

Joplin Schools - 2nd Grade Readiness Indicators

Goal 1: Joplin Schools will prepare every learner to be physically, socially, and intellectually ready to take on the challenges in the next level of learning.

| Physical Readiness: 2nd Grade Fall Indicators |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Hops, gallops, jogs and slides using a mature pattern. <input type="checkbox"/> Demonstrates critical elements for jumping and landing in a horizontal plane using 2 foot take offs and landings. <input type="checkbox"/> Combines locomotor and non-locomotor skills in a teacher-designed dance. <input type="checkbox"/> Throws underhand and catches a soft object from a self toss before it bounces. <input type="checkbox"/> Catches various sizes of balls self tossed or tossed by a skilled thrower. <input type="checkbox"/> Dribbles continuously in self-space using the preferred hand, and dribbles uses the inside of the foot while walking in general space <input type="checkbox"/> Approaches a stationary ball and kicks it forward <input type="checkbox"/> Volleys an object with an open palm, sending it upward. <input type="checkbox"/> Strikes a ball with a short-handled implement, sending it forward (racket) <input type="checkbox"/> Jumps forward or backward consecutively using a self-turned rope. <input type="checkbox"/> Differentiates between fast and slow speed, and strong and light force. <input type="checkbox"/> Discusses benefits of being active and exercising and or playing. <input type="checkbox"/> Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. <input type="checkbox"/> Differentiates between healthy and unhealthy foods. <input type="checkbox"/> Identifies physical activities that are enjoyable and discusses the enjoyment of playing with friends. <input type="checkbox"/> Exhibits responsible personal and social behavior that respects self and others. |

| Social Readiness: | | | |
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| Follows Instructions | | | |

| Communication | Collaboration | Critical Thinking | Creativity |
|---|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Listens actively and attentively by following classroom listening rules (verbal quiet signals) <input type="checkbox"/> Confirms comprehension in the message by saying, "Okay" and retelling | <ul style="list-style-type: none"> <input type="checkbox"/> Follows teachers' multi step directions for participation right away. <input type="checkbox"/> Exhibits and accepts personal responsibility (safe behaviors, following rules, taking turns) <input type="checkbox"/> Demonstrates interdependence within a group setting/project. | <ul style="list-style-type: none"> <input type="checkbox"/> Responds appropriately to feedback by asking appropriate questions <input type="checkbox"/> Beginning to monitor behavior against defined criteria and adjust as needed. (PDSA) | <ul style="list-style-type: none"> <input type="checkbox"/> Seeks out solutions to unknown from self and others before going to teacher |

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| Greets Others |
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| Communication | Collaboration | Critical Thinking | Creativity |
|--|--|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Look at person when appropriate <input type="checkbox"/> Use a pleasant voice to Say "Hi" or "Hello" | <ul style="list-style-type: none"> <input type="checkbox"/> Interacts with others (Would you like to join us? or Answers personal questions) <input type="checkbox"/> Asks others for personal information (What is your name?)" | <ul style="list-style-type: none"> <input type="checkbox"/> Can recognize when a peer is being left out and invites them to join the group. <input type="checkbox"/> Continuously monitor behavior against defined criteria and adjust as needed. (PDSA) | <ul style="list-style-type: none"> <input type="checkbox"/> Knows personal information and can use it inside of a conversation. |

| Intellectual Readiness: English Language Arts | Foundational Reading |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details in a text. <input type="checkbox"/> Retell stories, including key details, and demonstrate an understanding of central message or lesson <input type="checkbox"/> Describe characters, setting, and major events in the story using key details. <input type="checkbox"/> Identify the main topic and retell key details of a text. <input type="checkbox"/> With prompting and support, read informational texts appropriately complex for grade 1. <input type="checkbox"/> With prompting and support, read prose and poetry of appropriate complexity for grade 1. <input type="checkbox"/> Ask and answer questions to help determine or clarify meaning of words and phrases in a text. <input type="checkbox"/> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provides some sense of closure. <input type="checkbox"/> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <input type="checkbox"/> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, uses temporal words to signal event order, and provide some sense of closure. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the organization and basic features of print. (print concepts) <input type="checkbox"/> Demonstrate understanding of spoken words, syllables, and sounds. (phonological awareness) <input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding words. <input type="checkbox"/> Read with sufficient accuracy and fluency to support comprehension. <input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups. <input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <input type="checkbox"/> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <input type="checkbox"/> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and, add details to strengthen writing as needed. |

| Intellectual Readiness: Mathematics | Mathematical Practices |
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- ❑ Count to 120, starting at any number less than 120. In this range, read and write numerals represent a number of objects with a written numeral.
- ❑ Solve word problems that call for addition of 3 whole numbers whose sum is less than or equal to 20 ex. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
- ❑ Add and subtract within 20, demonstrating fluency for addition and subtraction within 10, using strategies such as counting on, making ten, decomposing a number leading to a ten, using relationships between addition and subtraction and creating equivalent but easier known sums.
- ❑ Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
- ❑ Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of the comparisons with the symbols $<$, $>$, and $=$.
- ❑ Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.
- ❑ Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90, 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 and explain the reasoning used.
- ❑ Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
- ❑ Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of the same-size length units that span it with no gaps or overlaps.
- ❑ Tell and write time in hours and half-hours using analog and digital clocks.
- ❑ Partition circles and rectangles into two and four equal shares. Describe the shares using the whole words halves, fourths and quarters and use the phrases half of, fourth of and quarter of. Describe the whole as two of or four of the shares. Understand that decomposing into more equal shares creates smaller shares.

- ❑ Make sense of problems and persevere in solving them.
Work to understand the information given in a problem and the question that is asked.
- ❑ Reason abstractly and quantitatively.
Make sense of quantities and their relationships in problem situations. Develop operational sense and use concrete objects to make meaning of numbers and find solutions.
- ❑ Construct viable arguments and critique the reasoning of others.
Explain thinking, justify, and communicate conclusions orally and in writing. Listen to others and find how their solutions are similar.
- ❑ Model with mathematics.
Represent mathematics using objects, pictures, numbers, and words. Uses problem-solving strategies, such as draw a picture, make a list, or write an equation, have explicit connections to representations and models.
- ❑ Use appropriate tools strategically.
Decide which tool will be the most helpful. (manipulatives, drawing pictures, pencil/paper problems)
- ❑ Attend to precision.
Explain thinking using appropriate mathematical vocabulary.
- ❑ Look for and make use of structure.
Look closely to find patterns and structure in mathematical work.
- ❑ Look for and express regularity in repeated reasoning.
Notice if calculations are repeated and begin to make generalizations. Develop a deeper understanding of place value.

Mathematical practices will be taught as learning behaviors throughout all units and applied as developmentally appropriate for the grade level.