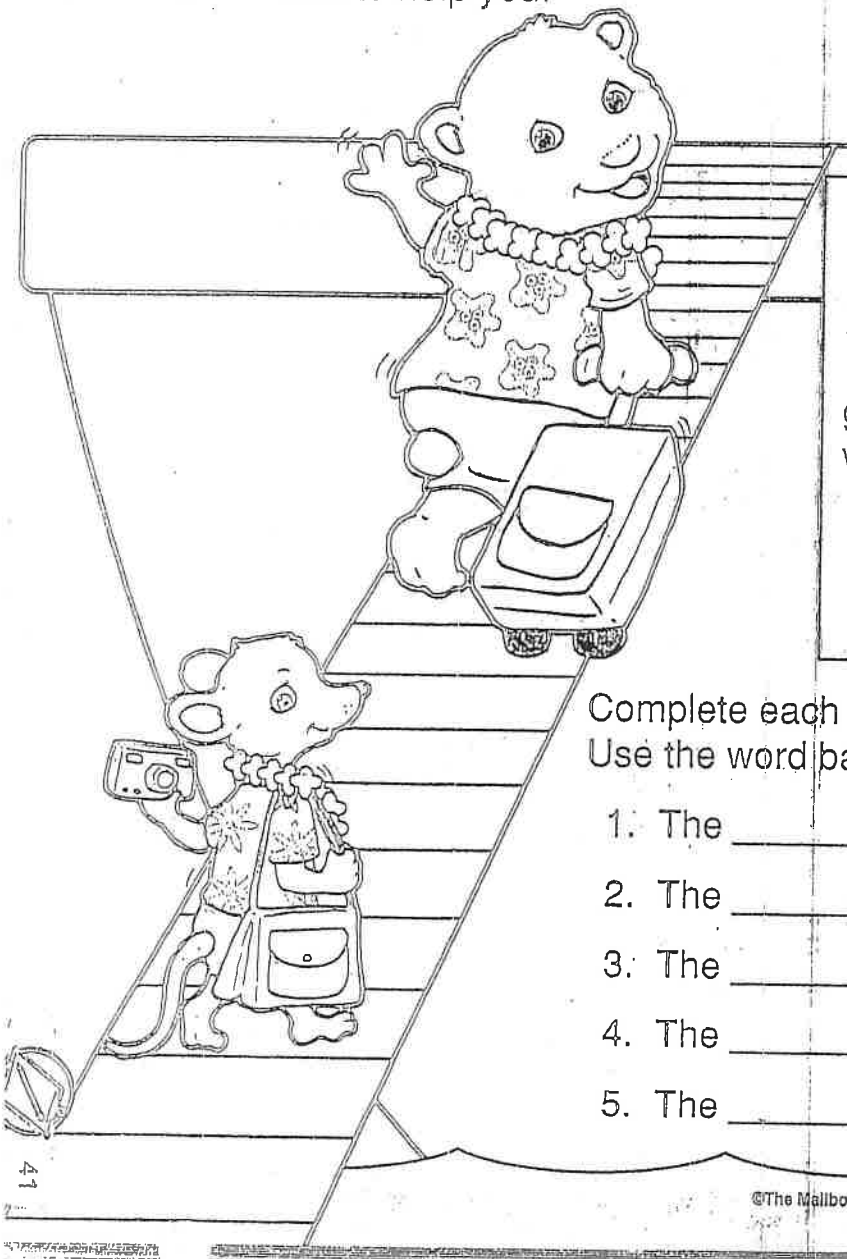
1. What color was the puppy? _____
2. What was he doing in the yard? _____
3. Why did he stop running? _____
4. What kind of toy? _____
5. What does pounce mean? _____

Name _____

Letter Writing
Parts of a friendly letter

All Aboard!

Label each part of the letter.
Use the word bank to help you.



Word Bank

body greeting closing
signature date

April 26, 2005 ← _____

Dear Uncle Lou, ← _____

How are you? I am great! Barry and I are going on a cruise. We set sail today! I will write and tell you about our trip. ← _____

With love, ← _____

Maurice ← _____

Complete each sentence.
Use the word bank to help you.

1. The _____ tells when the letter was written.
2. The _____ tells the name of the letter writer.
3. The _____ is the part of the letter that tells what the letter is about.
4. The _____ tells whom the letter is for.
5. The _____ comes before the signature.

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Name _____

Pile on the Peanuts

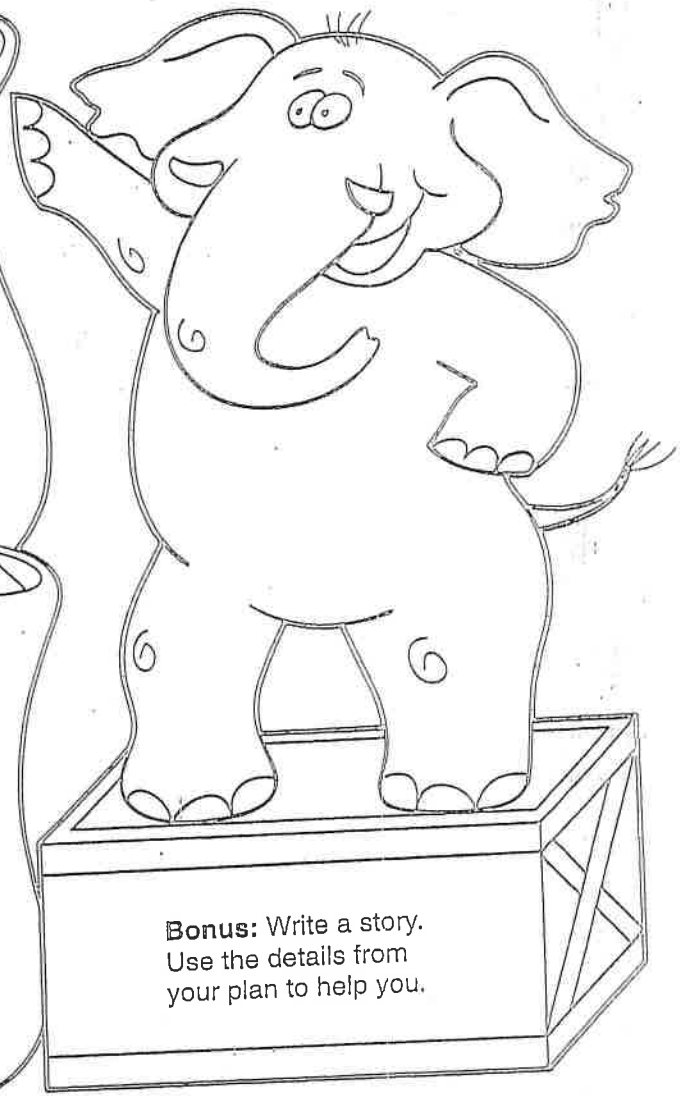
Plan your story.

First,

Next,

Then

Lastly,



Bonus: Write a story. Use the details from your plan to help you.

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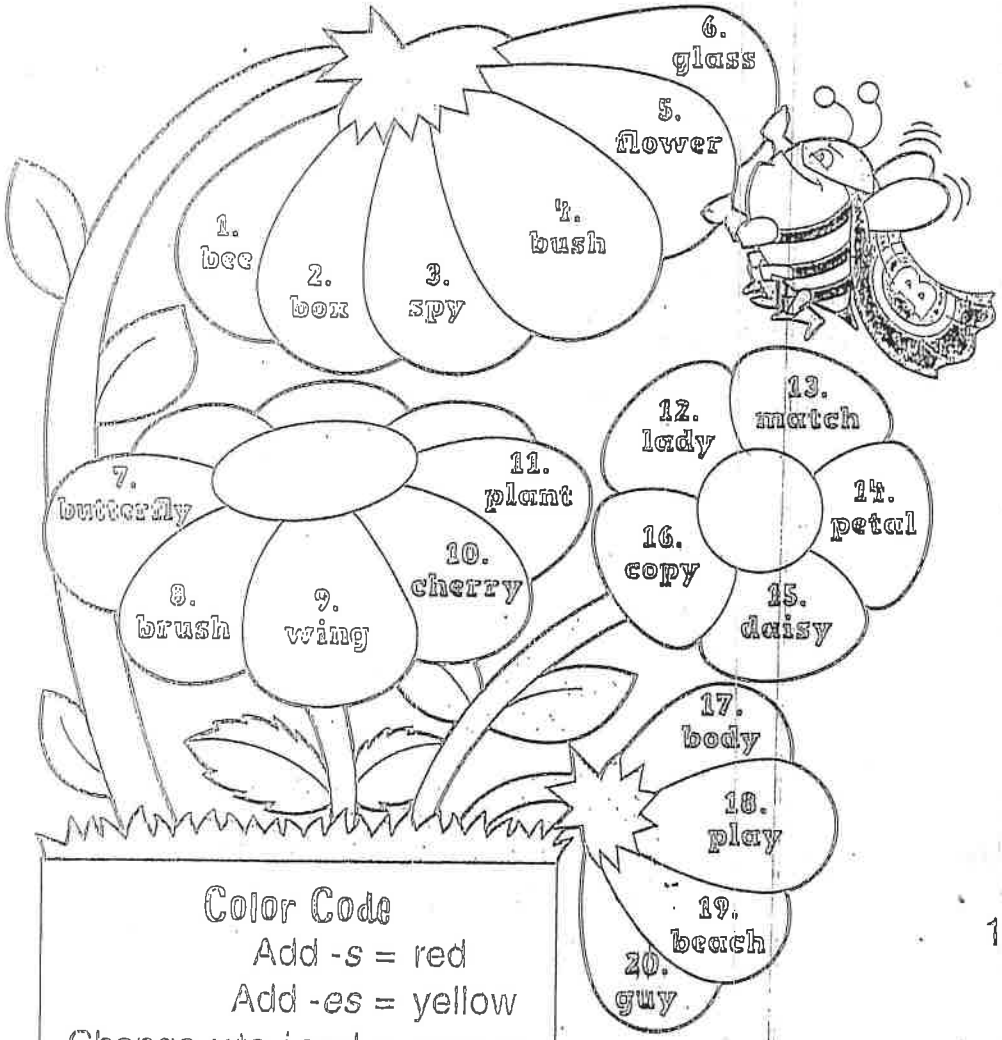
Name _____

Spelling Plurals
With *-s, -es, -ies*

To the Rescue!

Write the plural for each word.
Color each petal by the code.



Color Code

Add *-s* = red
Add *-es* = yellow
Change *y* to *i* and = orange
then add *-es*

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Bonus: Write the plural for *cape*, *story*, and *wish*. Explain why you added *-s*, *-es*, or *-ies* to each word.

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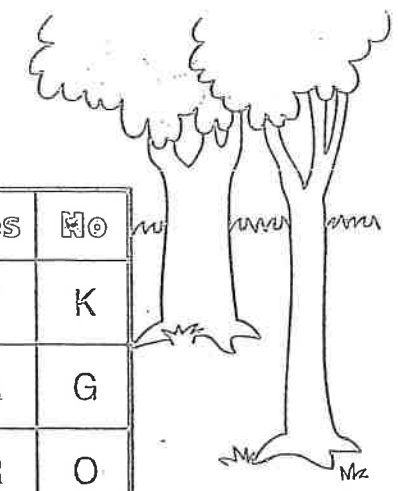
Name _____ Earth Day

Subject-verb agreement

Earth Helpers

If the verb is used correctly, circle the letter under "Yes."
If the verb is not used correctly, circle the letter under "No."



	Yes	No
1. Earth needs our help.	T	K
2. Our class do good things for Earth.	A	G
3. We cleans our schoolyard.	R	O
4. We throw away trash.	H	I
5. Our teacher turn off the lights.	B	W
6. We save energy that way.	E	N
7. Students collect newspapers and cardboard.	A	C
8. The paper go to a recycling center.	S	L
9. Some students plant new trees around the school.	P	D
10. They dig large holes for the trees.	N	W
11. Our school stay cool under the shade of the big trees.	S	Y
12. Students also recycle plastic water bottles.	T	H
13. Recycled plastic keep some trash out of landfills.	C	R
14. Fewer landfills mean more room for trees and plants.	A	U
15. Every day is Earth Day!	D	T

Bonus: Rewrite each sentence in which the verb was used incorrectly.

Why did the students plant light bulbs?

To solve the riddle, write each circled letter from above on its matching numbered line or lines below.

12	4	6	11		5	14	10	1	6	15		1	3		2	13	3	5	
				7		9	3	5	6	13		9	8	14	10	12			!

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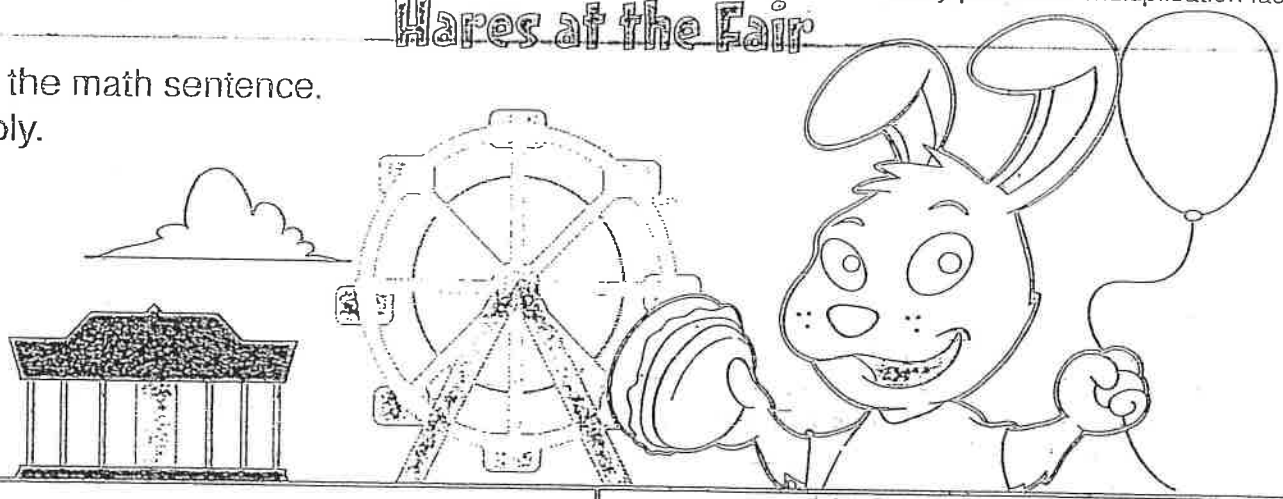
Name _____

Hares at the Fair

Write the math sentence.
Multiply.

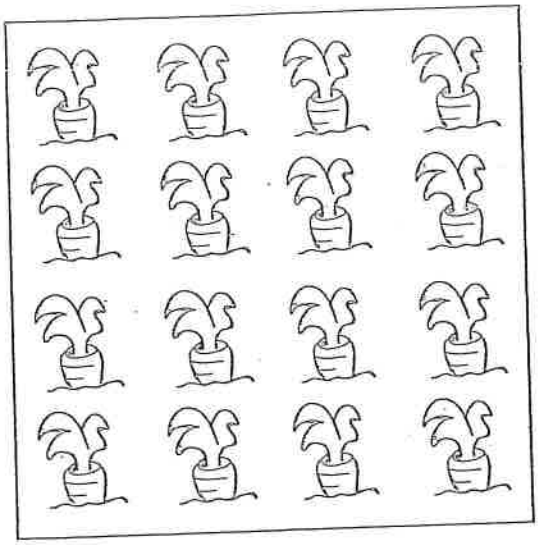


3 rabbits each eat a hamburger. Each hamburger has 3 pickle slices on it. How many pickle slices do the rabbits eat in all? _____ x _____ = _____ _____ slices	Ricky rides the carousel 4 times. Each carousel ride costs 2 tickets. How many tickets does Ricky spend in all? _____ x _____ = _____ _____ tickets
6 rabbits each eat a bag of carrot chips. There are 8 chips in each bag. How many chips do the rabbits eat in all? _____ x _____ = _____ _____ chips	There are 5 rabbits in the roller coaster line. Each rabbit has 2 tickets. How many tickets do the rabbits have in all? _____ x _____ = _____ _____ tickets
There is 1 rabbit sitting on the bench. The rabbit is holding 6 balloons. How many balloons are there in all? _____ x _____ = _____ _____ balloons	Rita buys 8 ice cream sundaes. Each sundae has 5 toppings. How many toppings are there in all? _____ x _____ = _____ _____ toppings
7 rabbits are playing games. Each rabbit plays 9 games. How many games do the rabbits play in all? _____ x _____ = _____ _____ games	3 rabbits each eat a whole pizza. Each pizza has 6 slices. How many slices do the rabbits eat in all? _____ x _____ = _____ _____ slices

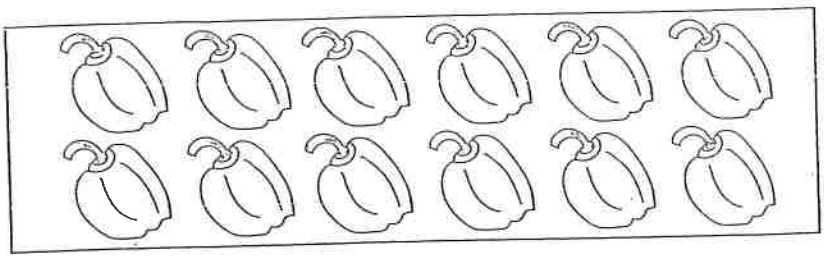
Name _____

In the Garden

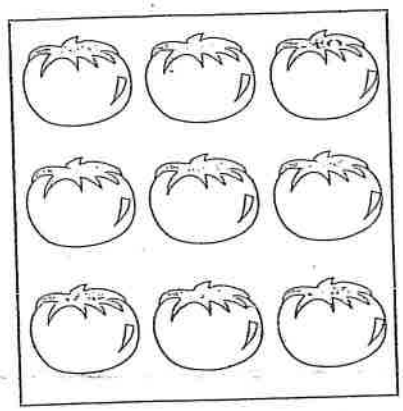
Write a multiplication sentence for each array.



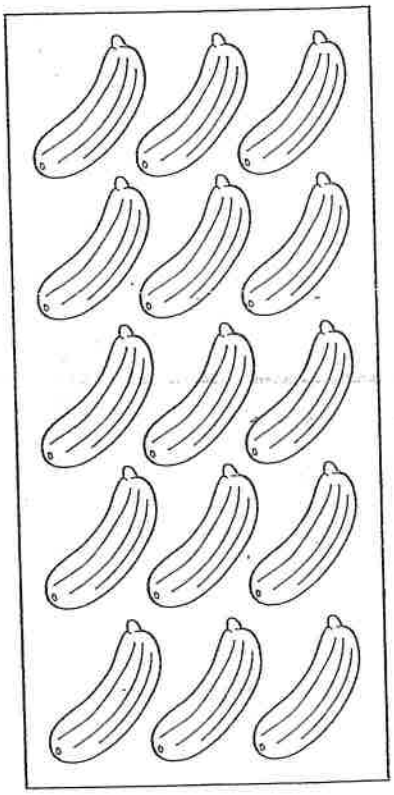
A. _____ x _____ = _____



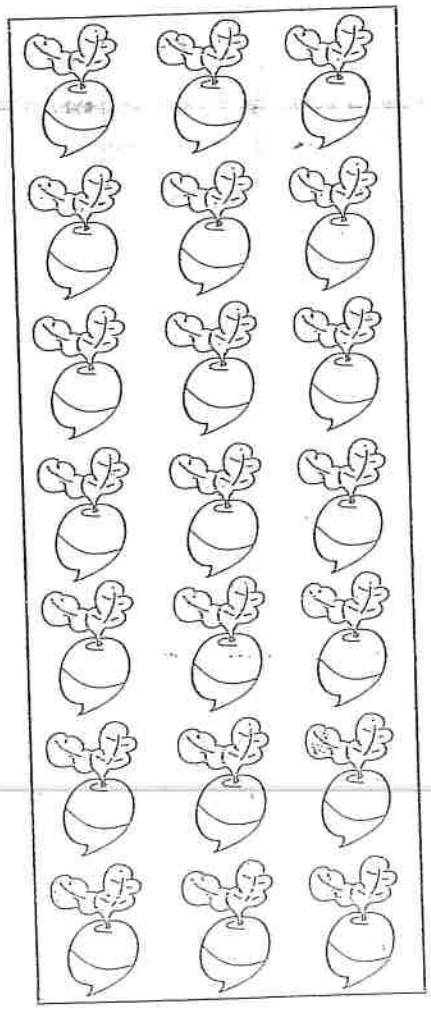
B. _____ x _____ = _____



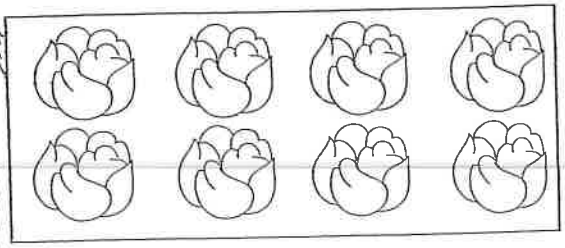
C. _____ x _____ = _____



D. _____ x _____ = _____



E. _____ x _____ = _____



F. _____ x _____ = _____

Bonus Box: On the back of this page, draw an array for the multiplication sentence 5 x 2 = 10.

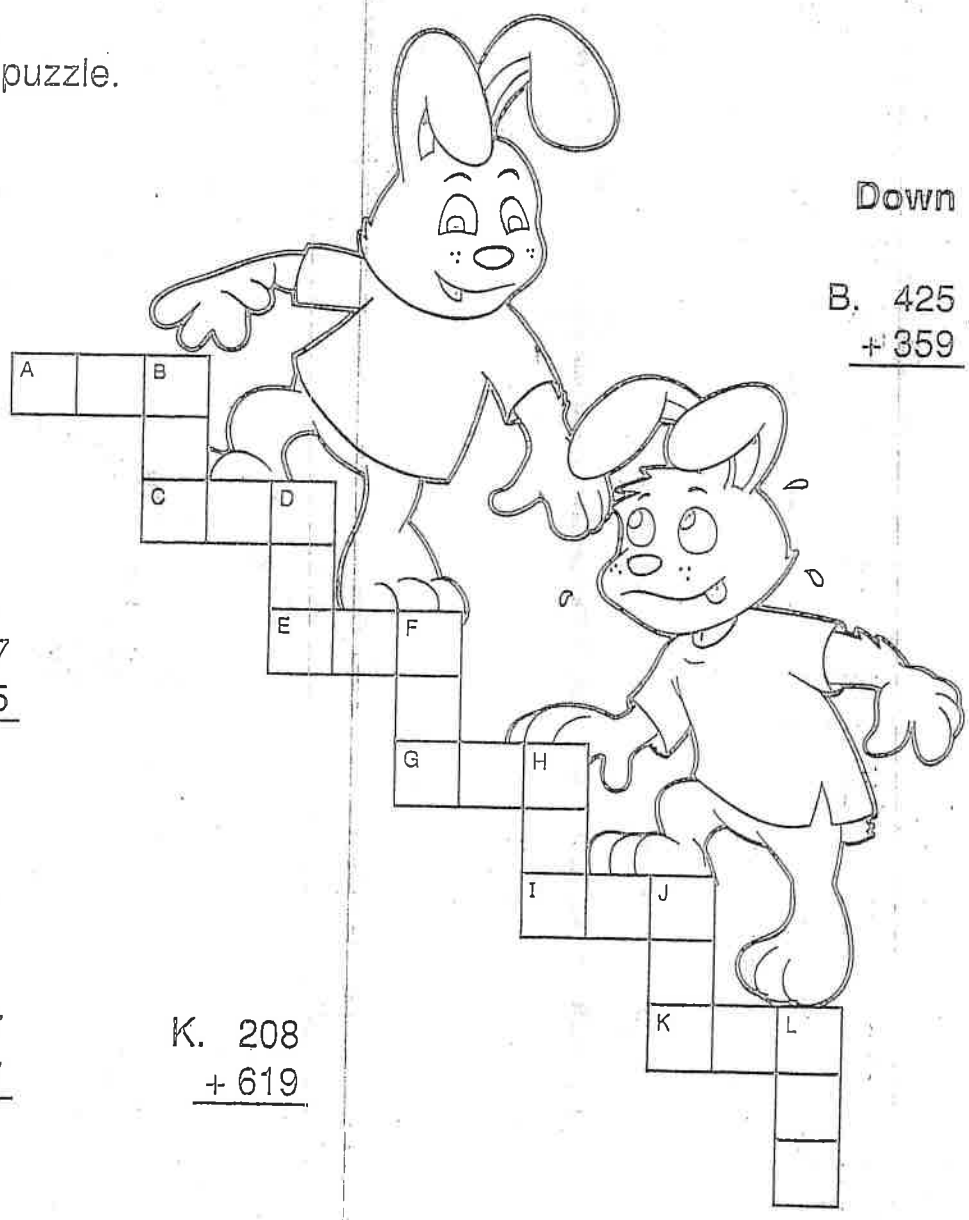
Name _____

Rabbits

Three-digit addition with regrouping

Step-by-Step

Add.
Write each answer in the puzzle.



Across

A. 739
+ 218

C. 318
+ 117

E. 517
+ 115

G. 227
+ 137

I. 427
+ 147

K. 208
+ 619

Down

B. 425
+ 359

D. 328
+ 218

F. 156
+ 137

H. 238
+ 257

J. 209
+ 209

L. 614
+ 139

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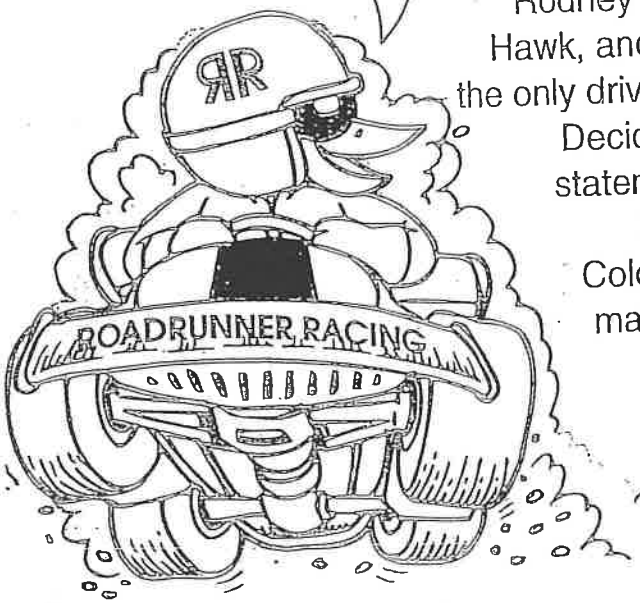
Name _____

Vroom!

An outcome that must happen is certain.

An outcome that cannot happen is impossible.



Rodney Roadrunner, Harry Hawk, and Felice Falcon were the only drivers in a three-car race. Decide whether each statement is certain or impossible. Color the car in the matching column.

	Certain	Impossible
1. Eddie Eagle won the race.		
2. One of the drivers finished in second place.		
3. The car in last place won third prize.		
4. Felice Falcon and Sam Sparrow tied for last place.		
5. Harry Hawk won first and third prize.		
6. Rodney, Harry, or Felice won the race.		
7. Bonnie Bluejay finished last.		
8. Rodney Roadrunner won first, second, or third prize.		
9. No driver won fourth prize.		
10. Harry Hawk was the sixth driver to cross the finish line.		

Bonus Box: The following race outcome is possible, but it is not certain: Felice Falcon won second prize. On the back of this sheet, write another race outcome that is possible but not certain.

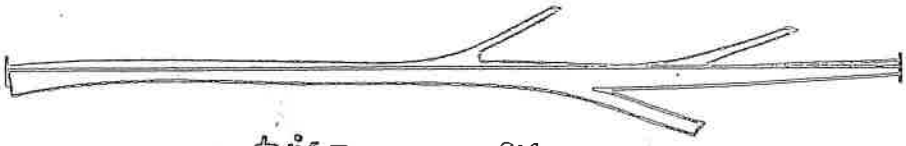
Name _____

Measurement: Length
Comparing lengths

A Snail's-Eye View

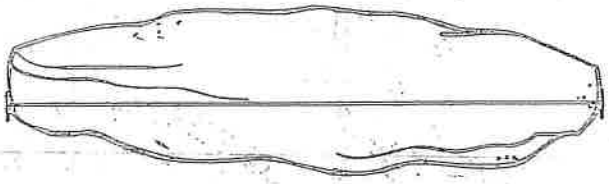
Measure and write each length.

A.



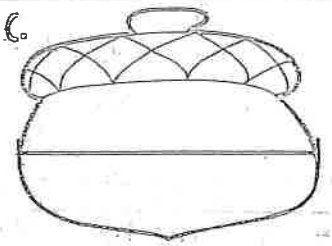
twig = _____ cm

B.



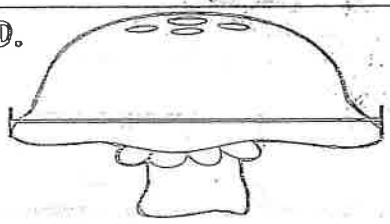
rock = _____ cm

C.



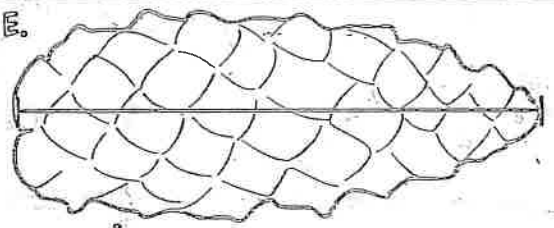
acorn = _____ cm

D.



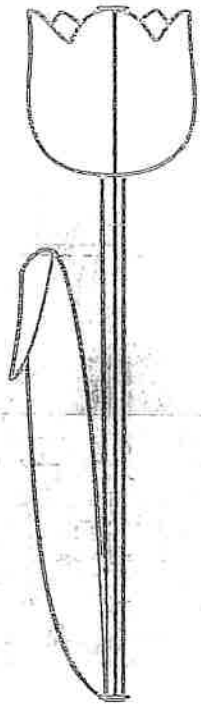
mushroom = _____ cm

E.



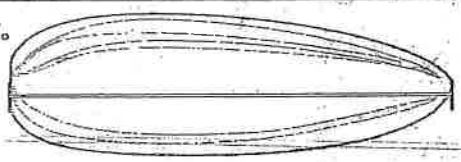
pinecone = _____ cm

F.



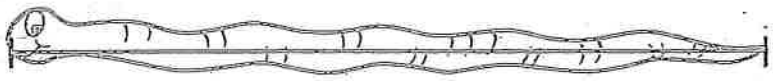
flower = _____ cm

G.



seed = _____ cm

H.



worm = _____ cm

Complete each sentence.

1. The twig is 2 cm longer than the _____.
2. The pinecone is ____ cm longer than the mushroom.
3. The _____ is 2 cm longer than the acorn.
4. The _____ is 1 cm shorter than the flower.
5. The flower is ____ cm longer than the seed.
6. The mushroom is ____ cm shorter than the twig.
7. The acorn is 6 cm shorter than the _____.
8. The pinecone is 1 cm shorter than the _____.

Bonus: List the objects in order, from shortest to longest.

Fill in the 120 chart.

120 Chart

1		3	4		6	7		9	
11	12		14		16		18	19	20
21		23		25	26		28	29	
	32	33	34		36		38		40
41		43		45	46	47			50
51	52		54		56		58	59	
	62			65	66		68	69	70
71	72		74	75	76		78		80
81		83	84			87	88		
	92	93	94		96	97		99	
101			104	105	106			109	110
111	112		114		116		118	119	

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Name	Directions: circle odd or even

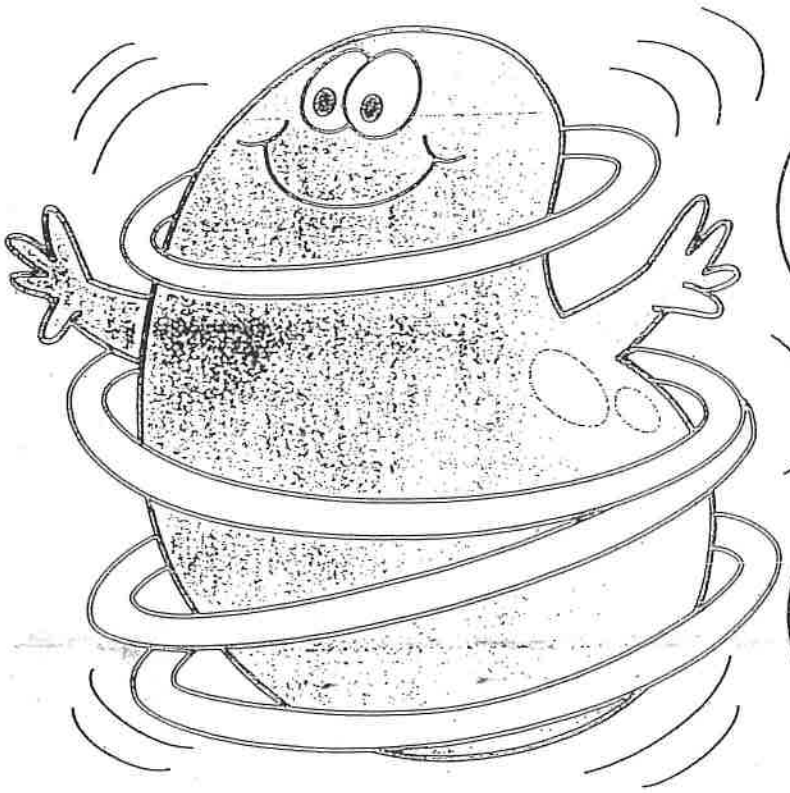
56 even odd	34 even odd	98 even odd	77 even odd
29 even odd	63 even odd	32 even odd	84 even odd
16 even odd	45 even odd	57 even odd	92 even odd
64 even odd	76 even odd	85 even odd	61 even odd

Name _____ Jelly Beans

Adding three-digit numbers with and without regrouping

Spinning Hoops!

Add.
If you regroup, color the hoop.



418
+ 423

623
+ 241

159
+ 314

317
+ 580

240
+ 315

528
+ 221

181
+ 572

422
+ 168

734
+ 102

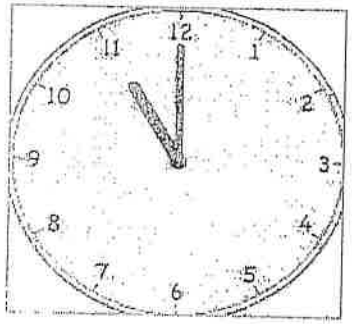
355
+ 126

645
+ 103

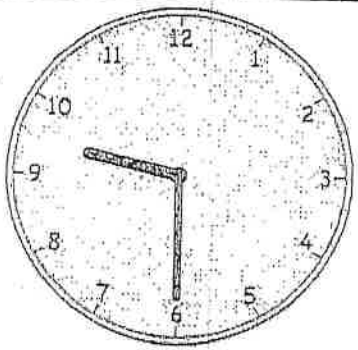
219
+ 290

Name

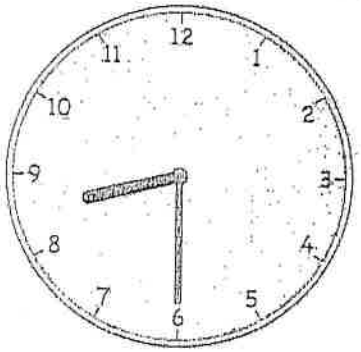
Directions: Circle the correct time.



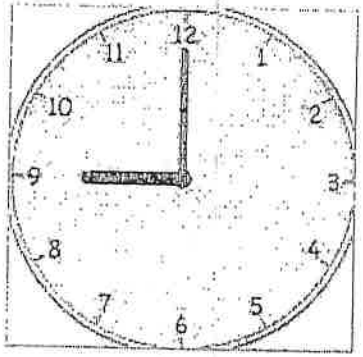
12:00
10:00
11:00



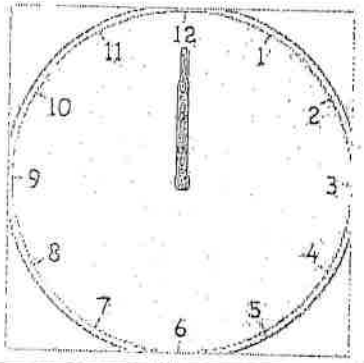
9:30
10:30
6:30



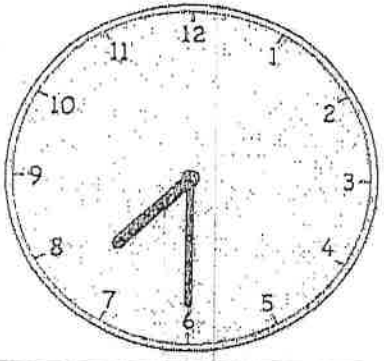
9:00
8:30
9:30



10:00
9:00
12:00



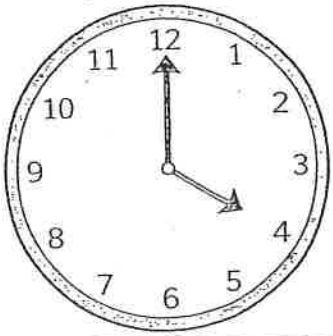
12:00
11:30
11:00



6:30
8:00
7:30

What Time Is It Mr. Wolf?

What time is each clock displaying?



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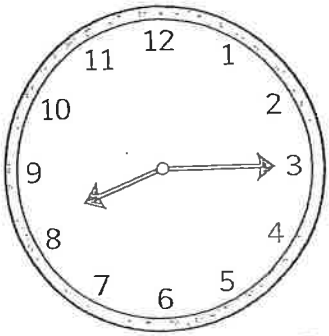

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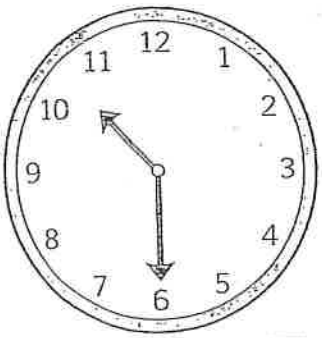

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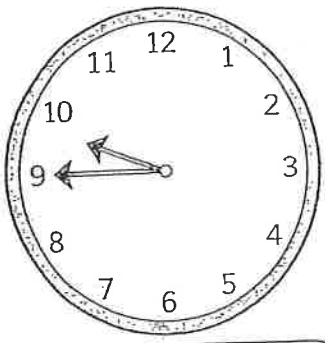

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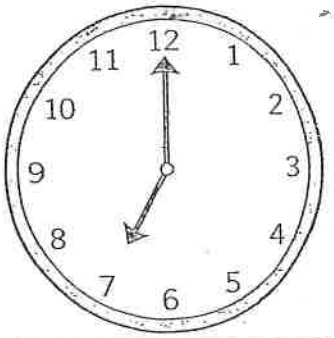

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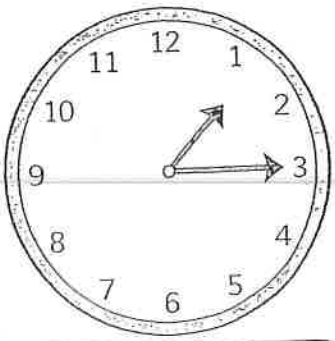

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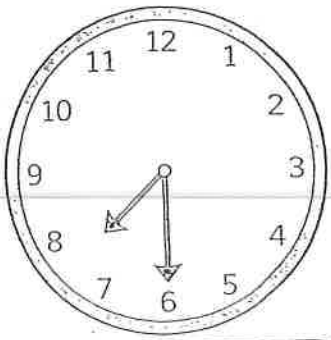

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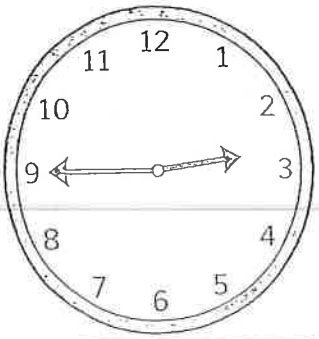

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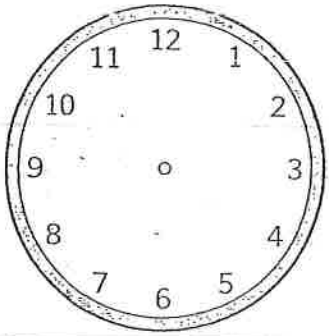
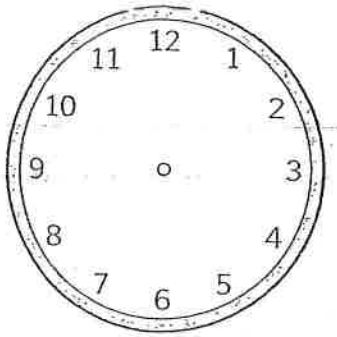
What Time Is It Mr. Wolf?

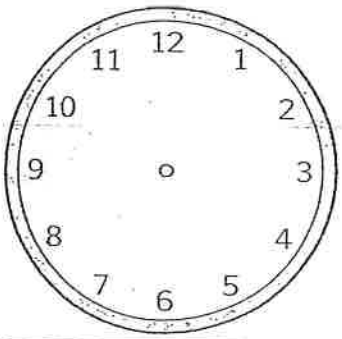
Add the missing hour and minute hands!



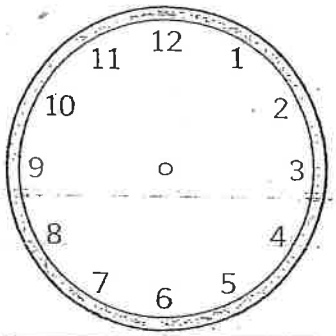
3:00



11:30



6:15



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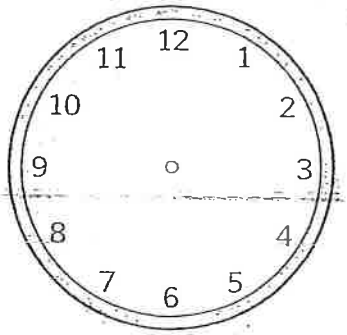

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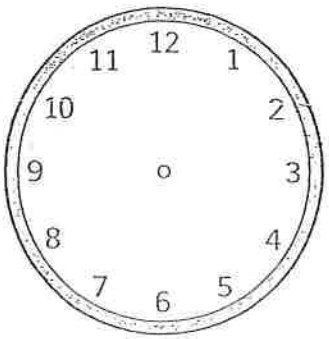

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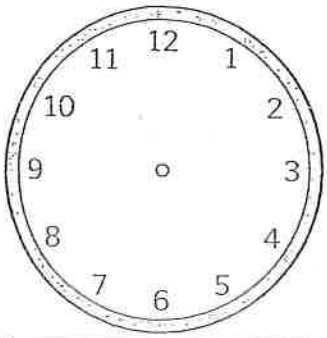
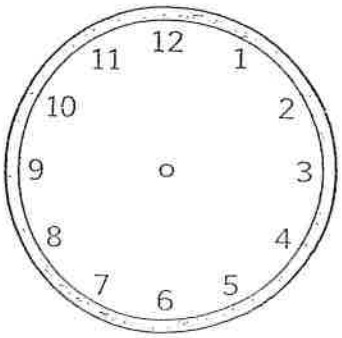


8:30



5:15

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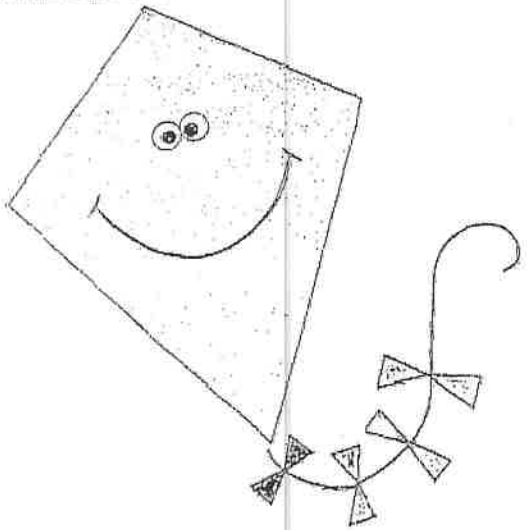
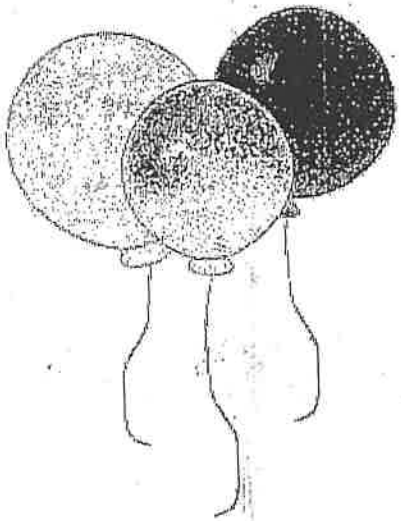
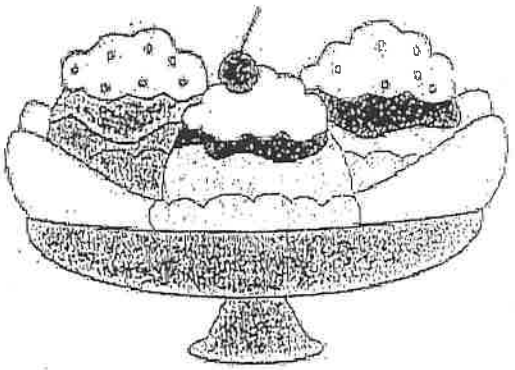


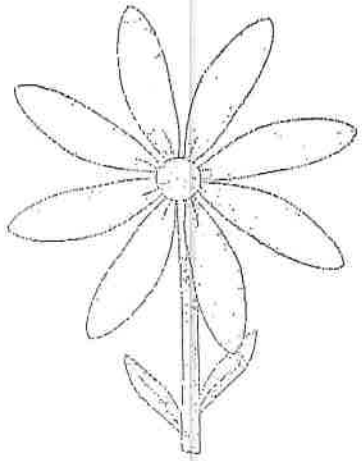
$0.75 75¢



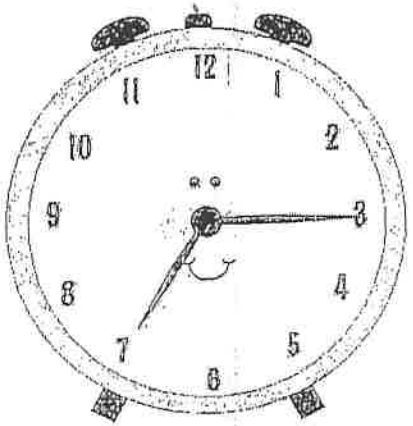
$0.34 34¢



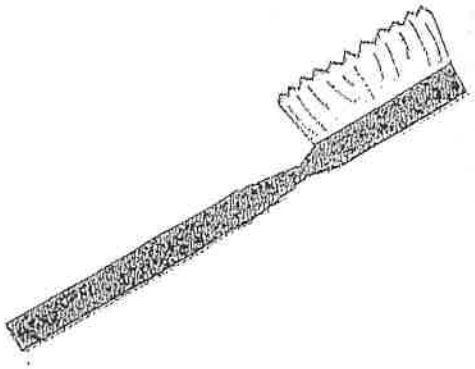
$0.98 98¢



$0.18 18¢



$0.87 87¢



$0.60 60¢

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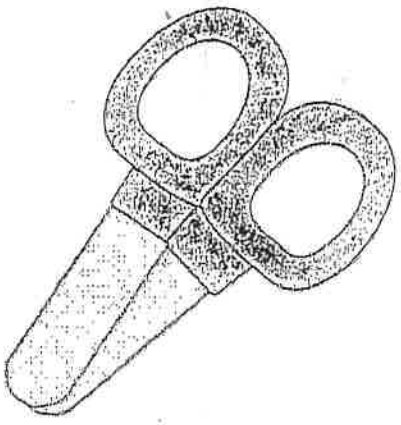
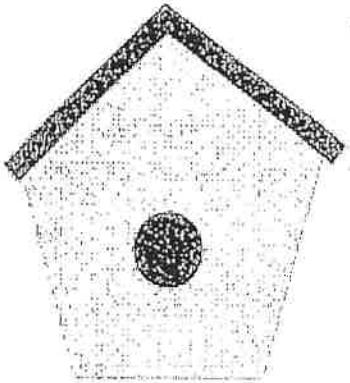
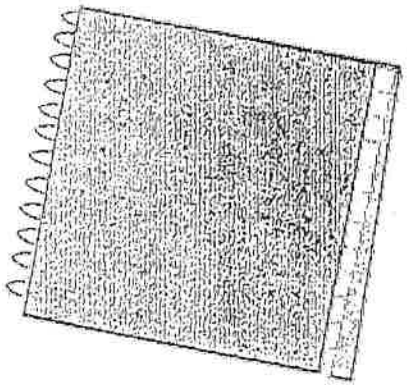
$0.59 59¢



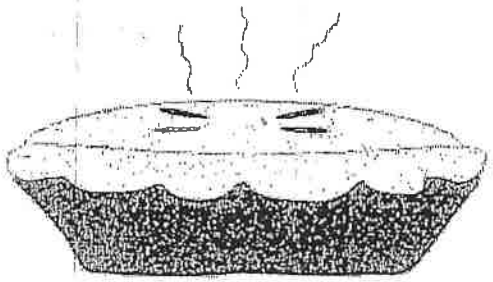
$0.41 41¢



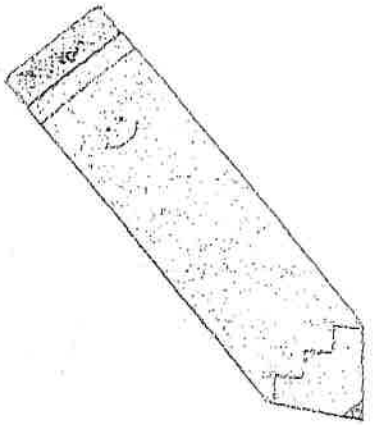
$0.50 50¢



$0.22 22¢



$0.90 90¢



$0.08 8¢

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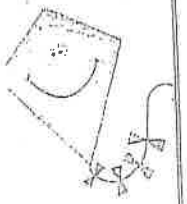
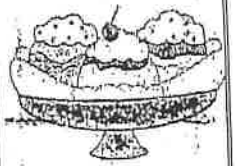
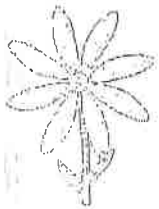
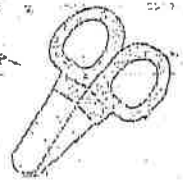
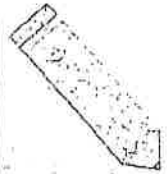
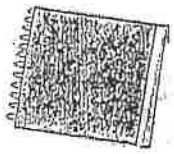
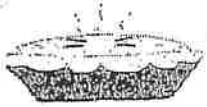
Name:

Draw coins to pay for each item. Use the LEAST number of coins as possible. To make coins, draw a circle and write their value inside. → 25



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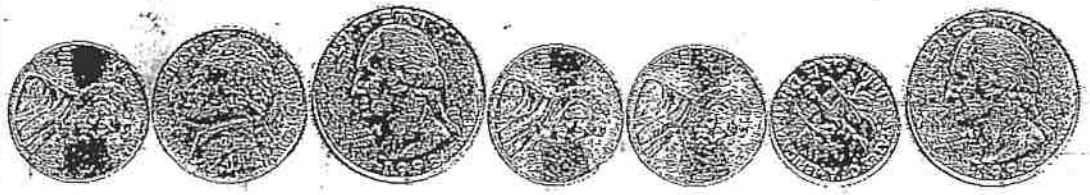
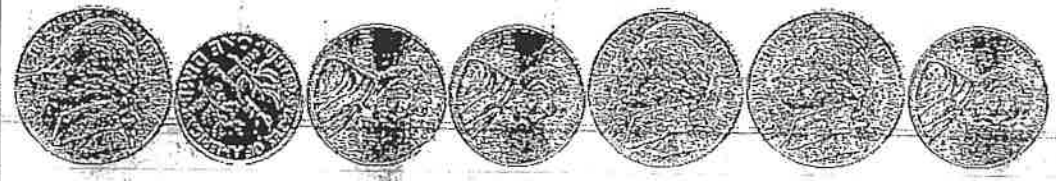
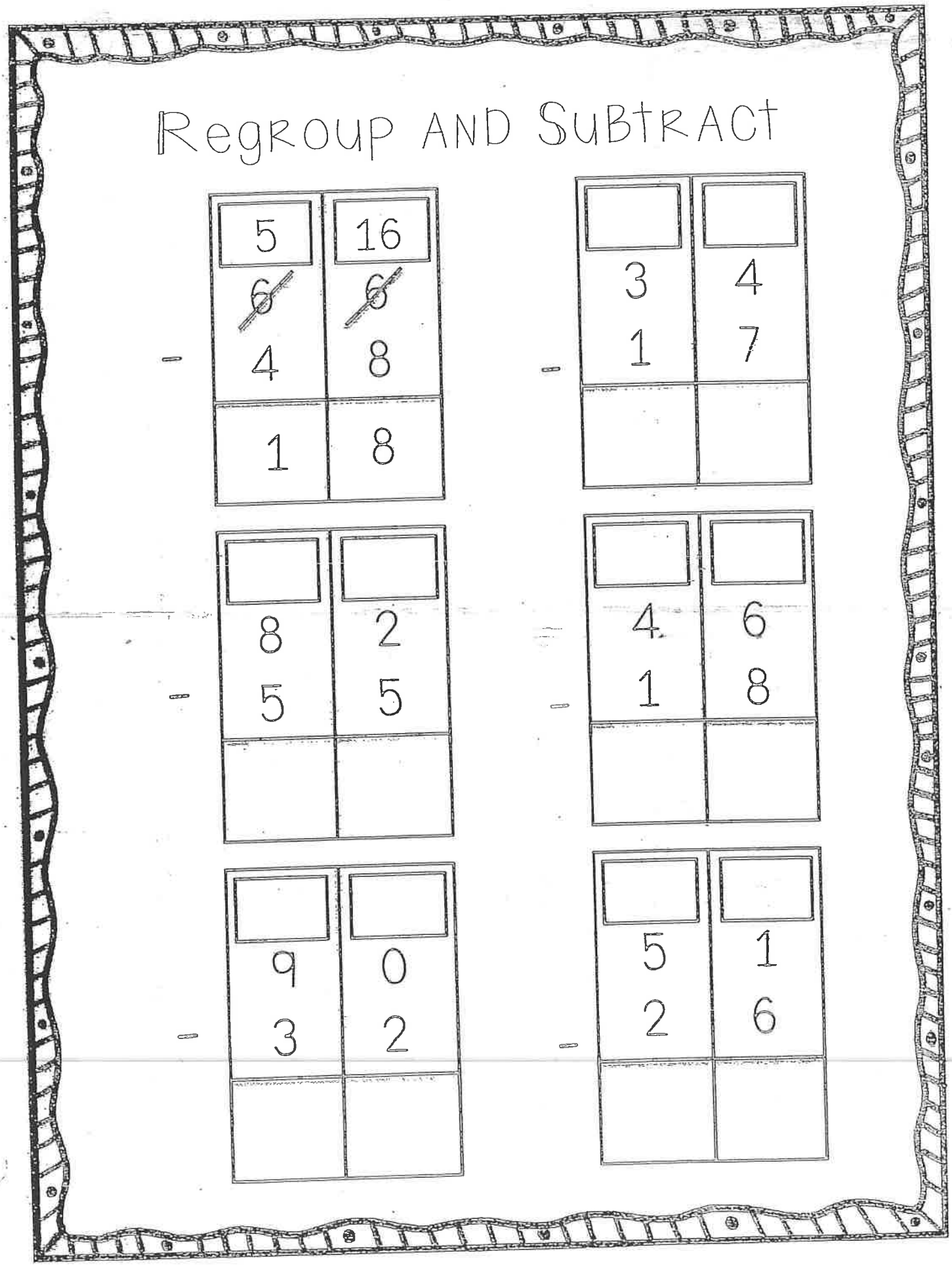
Counting Coins

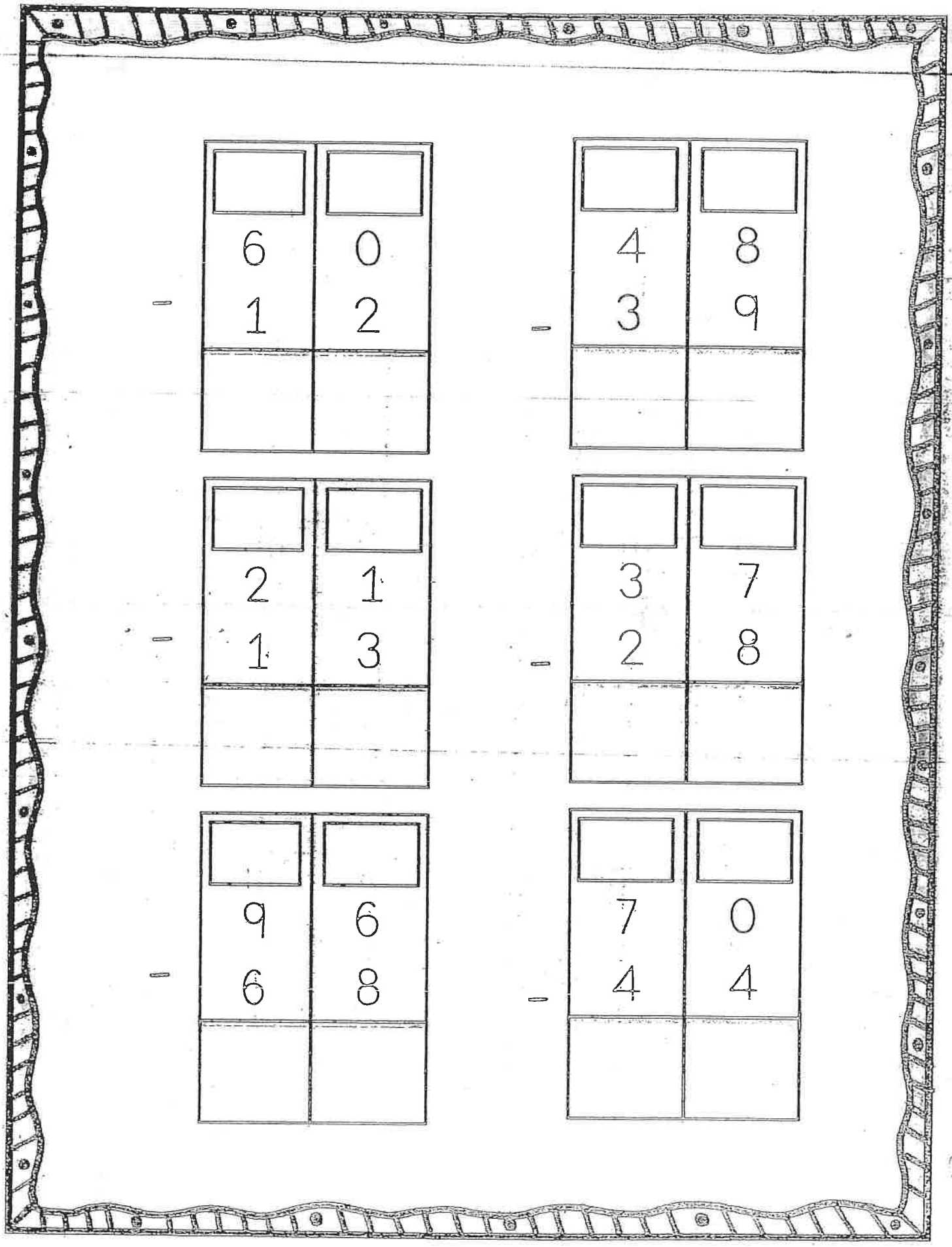
Name: _____ Date: _____

Directions: Write the total value of the coins.

	¢
	¢
	¢
	¢
	¢
	¢

Regroup and Subtract



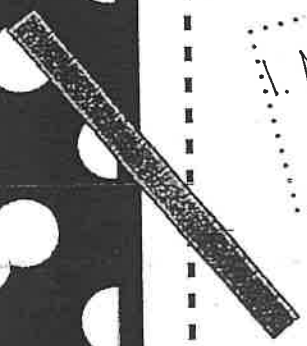

6 0
- 1 2
4 8
- 3 9
2 1
- 1 3
3 7
- 2 8
9 6
- 6 8
7 0
- 4 4

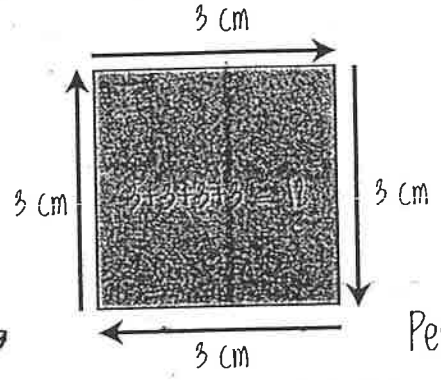
Perimeter & Area

Perimeter

distance AROUND an object

1. Measure each side.





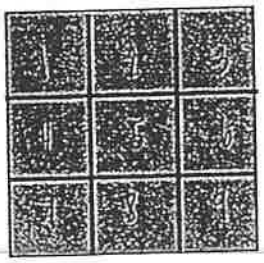
2. Add the sides together.

Perimeter = 12 cm

Area

amount of surface INSIDE a space

Count the squares inside the shape.

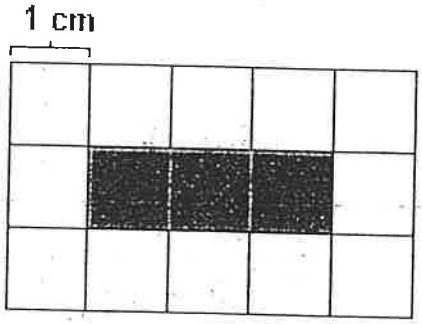


*Each square is 1 square centimeter.

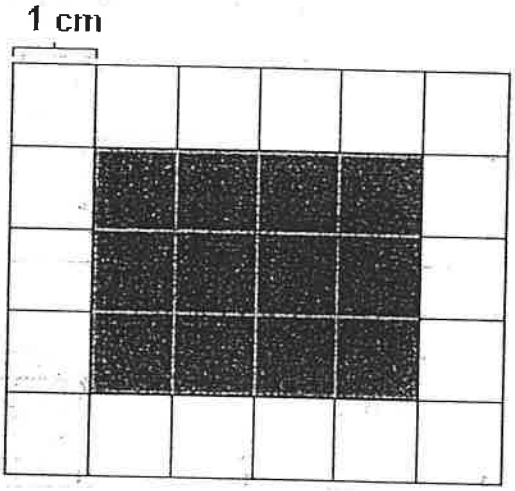
Area = 9 sq cm

Area Assessment #4

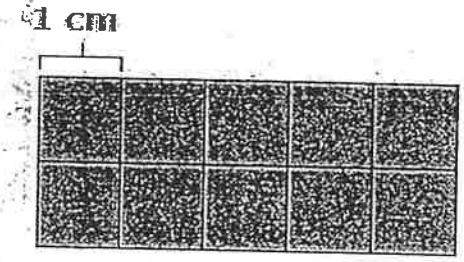
1. What is the area of the shaded rectangle below?



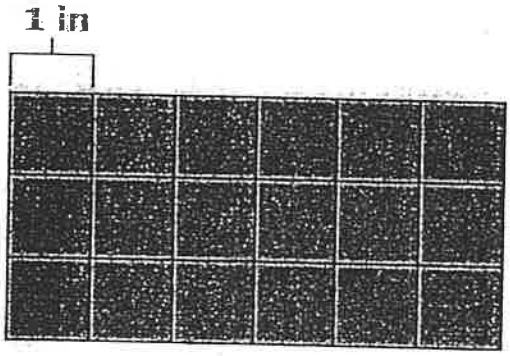
2. What is the area of the shaded rectangle below?



3. Find the area of the following shape.

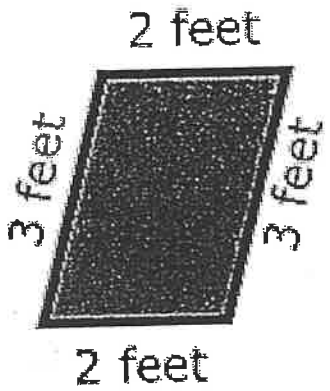


4. Find the area of the following shape.

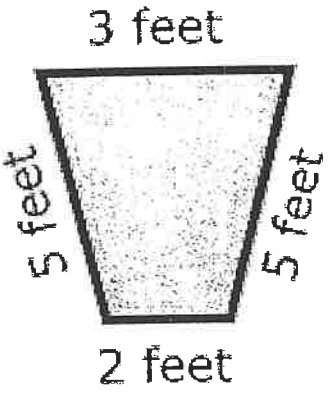


Perimeter Assessment #1

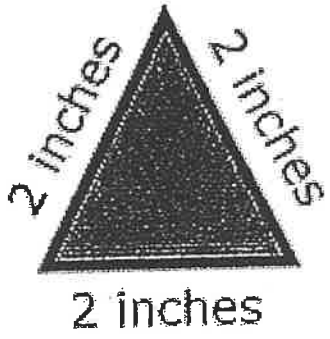
1. What is the perimeter of the polygon below?



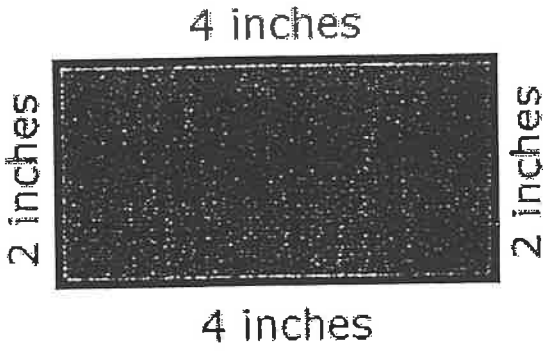
2. What is the perimeter of the polygon below?

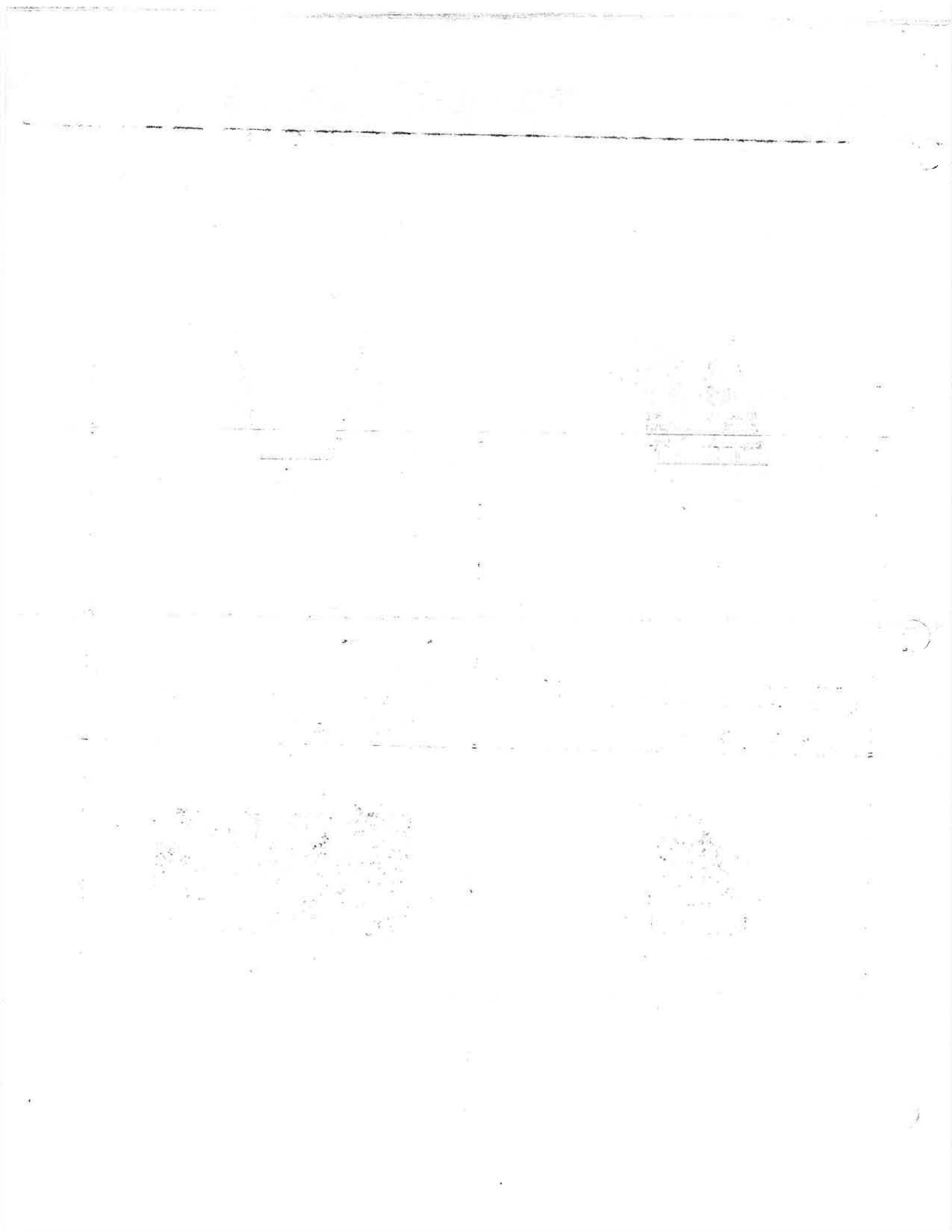


3. What is the perimeter of the polygon below?



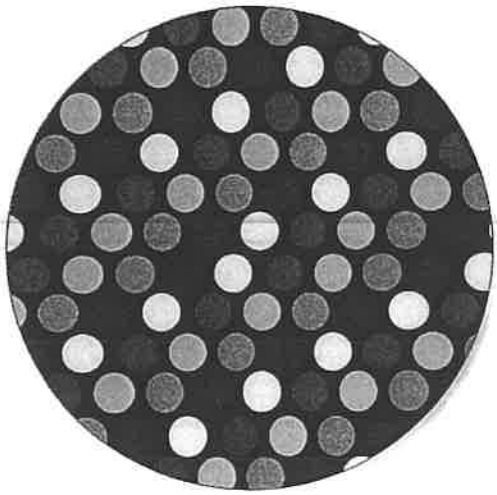
4. What is the perimeter of the polygon below?





What is my child learning in Second Grade?

COMMON CORE addition



Robertson - Room 51 ☺

3 KEY IDEAS FOR PARENTS about the Common [CORE]

Thinking Deeply

The Common Core emphasizes critical thinking. It requires students to analyze more, discuss more, evaluate more, justify more and explain their thinking & understanding deeply, especially in writing. *Take-Away: Really thinking deeply is hard. Let it BE hard, help them talk it out.*

Integrating Learning

The Common Core emphasizes learning across disciplines (reading with math & social studies standards combined into one task). Students spend more time working together with different settings, structures & tools. *Take-Away: Problems & solutions happen everyday in the real world.*

Showing How They Know

The Common Core emphasizes proof & evidence. Long gone are the days of worksheets, fact memorizations and skill & drill. Students are not taught this way and they are not assessed this way. *Take-away: The new tests will require students to explain how they know.*

Supporting The Common Core at Home

❶ Ask ***why*** when children tell you they want something or want to do or not do something. ❷ Use the word ***because*** after "No" or "Not tonight..." ❸ Give reasons--you to them and them to you. ❹ Encourage questions & explore answers (especially questions whose answers **are not** yes or no.) ❺ Explain & discuss issues or problems in your house, neighborhood, & community. Brainstorm solutions. ❻ Compare how things are alike and different-videos, movies, food. ❼ Look for patterns ❽ Describe & categorize stuff. ❾ Tell your children what you value & why. ❿ Encourage & celebrate opinions.

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GRADE 2

READING: LITERATURE

Key Ideas and Details

RL.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.8 (RL.1.8 not applicable to literature)
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: INFORMATIONAL TEXT

Key Ideas and Details

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8 Describe how reasons support specific points the author makes in a text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c Decode regularly spelled two-syllable words with long vowels.
RF.2.3d Decode words with common prefixes and suffixes.
RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a Read grade-level text with purpose and understanding.
RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

(**W.2.4** begins in grade 3)
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
(**W.2.9** begins in grade 4)

Range of Writing

(**W.2.10** begins in grade 3)

SPEAKING AND LISTENING

SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1a Use collective nouns (e.g., group).
L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
L.2.1c Use reflexive pronouns (e.g., myself, ourselves).
L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a Capitalize holidays, product names, and geographic names.
L.2.2b Use commas in greetings and closings of letters.
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3a Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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GRADE 2

Operations & Algebraic Thinking

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number & Operations in Base 10

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- ❖100 can be thought of as a bundle of ten tens — called a "hundred."
- ❖The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. Understand the following as special cases:

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement & Data

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

3 KEY IDEAS FOR PARENTS about the Common [CORE]

Thinking Deeply

The Common Core emphasizes critical thinking. It requires students to analyze more, discuss more, evaluate more, justify more and explain their thinking & understanding deeply, especially in writing. *Take-Away: Really thinking deeply is hard. Let it BE hard, help them talk it out.*

Integrating Learning

The Common Core emphasizes learning across disciplines (reading with math & social studies standards combined into one task). Students spend more time working together with different settings, structures & tools. *Take-Away: Problems & solutions happen everyday in the real world.*

Showing How They Know

The Common Core emphasizes proof & evidence. Long gone are the days of worksheets, fact memorizations and skill & drill. Students are not taught this way and they are not assessed this way. *Take-away: The new tests will require students to explain how they know.*

Supporting The Common Core at Home

① Ask ***why*** when children tell you they want something or want to do or not do something. ② Use the word ***because*** after "No" or "Not tonight..." ③ Give reasons–you to them and them to you. ④ Encourage questions & explore answers (especially questions whose answers **are not** yes or no.) ⑤ Explain & discuss issues or problems in your house, neighborhood, & community. Brainstorm solutions. ⑥ Compare how things are alike and different-videos, movies, food. ⑦ Look for patterns ⑧ Describe & categorize stuff. ⑨ Tell your children what you value & why. ⑩ Encourage & celebrate opinions.

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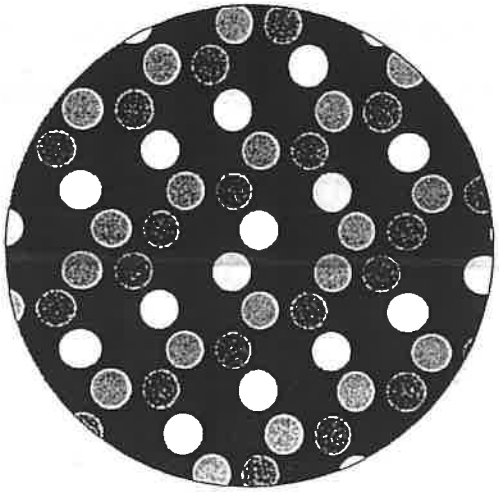
What is my child learning in Second Grade?

COMMON CORE addition



Robertson - Room 51 ☺

GRADE 2

Operations & Algebraic Thinking

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number & Operations in Base 10

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- ❖ 100 can be thought of as a bundle of ten tens — called a "hundred."
- ❖ The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. Understand the following as special cases:

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement & Data

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

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GRADE 2

READING: LITERATURE

Key Ideas and Details

RL.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.8 (RL.1.8 not applicable to literature)
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: INFORMATIONAL TEXT

Key Ideas and Details

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8 Describe how reasons support specific points the author makes in a text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c Decode regularly spelled two-syllable words with long vowels.
RF.2.3d Decode words with common prefixes and suffixes.
RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a Read grade-level text with purpose and understanding.
RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

(W.2.4 begins in grade 3)
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
(W.2.9 begins in grade 4)

Range of Writing

(W.2.10 begins in grade 3)

SPEAKING AND LISTENING

SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1a Use collective nouns (e.g., group).
L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
L.2.1c Use reflexive pronouns (e.g., myself, ourselves).
L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a Capitalize holidays, product names, and geographic names.
L.2.2b Use commas in greetings and closings of letters.
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3a Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Finding Your Students' Superpowers: Using ACCESS for ELLs Score Reports

Analyze

- Understand your students' English language proficiency; use the Interpretive Guide to learn more.
- Score reports should always be used alongside other data sources, including teacher observations, to get the complete picture.
- Cross-reference ACCESS scores with other data sources, such as academic achievement tests and daily assignments.
- Use the data to find your students' strengths!

Communicate

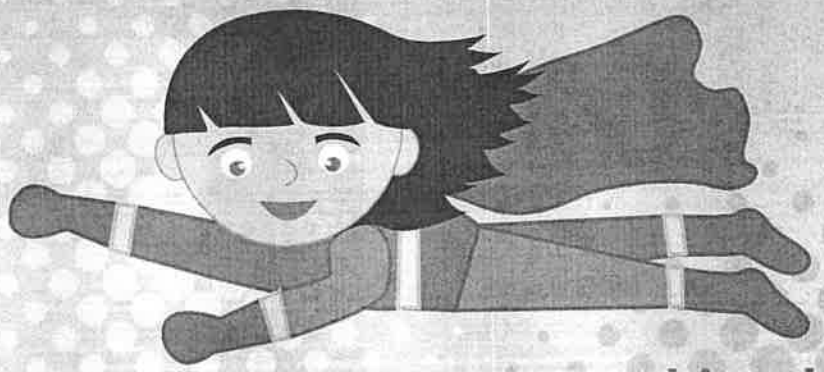
- Schedule a time to talk with students and families.
- Use translated reports, as needed.
- Use the WIDA Can Do Descriptors to empower your students, their families, and other teachers with awareness of what they CAN DO.

Collaborate

- Enhance curriculum based on students' strengths and focus areas.
- Update school and district improvement plans for ELLs to ensure all instructional needs are being met.
- Develop professional learning ideas for teachers serving ELLs.
- Review entry and exit processes.

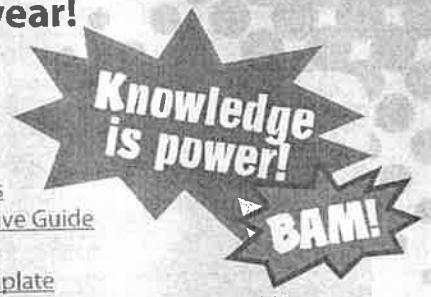
Act on your Findings

- Use the WIDA ELD Standards to inform instruction.
- Adjust student goals and learning objectives if necessary.
- Monitor students' performance just prior to and after program exit.



Students can do so many things!

Help them demonstrate their superpowers throughout the school year!



RESOURCES

- Interpretive Guide for Score Reports
- Alternate ACCESS for ELLs Interpretive Guide
- Interpreting Score Reports Webinar
- Individual Student Score Notes Template
- Parent Guide for ACCESS for ELLs 2.0 Score Reports (translated into multiple languages)
- Customizable PowerPoint presentation designed for use with parents/families
- Lesson plans for helping students develop awareness of their own language growth