



**McMinnville
School District**
Second Grade

Standards and Curriculum

Sample Grade Level Opinion Writing that Meets Standard

Dogs Rule

What pet is best for you, a cat or dog? I like dogs because they exercise a lot. Also they play fetch with you. They are fun to play with. That's why I like dogs best.

Explanation: This second-grade opinion piece introduces the topic with a question ("What pet is best for you cat or dog?") and states an opinion ("I like dogs"). Linking words ("because", "Also") connect the opinion with several reasons. A concluding statement restates the main idea of the piece ("That's why I like dogs best").

Opinion Writing Scoring Guide

Exceeds

- All "meets" criteria and
- Student elaborates on opinion and shows advanced skills in supporting with evidence

Meets

- The student is able to state his/her opinion
- The student's opinion is related to the text
- The student can support his/her opinion with evidence from the text
- The student can correctly use a sentence frame to state his/her opinion in a complete sentence. For example: I think _____, because _____. I agree/disagree with _____, because _____.

Nearly Meets

- Meets three of the "Meets" criteria

Low

- Meets two or fewer of the "Meets" criteria

Comments:

Sample 2nd Grade At Level Reading Text

Dalgiesh, Alice. The Bears on Hemlock Mountain. Aladdin Paperbacks, New York, NY. 2000. p.9-10

He was a big man and worked hard on the farm. Even in the wintertime he worked hard, for there were the cows to be milked and all the other animals to be fed. There was wood to be cut. This kept the big fire going so that Jonathan's mother could cook all the good things the family liked to eat. Jonathan helped carry in the wood.

Jonathan's mother kept thinking about the stew and about the pot that would be big enough to cook it.

"I know!" she said to Jonathan, as he brought in an armful of wood, "your aunt Emma, over across Hemlock Mountain, has the biggest iron pot you ever laid eyes on."

"I never laid eyes on it," said Jonathan.

"Then you are going to," said his mother.

"Your father is much too busy to go for it, but you can go and fetch it."

"Me?" said Jonathan. "All alone? They say there are bears on Hemlock Mountain."

Sample 2nd Grade Math Problem Solving

Measurement

Materials: gummy worm and ruler

1. Measure the length of a gummy worm using your ruler.
2. Stretch your gummy worm as far as you can without it breaking.
3. Measure the stretched gummy worm.
4. What is the difference in length between the original and stretched gummy worm?
5. Record your findings.

Base Ten Addition and Subtraction

Example 1: I counted 19 blue, 11 yellow, 14 green and 17 red butterflies at the butterfly house. How many butterflies did I count in all?

Example 2: Students use cards that are labeled 1-9.

1. Turn over a numeral card. Double the number on the card and record the number sentence.
2. Keep doubling the total until you reach a sum that is greater than 100.
3. How far away from 100 is your final number?
4. Repeat with another starting number.

Source: <http://www.k-5mathteachingresources.com/2nd-grade.html>

Reading Focus

- RECOUNT stories, including fables and folktales from diverse cultures, and DETERMINE their central message, lesson, or moral
- COMPARE and CONTRAST the most important points presented by two texts on the same topic
- IDENTIFY the main purpose of a text, including what the author wants to answer, explain, or describe
- 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
- ACKNOWLEDGE differences in the points of view of characters, including by SPEAKING in a different voice for each character when READING dialogue aloud
- KNOW and USE various features to locate key facts or information in a text efficiently

Writing & Language Focus

- 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
- WRITE informative/explanatory texts in which they INTRODUCE a topic, USE facts and definitions to DEVELOP points, and PROVIDE a concluding statement or section
- 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
- COMPARE and CONTRAST two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
- DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking

Speaking & Listening Focus

- PARTICIPATE in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- TELL a story or RECOUNT an experience with appropriate facts and relevant, descriptive details, SPEAKING audibly in coherent sentences

Math Focus

Base Ten and Number Sense

- UNDERSTAND that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- COUNT within 1000; SKIP-COUNT by 5s, 10s, and 100s
- READ and WRITE numbers to 1000 USING base-ten numerals, number names, and expanded form
- COMPARE two three-digit numbers based on meanings of the hundreds, tens, and ones digits, USING $>$, $=$, and $<$
- Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900

Addition and Subtraction

- FLUENTLY add and subtract within 100
- EXPLAIN why addition and subtraction strategies work, USING place value and the properties of operations
- Represent whole-number sums and differences within 100 on a number line diagram
- Fluently add and subtract within 20 using mental strategies
- Use addition and subtraction within 100 to solve one- and two-step word problems
- Add up to four two-digit numbers using strategies based on place value and properties of operations
- 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

Measurement

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes
- 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
- Estimate lengths using units of inches, feet, centimeters, and meters
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit
- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units

Time

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

8 Mathematical Practices

#1 Make sense of problems and persevere in solving them

Understand the problem, find a way to attack it, and work until it is done. The hardest part is pushing students to solve tough problems by applying what they already know and to monitor themselves when problem-solving.

#2 Reason abstractly and quantitatively

If students have a problem, they should be able to break it apart and show it symbolically, with pictures, or in any way other than the standard algorithm.

#3 Construct viable arguments and critique the reasoning of others

Be able to talk about math, using mathematical language, to support or oppose the work of others.

#4 Model with mathematics

Use math to solve real-world problems, organize data, and understand the world around you.

#5 Use appropriate tools strategically

Students can select the appropriate math tool to use and use it correctly to solve problems. In the real world, no one tells you that it is time to use the meter stick instead of the protractor.

#6 Attend to precision

Students speak and solve mathematics with exactness and meticulousness.

#7 Look for and make use of structure

Find patterns and repeated reasoning that can help solve more complex problems.

#8 Look for and express regularity in repeated reasoning

Keep an eye on the big picture while working out the details of the problem.