

## Second Grade

### ELA: Literature (A - Fiction) & Informational Text (B - Non-Fiction)

#### Standards Statement

1. (A) Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

(B) Ask and answer such questions as *who, what, where, when, why and how* to demonstrate understanding of key details in a text.

Show an understanding of key details by asking questions using the 5 w's.

Show an understanding of key details by answering questions using the 5 w's.

#### Standards Statement

2. (A) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Retell stories.

Define central message/moral.

(B) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Point out the main topic of a multi-paragraph text.

#### Standards Statement

3. (A) Describe how characters in a story respond to major events and challenges.

Describe characters in a story.

Describe characters reaction in a story.

(B) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Identify historical events.

Identify scientific ideas/concepts.

Identify steps in a process.

Show how historical events link.

Show how scientific ideas link.

Show how the steps in a process link.

#### Standards Statement

4. (A) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Say the words and phrases that create a beat.

Say the words and phrases that create alliteration.

Say the words and phrases that create rhymes.

Say the words and phrases that are repeated.

## Second Grade

### ELA: Literature (A - Fiction) & Informational Text (B - Non-Fiction) Cont.

(B) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Use information in text to determine the meaning of words or phrases.

#### Standards Statement

5. (A) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Know that a story has a beginning and end.

(B) 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.

Name and explain text features.

Locate key facts/information in a text.

#### Standards Statement

6. (A) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Define point of view.

Show different points of view by changing my voice in a story.

(B) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Identify the author's main purpose of a text.

#### Standards Statement

7 (A) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Use information from illustrations and words to help me describe a story.

(B) Explain how specific images (e.g., diagram showing how a machine works) contributes to and clarify a text.

Explain how images add meaning to a text.

#### Standards Statement

8. (A) (Not applicable to literature)

(B) Describe how reasons support specific points the author makes in a text.

Name specific points in a text.

Describe reasons the author uses.

#### Standards Statement

9. (A) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Compare two or more versions of the same story/texts.

## Second Grade

### ELA: Literature (A - Fiction) & Informational Text (B - Non-Fiction) Cont.

Contrast two or more versions of the same story/texts.

**(B)** Compare and contrast the most important points presented by two texts on the same topic.

Compare the most important points in two texts on the same topic.

Contrast the most important points in two texts on the same topic.

#### Standards Statement

**10. (A)(B)** 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.

Read and comprehend stories in the grade 2-3 level.

### Reading Foundational Skills

#### Standards Statement

1. N/A

2. N/A

#### Standards Statement

3. Know and apply grade-level phonics and word analysis skills in decoding words.

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

Know the long and short vowel sounds.

Know common vowel teams.

Decode common two syllable words with long vowels.

Decode words with common prefixes and suffixes.

Identify words that have the same ending pattern but are pronounced differently.

Recognize grade appropriate irregularly spelled words.

#### Standards Statement

4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition.

Read grade level text with understanding.

Read aloud with accuracy, timing and expression.

Use context to self-correct.

## Second Grade

### Writing

#### Standards Statement

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.

Write an opinion that includes a beginning about the topic, an opinion with reasons and an ending.

#### Standards Statement

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.

Write an informative text about a topic using facts/definitions to develop points and an ending.

#### Standards Statement

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.

Write a narrative by retelling an event or sequence of events in correct order using details that show actions, thoughts and feelings and closure.

#### Standards Statement

4. (Begins in grade 3)

#### Standards Statement

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Choose a topic and rewrite as needed.

#### Standards Statement

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Identify digital tools.

Use digital tools to write and publish.

Work with my peers to write, edit and publish a writing.

#### Standard Statement

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).

Research topics with others.

## Second Grade

### Writing – Cont.

Participate in writing a report with others.

#### Standard Statements

8. Recall information from experiences or gather information from provided sources to answer a question.

Answer questions using recalled information and/or experience.

#### Standard Statement

9. (Begins in grade 4)

### Speaking & Listening

#### Standards Statement

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - a. 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).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Follow rules for discussions.

Join in the discussion by building on others comments.

Ask questions for better understanding.

#### Standards Statement

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Show an understanding of read aloud information.

Show an understanding of information from media.

#### Standards Statement

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.

Ask questions to better understand.

Answer questions to better understand.

## Second Grade

### Speaking & Listening – Cont.

#### Standards Statement

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Tell a story with appropriate facts.

Tell a story using complete sentences.

#### Standards Statement

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.

Record a story.

Add drawing to stories that help with ideas, thoughts and/or feelings.

#### Standards Statement

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Write complete sentences for better detail.

Speak using complete sentences for better detail.

### Language

#### Standards Statement

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Produce, expand, and rearrange 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*).

Name collective nouns.

Use collective nouns.

Name irregular plural nouns.

Use irregular nouns correctly.

## Second Grade

### Language – Cont.

Know the difference between adjective and adverbs.

Write simple sentences.

Write compound sentences.

#### Standards Statement

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
  - Use commas in greetings and closings of letters.
  - Use an apostrophe to form contractions and frequently occurring possessives.
  - Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Capitalize holidays.

Capitalize product names.

Capitalize geographic names.

Use commas in greetings.

Use commas in closings.

Use apostrophes to make contractions.

Use apostrophes to make possessives.

Use dictionaries.

#### Standards Statement

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

Know the difference between formal and informal English.

#### Standards Statement

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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

## Second Grade

### Language – Cont.

- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Tell the meaning of a new word formed when a prefix is added to a known word.

Use root words to help me determine the meaning of an unknown word.

Break apart a compound word and predict the meaning.

Use glossaries to learn the meaning of words or phrases.

### Standards Statement

- 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
  - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

Identify real-life connections between words and their uses.

Identify verbs and adjectives that have similar meanings.

### Standards Statement

- 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*).

Use adjectives in responding to texts.

Use adverbs in responding to texts.

## Second Grade

### The Atmosphere (ESS)

#### Content Statement

1. The atmosphere is made up of air.

- Measure the speed, direction, and temperature of the wind by using windsocks, weather vanes, thermometers or simple anemometers.
- Investigate weather events that are related to wind (e.g., tornadoes, hurricanes).
- Monitor weather changes to determine/document wind patterns.
- Create an experiment to illustrate that air can be weighed and takes up space (has volume).
- Explain that heating and cooling of air (transfer of energy) results in movement of air (wind).

#### Content Statement

2. Water is present in the air.

- Investigate the different states of water (in weather events, nature, and/or classroom investigations) including water vapor (e.g., clouds, steam, fog, hail, snow, and sleet).
- Experiment with the concepts and causes of condensation and evaporation.
- Explore and discuss (not memorize) the different parts of the water cycle.
- Relate the different characteristics of clouds to the weather they cause.
- Experiment with different conditions in order to cause condensation and evaporation.
- Collect, document, draw conclusions from, and discuss data collected from the natural environment as it relates to condensation and evaporation.
- Explain how pollution/contamination can enter waterways through precipitation, evaporation, and condensation.

#### Content Statement

3. Long- and short-term weather changes occur due to changes in energy.

- Consistently measure air temperature, air pressure, wind speed and direction, and precipitation to determine weather patterns and fronts.
- Measure, collect, and document weather data over a long period of time.
- Connect weather data with observable forms of energy (e.g., wind causes a sailboat to move, the sun can heat the sidewalk, etc.).
- Investigate the connection between weather and energy.
- Recognize the connection between the heating and cooling of water, air, and land (from sunlight) are directly related to wind, evaporation, condensation, freezing, thawing and precipitation.

## Second Grade

### Interactions within Habitats (LS)

#### Content Statement

4. Living things cause changes on Earth.

- Conduct investigations that document changes (very noticeable or slightly noticeable, fast or slow) in the environment caused by living things (e.g, moles tunneling in a lawn, beavers building dams, plants growing in cracks of rocks, etc.).
- Describe the interactions between living and non-living things that make up the environment.
- Use maps or charts (digital or 2-D) to document the location of specific types of living things found in the local area.
- Explore the impact and actions of living things (not just humans) on the environment.
- Observe earthworm compost bins, ant farms and weeds growing on vacant lots.

#### Content Statement

5. Some kinds of individuals that once lived on Earth have completely disappeared, although they were something like others that are alive today.

- Examine fossils to determine that some look similar to plants and animals that are alive today, while others are very different from anything alive today.
- Describe extinction as the disappearance of the last member of a living thing's kind and occurs because their basic needs were no longer met due to a change in their living conditions.
- Provide examples of things once living on Earth that have completely disappeared.
- Provide examples of things once living on Earth that are something like others that are alive today (e.g., horses).
- Compare an array of organisms, both extinct and still in existence based upon research about the organism and its environment (e.g., elephant vs. mammoth).
- Use a variety of techniques (photographs, video, websites, books, museums, etc.) to research and visualize past environments and the organisms that lived in them.

### Changes in Motion (PS)

#### Content Statement

6. Forces change the motion of an object.

- Experiment to determine how forces change the movement (speed up, slow down, change direction or stop) of an object.
- Explore how forces may act when an object is in contact with another object (pushing or pulling).
- Investigate how forces may act when objects are NOT in contact with each other (magnets, gravity, static electricity).

## *Second Grade*

### **Changes in Motion (PS)**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Test how larger forces can cause larger changes in motion than smaller/weaker forces. |
| <input type="checkbox"/> | Investigate ways to change the motion of objects..                                    |
| <input type="checkbox"/> | Investigate how non-contact forces can affect motion.                                 |

## Second Grade

### History

#### Content Statement & Elaborations

1. Time can be shown graphically on calendars and timelines.

Measure time by days, weeks, months, and years.

Put events in order on a timeline.

#### Content Statement & Elaborations

2. Change over time can be shown with artifacts, maps and photographs.

Show how daily life has changed over time by using maps, artifacts, and pictures.

#### Content Statement & Elaborations

3. Science and technology have changed daily life.

Describe how science and technology has changed daily life especially in the way people travel and communicate.

#### Content Statement & Elaborations

4. Biographies can show how peoples' actions have shaped the world in which we live.

Use a biography to tell how someone has made a difference in the world today.

### Geography

#### Content Statement & Elaborations

5. Maps and their symbols can be interpreted to answer questions about location of places.

Describe a map by using its symbols.

Create a map with a title and key.

#### Content Statement & Elaborations

6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

Explain how the jobs that people choose are affected by where they live.

#### Content Statement & Elaborations

7. Human activities alter the physical environment, both positively and negatively.

Describe good and bad things that humans do to the environment.

#### Content Statement & Elaborations

8. Cultures develop in unique ways, in part through the influence of the physical environment.

Describe the way that different groups of people meet their basic needs is affected by their environment.

## Second Grade

### Geography – Cont.

#### Content Statement & Elaborations

9. Interactions among cultures lead to sharing ways of life.

- Give examples of different groups of people sharing their food, languages, and customs with each other.

### Government

#### Content Statement & Elaborations

10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.

- Demonstrate making responsible choices, taking responsibility for my actions, and respecting others.

#### Content Statement & Elaborations

11. Groups are accountable for choices they make and actions they take.

- Work in a group to complete a job or solve a problem successfully.

#### Content Statement & Elaborations

12. There are different rules that govern behavior in different settings.

- Understand the different rules in different places.

### Economics

#### Content Statement & Elaborations

13. Information displayed on bar graphs can be used to compare quantities.

- Create a bar graph and compare the information on it.

#### Content Statement & Elaborations

14. Resources can be used in various ways.

- Describe how resources can be used.

#### Content Statement & Elaborations

15. Most people around the world work in jobs in which they produce specific goods and services.

- Explain why most people have jobs that provide specific goods and services.

#### Content Statement & Elaborations

16. People use money to buy and sell goods and services.

- Explain how people use money to buy and sell things.

## *Second Grade*

### **Economics – Cont.**

#### **Content Statement & Elaborations**

17. People earn income by working.

Explain how people earn money.

## Second Grade

### Operations & Algebraic Thinking

#### Cluster

1. Represent and solve problems involving addition and subtraction.

- 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.

#### Cluster

2. Add and subtract within 20.

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

#### Cluster

3. Work with equal groups of objects to gain foundations for multiplication.

- 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;
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.

### Number & Operations in Base Ten

#### Cluster

4. Understand place value.

- 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:
- a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
- b. 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).
- 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  $<$  symbols to record the results of comparisons.

#### Cluster

5. Use place value understanding and properties of operations to add and subtract.

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Add up to four two-digit numbers using strategies based on place value and properties of operations.

## Second Grade

### Number & Operations in Base Ten – Cont.

- 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; 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 (borrow).
- Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- Explain why addition and subtraction strategies work, using place value and the properties of operations.

### Measurement & Data

#### Cluster

#### 6. Measure and estimate lengths in standard units.

- 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 difference in terms of a standard length unit.

#### Cluster

#### 7. Relate addition and subtraction to length.

- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...; Represent whole-number sums and differences within 100 on a number line diagram.

#### Cluster

#### 8. Work with time and money.

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

## Second Grade

### Measurement & Data – Cont.

#### Cluster

#### 9. Represent and interpret data.

- 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.
- 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

#### Cluster

#### 1. Reason with shapes and their attributes.

- 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.
- Partition a rectangle into rows of same-size squares and count to find the total number of them.
- 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. Describe the whole as two halves, three thirds, four fourths.
- Recognize that equal shares of identical wholes need not have the same shape.