

2

SECOND GRADE



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G2

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 ¢ 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 understand:

PHYSICAL SCIENCES

Motion of Objects

- The motion of objects can be observed and measured.
- The position of an object can be described by locating it relative to another object or the background.
- An object's motion can be described by recording the change in its position over time.
- The way to change how something is moving is to give it a push or a pull, and that the size of the change is related to the strength, or the amount of force of the push or pull.

- Tools and machines are used to apply pushes and pulls (forces) to make things move.
- Objects near the Earth fall to the ground unless something holds them up.
- Magnets can be used to make some objects move without being touched.
- Sound is made by vibrating objects and can be described by its pitch and volume.

LIFE SCIENCES

Plant and Animal Life Cycles

- Plants and animals have predictable life cycles.
- Organisms reproduce offspring of their own kind. The offspring resemble their parents and each other.
- The sequential stages of life cycles are different for different animals.
- Many characteristics of an organism are inherited from the parents. Some characteristics are caused by, or influenced by the environment.
- There is variation among individuals of one kind within a population.
- The germination, growth, and development of plants can be affected by light, gravity, touch, or environmental stress.
- In plants, flowers and fruits are associated with reproduction.

EARTH SCIENCES

Properties and Resources of the Earth

- Earth is made of materials that have distinct properties and provide resources for human activities.
- How to compare physical properties of different kinds of rocks.
- Rock is composed of different combinations of minerals.
- Smaller rocks come from breakage and weathering of larger rocks.
- Soil is made partly from weathered rock and partly from organic materials.
- Soils differ in their color, texture, capacity to retain water, and ability to support growth of plants.
- Fossils provide evidence about plants and animals that lived long ago, and scientists learn about past history of the Earth by studying fossils.
- Rock, water, plants, and soil provide many resources including food, fuel, and building materials for humans.

INVESTIGATION AND EXPERIMENTATION

As a basis for understanding scientific progress, and to address the content in the other three strands, students will understand how to:

- Develop questions and perform investigations using the scientific process of observing, communicating, comparing, ordering, and categorizing.
- Ask meaningful questions and conduct careful investigations.
- Measure length, weight, temperature, and liquid volume with appropriate tools, and express measurements in standard and nonstandard units.

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.