

A MESSAGE TO OUR FAMILIES

Welcome to the Phoenix Elementary School District! Our schools are committed to providing a high-quality educational program for your children by setting high expectations for their performance in the classroom. We believe that strong ties to our families and community help your child become a responsible, life-long learner.

This brochure is a **summary** of grade level learning expectations for Language Arts, English Language Learners, Mathematics and Science. By the end of this school year, mastery of these skills will prepare your child for success next school year.

The learning expectations listed here **summarize** the Phoenix Elementary District curriculum. These expectations reflect the goals of the school district to ensure a quality curriculum for students and accountability to the community.

The Phoenix Elementary School District curriculum is guided by the Arizona's Academic Standards. Follow this link to the Arizona Department of Education website for additional information about the academic standards:
www.azed.gov/standards-practices/.

The District's 2025 Strategic Plan provides clear expectations for our student's academic success. Goals include:

- We will ensure every student we serve is achieving academic success.
- We will engage every student in a rigorous, relevant, research-based learning environment led by well-trained staff.
- We will ensure student enrollment is at capacity in effective and attractive Signature and Neighborhood schools accessible to all.
- Follow this link for additional information about the 2025 Strategic Plan: phxschools.org/district/about/strategic-plan/.

Please contact your child's teacher at any time, and be sure to attend conferences with your child's teacher in October, January and March.

2nd GRADE

Learning Expectations



WHAT WILL YOUR CHILD LEARN IN SCHOOL THIS YEAR?



English Language Arts



English Language Learners



Mathematics



Science

Inspiring Every Child to Achieve

PHOENIX#1
Elementary School District

Curriculum and Instruction

2019-2020



English Language Arts

Reading, Writing, Language, Listening and Speaking - Includes Fiction and Non-Fiction

By the end of the school year, students should:

- Ask and answers who, what, where, when, why, and how questions to demonstrate understanding of a text
- Retell stories, including fables and folktales , and determine their central message, lesson, or moral
- Describe how characters in a story respond to major events and challenges
- Acknowledge differences in the points of view of characters
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe
- Use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text
- Compare the most important points from two stories on the same topic
- Read with accuracy and fluency to support comprehension
- Write an opinion using supporting details
- Write stories that sequence events and has a clear beginning and end
- Participate in classroom conversations
- Use knowledge of language when writing, speaking, reading, or listening
- Determine or clarify the meaning of unknown words



English Language Learners

Oral Language

By the end of the school year, students should:

- Express orally his or her own thinking and ideas
- Identify and apply conventions of Standard English in his or her communications
- Listen actively to the ideas of others in order to acquire new knowledge

Reading

By the end of the school year, students should:

- Demonstrate understanding of print concepts of the English language
- Identify and manipulate the sounds of the English

language and decode words, using knowledge of phonics, syllabication, and word parts

- Acquire English language vocabulary and use it in relevant contexts
- Analyze text for expression, enjoyment, and response to other related content areas
- Read with fluency and accuracy

English Grammar, Structure and Usage

By the end of the school year, students should:

- Use the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs, prepositions and interjections
- Use the following grammar skills: phrase and clause construction, sentence construction, questions, agreement, questions and phonology link
- Produce complete sentences using a variety of subject and predicate structures while correctly using pronouns, different verb tenses, and subject-verb agreement
- Communicate in social conversation, classroom discussion, and written communication to indicate their thoughts on a variety of topics while asking for or conveying new information through comparisons, descriptive sentences, and focused questions

Writing

By the end of the school year, students should:

- Express his or her thinking and ideas in a variety of writing genres
- Identify and apply conventions of Standard English in her or her communications
- Use the steps of the writing process as a writing piece moves toward completion
- Integrate elements of effective writing to develop engaging and focused text
- Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks

NOTE: Instruction will vary based on student's language level: Pre-Emergent, Emergent, Basic or Intermediate.



Mathematics

Operations and Algebraic Thinking (OA)

By the end of the school year, students should:

- Represent and solve problems involving addition and subtraction
- Fluently add and subtract within 20

Number and Operations in Base Ten (NBT)

By the end of the school year, students should:

- Count to 1000 starting at any number
- Read and write numbers to 1000, understand place value
- Compare three-digit numbers
- Use place value understanding and properties of operations to add and subtract within 1000

Measurement and Data (MD)

By the end of the school year, students should:

- Measure lengths of objects using rulers
- Compare measures, tell and write time to the nearest 5 minutes
- Solve problems involving money
- Organize, represent and interpret data

Geometry (G)

By the end of the school year, students should:

- Recognize and draw shapes based on given attributes
- Partition rectangles into rows and columns and partition circles and rectangles into two, three or four equal parts

Mathematical Practices (MP)

By the end of the school year, students should:

- Make sense of problems and persevere in solving them
- Construct viable arguments
- Use appropriate tools strategically



Science

Second Grade Science Learning Modules

- Air and Weather
- Insects
- Physics of Sound

Science as Inquiry

By the end of the school year, students should:

- Predict results of an experiment
- Conduct an experiment
- Use a variety of methods to share results
- Make models to explain concepts

History and Nature of Science

By the end of the school year, students should:

- Know that scientific contributions are made by all kinds of people
- Describe ways in which science affects the way we live
- Identify components of familiar systems such as a bicycle
- Use methods and experiences to explain observations and solve problems

Personal and Social Perspectives in Science and Technology

By the end of the school year, students should:

- Know that some jobs require science and technology
- Identify different technologies (computers, calculators, telephones)
- Describe how technology helps people solve their problems

Life Science

By the end of the school year, students should:

- Understand the life cycles of plants and animals
- Describe the life cycles of various insects
- Compare the life cycles of various organisms

Earth and Space Science

By the end of the school year, students should:

- Measure weather conditions such as temperature and precipitation
- Record weather conditions such as temperature and precipitation
- Identify types of clouds, including cumulus, stratus and cirrus
- Analyze the relationship between clouds, temperature and weather patterns

Physical Science

By the end of the school year, students should:

- Demonstrate that vibrating objects produce sound
- Demonstrate that the pitch of a sound depends on the rate of the vibration

August 1, 2019

Dear Family and/or Guardian of Second Grade Students:

The Phoenix Elementary School District staff is committed to working with you to ensure that your child receives the best education possible. The Arizona State Legislature also recognizes the importance of ensuring that your child learns the basic skills necessary to be a successful student.

With that in mind, the Arizona state Legislature enacted ARS §15-701 in 2010 which requires all students in third grade to read proficiently before being promoted to fourth grade. This legislation is commonly known as *Move on When Reading*.

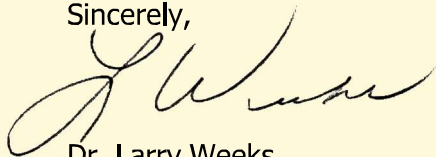
Specifically, the law states:

"A requirement that a pupil not be promoted from third grade if the pupil obtains a score on the reading portion of the English Language Arts (ELA) AzMERIT test that demonstrates that the pupil is reading far below the third grade level."

Your child is currently in second grade and will be under the requirements of *Move on When Reading* when they are in third grade. I encourage you to continue to work with your child's current teacher, as well as their future third grade teacher, to ensure that your child acquires all the skills and strategies they need to be a successful reader. At your child's parent/teacher conferences, ask the teacher to show you examples of your child's school work and ELA/reading test results. Both our district Galileo Benchmark test and the state AzMERIT test are given on-line. Students need to be able to read and answer questions on a computer. This information will help you know that your child is reading on grade level or needs additional support.

We look forward to working together to ensure that your child and every child in the Phoenix Elementary School District #1 becomes a successful reader.

Sincerely,



Dr. Larry Weeks
Superintendent

