



Teacher Learning Report: Grade 2 ELAR

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

2.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

2.3 Vocabulary. The student uses newly acquired vocabulary expressively

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Beginning Reading and Writing					
2.2 demonstrate and apply phonetic knowledge while reading and spelling	2.2(A) (i) producing a series of rhyming words				
	2.2(A) (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words				
	2.2(A) (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed				
	2.2(A) (iv) manipulating phonemes within base words				
	2.2(B) (i) decoding words with short, long, or variant vowels, trigraphs, and blends				
	2.2(B) (ii) decoding words with silent letters such as knife and gnat				
	2.2(B) (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables				
	2.2(B) (iv) decoding compound words, contractions, and common abbreviations				
	2.2(B) (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV				
	2.2(B) (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est				
2.2(B) (vii) identifying and reading high-frequency words from a research-based list					

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Vocabulary					
2.3 use skills to support	2.2(D) alphabetize a series of words and use a dictionary or glossary to find words				



Teacher Learning Report: Grade 2 ELAR

strategies for determining the meaning of unknown words while reading	2.3(A)*	use print or digital resources to determine meaning and pronunciation of unknown words				
	2.3(B)*	use context within and beyond a sentence to determine the meaning of unfamiliar words				Data included in "Tools to Know: Reading Process"
	2.3(C)*	identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion				
	2.3(D)*	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context				

Shared Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

2.3 Vocabulary. The student uses newly acquired vocabulary expressively.

2.4 Fluency. The student reads grade-level text with fluency and comprehension.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

2.6 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Reading Process Ⓢ					
2.3 use skills to support strategies for determining the meaning of unknown words while reading	2.3(B)*	use context within and beyond a sentence to determine the meaning of unfamiliar words			
	2.4(A)	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text			
	2.6(A)	establish purpose for reading assigned and self-selected texts			
2.4 read grade-level text with fluency and comprehension; determine meaning of words	2.6(B)*	generate questions about text before, during, and after reading to deepen understanding and gain information			
	2.6(C)	make and correct or confirm predictions using text features, characteristics of genre, and structures			
	2.6(D)	create mental images to deepen understanding			
2.6 use the reading process to develop and deepen comprehension of increasingly complex texts	2.6(I)	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down			

		Unit	CHECKPOINT
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Teacher Learning Report: Grade 2 ELAR

Application	Instructional Focus		1	2	3
Tools to Know: Comprehension ⓘ					
2.6 use the reading process to develop and deepen comprehension of increasingly complex texts	2.6(E) make connections to personal experiences, ideas in other texts, and society				
	2.6(F)* make inferences and use evidence to support understanding				
	2.6(G) evaluate details read to determine key ideas				
	2.6(H) synthesize information to create new understanding				

Shared Reading (continued)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

2.8 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

2.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

2.10 Author's purpose.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show: Thinking about the Meaning					
2.8/2.9/2.10 comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements and structure	Genre Characteristics				
	2.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales (<i>Fiction</i>)				
	2.9(B)* explain visual patterns and structures in a variety of poems (<i>Poetry</i>)				
	2.9(C) discuss elements of drama such as characters, dialogue, and setting (<i>Drama</i>)				
	2.9(D) (ii)* [recognize characteristics and structures of informational text, including] features and graphics to locate and gain information (<i>Informational</i>)				
	2.9(E) recognize characteristics of persuasive text (<i>Persuasive</i>)				
	2.9(F) recognize characteristics of multimodal and digital texts (<i>Multimodal/Digital</i>)				
	Overall Meaning				
2.8(A)* discuss topics and determine theme using text evidence with adult assistance					



Teacher Learning Report: Grade 2 ELAR

2.9(D) (i)*	[recognize characteristics and structures of informational text, including] the central idea with supporting evidence with adult assistance				
2.9(E) (i)	[recognize characteristics and structures of argumentative text by] stating what the author is trying to persuade the reader to think or do				
2.10(A)*	discuss the author's purpose for writing text				
Analysis for Deeper Meaning					
2.8(B)*	describe the main character's (characters') internal and external traits				
2.8(C)*	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently				
2.8(D)	describe the importance of the setting				
2.9(D) (iii)*	[recognize characteristics and structures of informational text, including] organizational patterns such as chronological order and cause and effect stated explicitly				
2.9(E) (ii)	[recognize characteristics and structures of argumentative text by] distinguishing facts from opinion				

Shared Reading (continued)

2.10 Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Author's Craft: Thinking about the Writing					
2.10 identify, explain, and discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	Point of View				
	2.10(E) identify the use of first or third person in a text				
	Structure				
	2.10(B)* explain how the use of text structure contributes to the author's purpose				
	2.10(C)* explain the author's use of print and graphic features to achieve specific purposes				
Language					



Teacher Learning Report: Grade 2 ELAR

	2.10(D)*	discuss the use of descriptive, literal, and figurative language				
	2.10(F)	identify and explain the use of repetition				

Responding to Text (applied to Shared Reading)

2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show (Response Skills)					
2.7 respond to an increasingly challenging variety of sources that are read, heard, or viewed	2.7(A)	describe personal connections to a variety of sources			
	2.7(B)	write brief comments on literary or informational texts that demonstrate an understanding of the text			
	2.7(C)*	use text evidence to support an appropriate response			
	2.7(D)*	retell and paraphrase texts in ways that maintain meaning and logical order			
	2.7(E)	interact with sources in meaningful ways such as illustrating or writing			
	2.7(F)	respond using newly acquired vocabulary as appropriate			

Teacher Learning Report: Grade 2

Writing

Composition	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts 2.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 2.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Tools to Know (Writing Process) ⓧ		Included in scoring rubric to determine score code		
2.11(B)	develop drafts into a focused piece of writing by: (i) organizing with structure (ii) developing an idea with specific and relevant details			
2.11(C)	revise drafts by adding, deleting, or rearranging words, phrases, or sentences			
2.11(D)	edit drafts using standard English conventions			

Application		Unit	CHECKPOINT		
			1	2	3
2.12(A)	compose literary texts, including personal narratives and poetry				
2.12(B)	compose informational texts, including procedural texts and reports				
2.12(C)	compose correspondence such as thank you notes or letters				

Revision	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts 2.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 2.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Tools to Know (Writing Process) ⓧ	Unit	CHECKPOINT		
			1	2	3
2.12(A) compose literary texts , including personal narratives and poetry	2.11(B) (i) [develop drafts into a focused, structured, and coherent piece of writing by] organizing with structure				
2.12(B) compose informational texts , including procedural texts and reports	2.11(B) (ii) [develop drafts into a focused, structured, and coherent piece of writing by] developing an idea with specific and relevant details				
2.12(C) compose correspondence such as thank you notes or letters	2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences				

Teacher Learning Report: Grade 2

Writing

Editing	Unit	CHECKPOINT		
		1	2	3
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking 2.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Composition: listening, speaking, reading, writing, and thinking using multiple texts 2.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 2.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Instructional Focus: Encoding (Writing)		Unit	CHECKPOINT		
				1	2	3
2.2 demonstrate and apply phonetic knowledge while reading and spelling	2.2(C) (i)	[demonstrate and apply spelling knowledge by:] spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables				
	2.2(C) (ii)	[demonstrate and apply spelling knowledge by:] spelling words with silent letters such as knife and gnat				
	2.2(C) (iii)	[demonstrate and apply spelling knowledge by:] spelling compound words, contractions, and common abbreviations				
	2.2(C) (iv)	[demonstrate and apply spelling knowledge by:] spelling multisyllabic words with multiple sound-spelling patterns				
	2.2(C) (v)	[demonstrate and apply spelling knowledge by:] spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word				
	2.2(C) (vi)	[demonstrate and apply spelling knowledge by:] spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est				

Application	Tools to Know (Writing Process) ⓘ		Unit	CHECKPOINT		
				1	2	3
2.12(A) compose literary texts, including personal narratives and poetry	2.11(B) (i)	[develop drafts ... by] organizing with structure		Data included in "Revision"		
	2.11(D) (i)	[edit drafts using standard English conventions, including] complete sentences with subject-verb agreement				
	2.11(D) (ii)	[edit drafts using standard English conventions, including] past, present, and future verb tense				
	2.11(D) (iii)	[edit drafts using standard English conventions, including] singular, plural, common, and proper nouns				
2.12(B) compose informational texts, including procedural texts and reports	2.11(D) (iv)	[edit drafts using standard English conventions, including] adjectives, including articles				
	2.11(D) (v)	[edit drafts using standard English conventions, including] adverbs that convey time and adverbs that convey place				
	2.11(D) (vi)	[edit drafts using standard English conventions, including] prepositions and prepositional phrases				
2.12(C) compose correspondence such as thank you notes or letters	2.11(D) (vii)	[edit drafts using standard English conventions, including] pronouns, including subjective, objective, and possessive cases				
	2.11(D) (viii)	[edit drafts using standard English conventions, including] coordinating conjunctions to form compound subjects and predicates				
	2.11(D) (ix)	[edit drafts using standard English conventions, including] capitalization of months, days of the week, and the salutation and conclusion of a letter				
	2.11(D) (x)	[edit drafts using standard English conventions, including] end punctuation, apostrophes in contractions, and commas with items in a series and in dates				
	2.11(D) (xi)	[edit drafts using standard English conventions, including] correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				

Handwriting

- [Hold a pencil correctly](#)
- Form all uppercase and lowercase letters legibly in manuscript, with no rotations or reversals.
 - a. Consistently maintain proper proportion of ascenders, descenders, and letter parts.
 - b. Self-assess manuscript legibility against models
 - c. Print sentences that begin with uppercase letters and that include end and internal punctuation.
- Use grade-level appropriate paper to produce printed letters, words, and sentences with proper proportion, size, and spacing.
 - a. Print manuscript letters with proper spacing relative to top, bottom, and midlines.
 - b. Print words and sentences using correct spacing between letters, words, and sentences.
 - c. Print paragraphs using correct indentation and appropriate margins.
- Understand that cursive writing is different from manuscript.
 - a. Begin to understand the difference between manuscript and cursive writing by matching manuscript letters to their cursive counterparts and identifying where joinings occur

Social Studies Connections

Integrating Social Studies with Reading and Writing

Holidays: Informational Text Connections

- 2.1(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving
- 2.11(D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom

Historical Figures: Informational Text Connections

- 2.2(B) describe how people and events have influenced local community history
- 2.2(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation
- 2.10(B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth

Culture: Personal Narrative Writing Connections

- 2.12(A) identify the significance of various ethnic and/or cultural celebrations
- 2.12(B) compare ethnic and/or cultural celebrations

Research Project

- Spring: Complete the research project through independent research and an independent writing product.
- Students will identify a question on a given topic from Social Studies. Questions can be different for each student.
 - Students will gather research to answer their research question using print, digital and primary sources
 - Students will synthesize the information and formulate 2 paragraphs (3-5 sentences each) to share the information.

Religion Connections

Integrating Catholic Identity with Reading and Writing

Virtues in Practice

Journal entries relating to saints of the month.

Writing prompts in relation to the virtues for the month.

Oral language skills through presentations and discussion.

Synthesizing information as students make connections to their daily life, other characters they meet in literature, and members of their school/parish community.

Research Project

Fall: Complete the research project through shared research and an independent writing product.

-Students and teacher will identify a question on a given topic from the religion standards.

example: Identify types of angels and their roles

example: Why do Catholics receive their First Holy Communion in Second Grade?

-Students will work collaboratively to gather research to answer their research question or address the topic using print, digital and primary sources

-Students will synthesize the information and formulate 2 paragraphs (3-5 sentences each) to share the information

Oral Language

Retell in simple terms the story of the Last Supper and connect to the sacrament of the Eucharist.



Teacher Learning Report Grade 2 Math

>> Representation and Comparison of Whole Numbers	Unit	CHECKPOINT		
		1	2	3
<p>2.2 Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.</p> <p style="text-align: right;"><i>Connected Knowledge and Skills 2.7</i></p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>2.1(A) apply math in everyday situations ☉</p> <p>2.1(B) use problem-solving models ☉ <i>connected 2.1(C)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
Representation of Whole Numbers				
2.2(B)* use standard, word, and expanded forms to represent numbers up to 1,200 ☉				
2.2(A)* use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones ☉				

Comparison of Whole Numbers				
2.2(D)* use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =) ☉				
2.2(C) generate a number that is greater than or less than a given whole number up to 1,200				
2.2(E)* locate the position of a given whole number on an open number line				
2.2(F)* name the whole number that corresponds to a specific point on a number line				
2.7(B) use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
<p>2.1(E) create representations</p> <p>2.1(F) analyze information ☉ <i>connected 2.1(D), 2.1(G)</i></p>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 2 Math

Fractions	Unit	CHECKPOINT		
		1	2	3
2.3 Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.1(A) apply math in everyday situations ☉ 2.1(B) use problem-solving models ☉ <i>connected 2.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Fractions				
2.3(B)* explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part				
2.3(A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words				
2.3(C)* use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole				
2.3(D) identify examples and non-examples of halves, fourths, and eighths				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.1(E) create representations 2.1(F) analyze information ☉ <i>connected 2.1(D), 2.1(G)</i>				



Teacher Learning Report Grade 2 Math

>> Whole Number Operations	Unit	CHECKPOINT		
		1	2	3
<p>2.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.</p> <p>2.5 Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions.</p> <p>2.6 Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares.</p> <p>2.7 Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>2.1(A) apply math in everyday situations ☉</p> <p>2.1(B) use problem-solving models ☉ <i>connected 2.1(C)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
Addition/Subtraction of Whole Numbers				
2.4(C)* solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms ☉				
2.4(D)* generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000				
2.4(A) recall basic facts to add and subtract within 20 with automaticity				
2.4(B)* add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations				
2.7(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem ☉				

Money	Unit	1	2	3
2.5(A) determine the value of a collection of coins up to one dollar				
2.5(B) use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coin				

Contextual Multiplication/Division of Whole Numbers	Unit	1	2	3
2.6(A)* model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined				
2.6(B)* model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets				



Teacher Learning Report Grade 2 Math

2.7(A)* determine whether a number up to 40 is even or odd using pairings of objects to represent the number

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Process (Ways to Show)

2.1(E) create representations

2.1(F) analyze information ⓘ

connected 2.1(D), 2.1(G)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 2 Math

Geometry	Unit	CHECKPOINT		
		1	2	3
2.8 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.1(A) apply math in everyday situations ☉ 2.1(B) use problem-solving models ☉ <i>connected 2.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Two-Dimensional				
2.8(C)* classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices ☉				
2.8(A) create two-dimensional shapes based on given attributes, including number of sides and vertices				
2.8(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes				
2.8(E) decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts				

Three-Dimensional				
2.8(B)* classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language ☉				
2.8(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.1(E) create representations 2.1(F) analyze information ☉ <i>connected 2.1(D), 2.1(G)</i>				



Teacher Learning Report Grade 2 Math

>> Measurement	Unit	CHECKPOINT		
		1	2	3
2.9 Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.1(A) apply math in everyday situations ☉				
2.1(B) use problem-solving models ☉ <i>connected 2.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Length				
2.9(E)* determine a solution to a problem involving length, including estimating lengths				
2.9(A)* find the length of objects using concrete models for standard units of length				
2.9(B) describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object				
2.9(C)* represent whole numbers as distances from any given location on a number line				
2.9(D) determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes				
Area				
2.9(F)* use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit				
Time				
2.9(G)* read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.1(E) create representations				
2.1(F) analyze information ☉ <i>connected 2.1(D), 2.1(G)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 2 Math

Data Analysis	Unit	CHECKPOINT		
		1	2	3
2.10 Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.1(A) apply math in everyday situations ☉ 2.1(B) use problem-solving models ☉ <i>connected 2.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Representation of Data				
2.10(A) explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category				
2.10(B)* organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more				

Interpretation of Data				
2.10(C)* write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one ☉				
2.10(D)* draw conclusions and make predictions from information in a graph				
 Social Studies Integration 2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.1(E) create representations 2.1(F) analyze information ☉ <i>connected 2.1(D), 2.1(G)</i>				



Teacher Learning Report Grade 2 Math

Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
2.11 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.1(A) apply math in everyday situations ☉ 2.1(B) use problem-solving models ☉ <i>connected 2.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Earning, Spending, and Saving				
2.11(A) calculate how money saved can accumulate into a larger amount over time				
2.11(B) explain that saving is an alternative to spending				
2.11(C) distinguish between a deposit and a withdrawal				
 Social Studies Integration 2.6(A) explain how work provides income to purchase goods and services 2.6(B) explain the choices people can make about earning, spending, and saving money				

Borrowing				
2.11(D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing				
2.11(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions				

Economics				
2.11(F) differentiate between producers and consumers and calculate the cost to produce a simple item				
 Social Studies Integration 2.7(A) distinguish between producing and consuming 2.7(B) identify ways in which people are both producers and consumers 2.7(C) trace the development of a product from a natural resource to a finished product				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3



CATHOLIC SCHOOLS

— ARCHDIOCESE OF SAN ANTONIO —

Teacher Learning Report Grade 2 Math

2.1(E) create representations
2.1(F) analyze information ⊗

connected 2.1(D), 2.1(G)

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Teacher Learning Report Grade 2 Math

PROCESS STANDARDS: MATHEMATICAL PROCESS STANDARDS		Unit	CHECKPOINT		
			1	2	3
2.1	The student uses mathematical processes to acquire and demonstrate mathematical understanding.	Tools to Know			
		Ways to Show			

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
2.1(A)	apply mathematics to problems arising in everyday life, society, and the workplace ☉				
2.1(B)	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution ☉				
2.1(C)	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
2.1(D)	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate				
2.1(E)	create and use representations to organize, record, and communicate mathematical ideas				
2.1(F)	analyze mathematical relationships to connect and communicate mathematical ideas ☉				
2.1(G)	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication				



Teacher Learning Report Grade 2 Science

>> Properties of Matter	Unit	CHECKPOINT		
		1	2	3
2.5 Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.2(B) plan and conduct descriptive investigations ☉				
2.4(A) collect, record, and compare information using tools ☉ <i>connected 2.1(A), 2.1(B), 2.2(A), 2.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Properties of Matter				
2.5(A) classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid ☉				
2.5(B) compare changes in materials caused by heating and cooling ☉				
2.5(C) demonstrate that things can be done to materials such as cutting, folding, sanding, and melting to change their physical properties				

Building	Unit	1	2	3
2.5(D) combine materials that when put together can do things that they cannot do by themselves such as building a tower or a bridge and justify the selection of those materials based on their physical properties				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.2(D) record and organize data ☉				
2.2(E) communicate observations and justify explanations				
2.2(F) compare results of investigations with what students and scientists know about the world <i>connected 2.2(C), 2.3(A), 2.3(B), 2.3(C)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 2 Science

>> Force, Motion, and Energy	Unit	CHECKPOINT		
		1	2	3
2.6 Force, motion, and energy. The student knows that forces cause change and energy exists in many forms.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.2(B) plan and conduct descriptive investigations ☒ 2.4(A) collect, record, and compare information using tools ☒ <i>connected 2.1(A), 2.1(B), 2.2(A), 2.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Effects of Energy				
2.6(A) investigate the effects on objects by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter				

Magnets				
2.6(B) observe and identify how magnets are used in everyday life				

Motion				
2.6(C) trace and compare patterns of movement of objects such as sliding, rolling, and spinning over time ☒				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.2(D) record and organize data ☒ 2.2(E) communicate observations and justify explanations 2.3(B) make predictions based on observable patterns <i>connected 2.2(C), 2.2(F), 2.3(A), 2.3(C)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 2 Science

Earth's Materials	Unit	CHECKPOINT		
		1	2	3
2.7 Earth and space. The student knows that the natural world includes earth materials.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.2(B) plan and conduct descriptive investigations ⓘ 2.4(A) collect, record, and compare information using tools ⓘ <i>connected 2.1(A), 2.1(B), 2.2(A), 2.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Rocks				
2.7(A) observe, describe, and compare rocks by size, texture, and color ⓘ				

Water				
2.7(B) identify and compare the properties of natural sources of freshwater and saltwater				

Resources				
2.7(C) distinguish between natural and manmade resources				



Social Studies Integration

2.5(C) identify ways people can conserve and replenish Earth's resources

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.2(D) record and organize data ⓘ 2.2(E) communicate observations and justify explanations <i>connected 2.2(C), 2.2(F), 2.3(A), 2.3(B), 2.3(C)</i>				



Teacher Learning Report Grade 2 Science

>> Patterns in the Natural World	Unit	CHECKPOINT		
		1	2	3
2.8 Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.2(B) plan and conduct descriptive investigations ⓘ 2.4(A) collect, record, and compare information using tools ⓘ <i>connected 2.1(A), 2.1(B), 2.2(A), 2.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Objects in the Sky				
2.8(C) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon ⓘ				

Weather and Seasons				
2.8(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data				
2.8(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.2(D) record and organize data ⓘ 2.2(E) communicate observations and justify explanations 2.3(B) make predictions based on observable patterns <i>connected 2.2(C), 2.2(F), 2.3(A), 2.3(C)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 2 Science

Basic Needs of Plants and Animals	Unit	CHECKPOINT		
		1	2	3
2.9 Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.2(B) plan and conduct descriptive investigations ☉ 2.4(A) collect, record, and compare information using tools ☉ <i>connected 2.1(A), 2.1(B), 2.2(A), 2.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Interdependence				
2.9(C) compare the ways living organisms depend on each other and on their environments such as through food chains				
2.9(B) identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things ☉				

Basic Needs of Plants and Animals	Unit	1	2	3

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.2(D) record and organize data ☉ 2.2(E) communicate observations and justify explanations 2.3(A) identify and explain a problem and propose a task and solution <i>connected 2.2(C), 2.2(F), 2.3(B), 2.3(C)</i>				



Teacher Learning Report Grade 2 Science

Characteristics of Plants and Animals	Unit	CHECKPOINT		
		1	2	3
2.10 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.2(A) ask questions during observations and investigations 2.2(B) plan and conduct descriptive investigations ☉ 2.4(A) collect, record, and compare information using tools ☉ <i>connected 2.1(A), 2.1(B), 2.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Physical Characteristics and Behavior				
2.10(A) observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs ☉				
2.10(B) observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant ☉				
Life Cycles (Insects)				
2.10(C) investigate and record some of the unique stages that insects such as grasshoppers and butterflies undergo during their life cycle				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.2(D) record and organize data ☉ 2.2(E) communicate observations and justify explanations <i>connected 2.2(C), 2.2(F), 2.3(A), 2.3(B), 2.3(C)</i>				



Teacher Learning Report Grade 2 Science

PROCESS STANDARDS: SCIENTIFIC INVESTIGATION AND REASONING		Unit	CHECKPOINT		
			1	2	3
2.1	The student conducts classroom and outdoor investigations following home and school safety procedures.	Tools to Know			
2.2	The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations.				
2.3	The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions.				
2.4	The student uses age-appropriate tools and models to investigate the natural world.	Ways to Show			

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
2.1(A)	identify, describe, and demonstrate safe practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately				
2.1(B)	identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal				
2.2(A)	ask questions about organisms, objects, and events during observations and investigations				
2.2(B)	plan and conduct descriptive investigations ☉				
2.4(A)	collect, record, and compare information using tools, including computers, hand lenses, rulers, plastic beakers, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums ☉				
2.4(B)	measure and compare organisms and objects				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
2.2(C)	collect data from observations using scientific tools				
2.2(D)	record and organize data using pictures, numbers, and words ☉				
2.2(E)	communicate observations and justify explanations using student-generated data from simple descriptive investigations				
2.2(F)	compare results of investigations with what students and scientists know about the world				



Teacher Learning Report Grade 2 Science

2.3(A)	identify and explain a problem and propose a task and solution for the problem				
2.3(B)	make predictions based on observable patterns				
2.3(C)	identify what a scientist is and explore what different scientists do				



Teacher Learning Report Grade 2 Social Studies

Geography	Unit	CHECKPOINT		
		1	2	3
2.3 Geography. The student uses simple geographic tools, including maps and globes.				
2.4 Geography. The student understands the location of places in their community, state, country, and the world.				
2.5 Geography. The student understands how humans use and modify the physical environment.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.15(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts				
2.16(D) use social studies terminology correctly <i>connected 2.16(A), 2.16(B), 2.16(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Location and Maps				
2.3(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend ☒				
2.4(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes ☒				
2.3(B) create maps to show places and routes within the home, school, and community				
2.4(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes ☒				

Humans Interact with Their Environment	Unit	1	2	3
2.5(A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil ☒				
2.5(B) identify consequences of human modification of the physical environment ☒				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <i>connected 2.16(E), 2.16(F), 2.17(A)</i>				



Teacher Learning Report Grade 2 Social Studies

Our Government	Unit	CHECKPOINT		
		1	2	3
2.8 Government. The student understands the purpose of governments.				
2.9 Government. The student understands the role of public officials.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.15(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts				
2.16(D) use social studies terminology correctly <i>connected 2.16(A), 2.16(B), 2.16(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Government Functions and Services				
2.8(A) identify functions of governments such as establishing order, providing security, and managing conflict ④				
2.8(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community ④				

Public Officials				
2.9(C) identify ways that public officials are selected, including election and appointment to office ④				
2.9(A) name current public officials, including mayor, governor, and president ④				
2.9(B) compare the roles of public officials, including mayor, governor, and president ④				
2.9(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions ④				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <i>connected 2.16(E), 2.16(F), 2.17(A)</i>				



Teacher Learning Report Grade 2 Social Studies

Citizenship	Unit	CHECKPOINT		
		1	2	3
2.1 History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation.				
2.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.				
2.11 Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.15(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts				
2.16(D) use social studies terminology correctly <i>connected 2.16(A), 2.16(B), 2.16(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Characteristics of Good Citizenship				
2.10(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting ⑩				
2.10(C) identify ways to actively practice good citizenship, including involvement in community service ⑩				

Flags, Symbols, and Songs	Unit	1	2	3
2.1(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings				
2.11(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag				
2.11(B) sing, recite, or identify selected patriotic songs, including “The Star-Spangled Banner” and “America the Beautiful”				
2.11(C) identify symbols such as state and national birds and flowers and Uncle Sam				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <i>connected 2.16(E), 2.16(F), 2.17(A)</i>				



Teacher Learning Report Grade 2 Social Studies

Integrating Social Studies with Reading and Writing



Holidays, Historical Figures, and Culture

- 2.1 History.** The student understands the historical significance of landmarks and celebrations in the community, state, and nation.
- 2.2 History.** The student understands how historical figures helped shape the community, state, and nation.
- 2.10 Citizenship.** The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.
- 2.11 Citizenship.** The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.
- 2.12 Culture.** The student understands ethnic and/or cultural celebrations.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- 2.15(A)** gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts
- 2.16(D)** use social studies terminology correctly

connected 2.16(A), 2.16(B), 2.16(C)

Unit	CHECKPOINT		
	1	2	3

Content

Holidays: Informational Text Connections

- 2.1(A)** explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving
- 2.11(D)** identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom

Unit	CHECKPOINT		
	1	2	3

Historical Figures: Informational Text Connections

- 2.2(B)** describe how people and events have influenced local community history
- 2.2(A)** identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation
- 2.10(B)** identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth ☉

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Culture: Personal Narrative Writing Connections

- 2.12(A)** identify the significance of various ethnic and/or cultural celebrations ☉
- 2.12(B)** compare ethnic and/or cultural celebrations ☉

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Unit	CHECKPOINT		
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Teacher Learning Report Grade 2 Social Studies

Process (Ways to Show)		1	2	3
2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <i>connected 2.16(E), 2.16(F), 2.17(A)</i>				

Research

- Spring: Complete the research project through independent research and an independent writing product.
- Students will identify a question on a given topic from Social Studies. Questions can be different for each student.
 - Students will gather research to answer their research question using print, digital and primary sources
 - Students will synthesize the information and formulate 2 paragraphs (3-5 sentences each) to share the information.



Teacher Learning Report Grade 2 Social Studies

Integrating Social Studies with Math

Data Analysis and Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
2.6 Economics. The student understands the value of work.				
2.7 Economics. The student understands the roles of producers and consumers in the production of goods and services.				
2.15 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.15(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts				
2.16(D) use social studies terminology correctly <i>connected 2.16(A), 2.16(B), 2.16(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3

Data Analysis: Interpretation of Data	Unit	1	2	3
2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting				

Personal Financial Literacy: Earning, Spending, and Saving	Unit	1	2	3
2.6(A) explain how work provides income to purchase goods and services ☉				
2.6(B) explain the choices people can make about earning, spending, and saving money ☉				

Personal Financial Literacy: Economics	Unit	1	2	3
2.7(A) distinguish between producing and consuming ☉				
2.7(B) identify ways in which people are both producers and consumers ☉				
2.7(C) trace the development of a product from a natural resource to a finished product ☉				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <i>connected 2.16(E), 2.16(F), 2.17(A)</i>				



Teacher Learning Report Grade 2 Social Studies



Integrating Social Studies with Science

Earth's Materials	Unit	CHECKPOINT		
		1	2	3
2.5 Geography. The student understands how humans use and modify the physical environment.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
2.15(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts 2.16(D) use social studies terminology correctly <i>connected 2.16(A), 2.16(B), 2.16(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Earth's Materials: Resources				
2.5(C) identify ways people can conserve and replenish Earth's resources ⓘ				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <i>connected 2.16(E), 2.16(F), 2.17(A)</i>				



Teacher Learning Report Grade 2 Social Studies



Integrating Social Studies with Technology Applications

Technology	Unit	CHECKPOINT		
		1	2	3
<p>2.13 Science, technology, and society. The student understands how science and technology have affected life, past and present.</p> <p>2.14 Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness.</p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>2.15(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts</p> <p>2.16(D) use social studies terminology correctly</p> <p style="text-align: right;"><i>connected 2.16(A), 2.16(B), 2.16(C)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
Technology				
2.13(B) explain how science and technology have affected the ways in which people meet basic needs ☉				
2.13(A) describe how science and technology have affected communication, transportation, and recreation ☉				
2.14(A) identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
<p>2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p style="text-align: right;"><i>connected 2.16(E), 2.16(F), 2.17(A)</i></p>				



Teacher Learning Report Grade 2 Social Studies

PROCESS STANDARDS: SOCIAL STUDIES SKILLS		Unit	CHECKPOINT		
			1	2	3
2.15	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.	Tools to Know			
2.16	The student communicates in written, oral, and visual forms.				
2.17	The student uses problem-solving and decision-making skills, working independently and with others.	Ways to Show			

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
Using and Evaluating Sources	2.15(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts				
	2.16(A) describe the order of events by using designations of time periods such as historical and present times				
	2.16(C) create and interpret timelines for events in the past and present				
Understanding Vocabulary and Terms	2.16(B) apply vocabulary related to chronology, including past, present, and future ③				
	2.16(D) use social studies terminology correctly				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
Analyzing Information	2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting				
Representing and Communicating Information	2.16(E) express ideas orally based on knowledge and experiences				
	2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas				
Researching	2.17(A) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution				