

# 2

## SECOND GRADE



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### LANGUAGE ARTS

By the end of Second Grade, students will:

#### READING STANDARDS FOR LITERATURE

##### Key Ideas & Details

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
- Describe how characters in a story respond to major events and challenges.

##### Craft & Structure

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

##### Integration of Knowledge & Ideas

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

##### Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

#### READING STANDARDS FOR INFORMATIONAL TEXT

##### Key Ideas & Details

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

##### Craft & Structure

- Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

##### Integration of Knowledge & Ideas

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

##### Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### READING STANDARDS: FOUNDATIONAL SKILLS

##### Phonics & Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

##### Fluency

- Read with sufficient accuracy and fluency to support comprehension.

#### WRITING STANDARDS

##### Text Types & Purposes

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also), to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

##### Production & Distribution of Writing

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

##### Research to Build & Present Knowledge

- Participate in shared research and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question.

##### Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### SPEAKING & LISTENING STANDARDS

##### Comprehension & Collaboration

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.

##### Presentation of Knowledge & Ideas

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### LANGUAGE STANDARDS

##### Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

##### Vocabulary Acquisition and Use

- 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.
- Demonstrate understanding of word relationships and nuances in word meanings.
- 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).

# MATHEMATICS

By the end of Second Grade, students will:

## OPERATIONS AND ALGEBRAIC THINKING

*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.

*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.

*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 items 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; write an equation that represents the arrangement.

## NUMBER AND OPERATIONS IN BASE TEN

*Understand place value.*

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
- Count within 1000; skip-count by 2s, 5s, 10s, and 100s.
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Compare two three-digit numbers using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

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

- Fluently add and subtract within 100.
- Add up to four two-digit numbers.
- Add and subtract within 1000, using concrete models, drawings, and strategies and regrouping as needed.
- Use estimation strategies to make reasonable estimates in problem solving.
- 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 to help solve problems using place value and the properties of operation.

## MEASUREMENT AND DATA

*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.

- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

*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 with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.

*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.
- Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using  $\$$  and  $\text{¢}$  symbols appropriately.

*Represent and interpret data.*

- Generate measurement data by measuring lengths of several objects 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 to represent a data set with up to four categories. Solve problems using a bar graph.

## GEOMETRY

*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 and columns 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., and describe the whole as two halves, three thirds, four fourths.

# SCIENCE

By the end of Second Grade, students will:

## LIFE SCIENCES

- Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- Develop a simple model that explains how animals help pollinate plants or spread seeds.
- Make observations of plants and animals to compare the variety of life in different habitats.

## EARTH & SPACE SCIENCES

- Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Develop a model that represents the shapes and kinds of land and bodies of water in an area.
- Gather information to identify where water is found on Earth and that it can be solid or liquid.

## PHYSICAL SCIENCES

- Investigate the properties of materials, such as color, texture, hardness and flexibility, in order to describe and classify them.
- Analyze data from testing different materials to determine which materials have the properties that are best suited for a specific purpose.
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

## ENGINEERING DESIGN (GRADES K-2)

- Ask questions and make observations to solve a simple problem by developing a new or improved tool.
- Create a simple drawing or physical representation to show how the shape of an object can help it function in solving a problem.
- Compare the strengths and weaknesses of two objects designed to solve the same problem.

# HISTORY/SOCIAL SCIENCE

By the end of Second Grade, students will:

## PEOPLE WHO MAKE A DIFFERENCE

*Events from Long Ago and Yesterday*

- Differentiate between things that happened long ago and yesterday.
- Trace the history of a family through photographs, interviews, and documents.
- Compare own daily lives with the lives of parents and grandparents.
- Place important events from own lives in chronological order.

*Absolute and Relative Location*

- Learn basic map skills.
- Use a simple letter-number grid system to locate specific places on a simple map of their neighborhood or community.
- Label a simple map of the North American continent from memory.
- Use a map to locate where their ancestors lived.
- Identify map elements of title, legend, directional indicator, scale, and date.
- Compare/contrast basic land use in urban, suburban, and rural environments in California.

*Institutions and Practices of Governments*

- Learn about making laws, carrying out laws, and punishing wrongdoers.
- Learn about the ways in which groups and nations interact to resolve problems.

*Basic Economic Concepts*

- Learn about food production and consumption today and long ago (including the role of farmers, processors, distributors, weather, and land and water resources).
- Learn about the role of buyers and sellers of goods and services and how limits on resources require choices about production and consumption.

*The Importance of Individual Actions and Character*

- Learn how heroes make a difference in the lives of others.