

Second Grade
Third Trimester
English Language Arts Common Core State Standards

Reading Standards for Literature

Key Ideas and Details

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe how characters in a story respond to major events and challenges.

Craft and 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 the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

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

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 proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

Key Ideas and 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.

Craft and Structure

- Determine the meaning 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 and 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.

Range of Reading and Level of Text Complexity¹⁰.

- By the end of 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 and Word Recognition

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

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

- 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 and Distribution of Writing

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With guidance and support from adults and peers, focus on a 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.

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 and Listening Standards

Comprehension and Collaboration

- 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.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - a. Give and follow three- and four-step oral directions.
- 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 and Ideas

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.
- 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. (See grade 2 Language standards 1 and 3 for specific expectations.)

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Create readable documents with legible print.
 - b. Use collective nouns (e.g., group).
 - c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - d. Use reflexive pronouns (e.g., myself, ourselves).
 - e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - f. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - g. Produce, expand, and rearrange complete 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).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

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

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

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

Second Grade
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Math Common Core State Standards

Operations and Algebraic Thinking (2.OA)

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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 1
- Fluently add and subtract within 20 using mental strategies.² 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 members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 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 to express the total as a sum of equal addends.
- Use repeated addition and counting by multiples to demonstrate multiplication.

Number Operation & Base Ten

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 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 based on meanings of the hundreds, tens, and ones digits, 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 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 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; relate the strategy to a written method. 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.
- Use estimation strategies in computation and problem solving with numbers up to 1000.
- Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Measurement

Measurement and Data (2.MD)

- 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
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Verify reasonableness of the estimate when working with measurements (e.g., closest inch).
- 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, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

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 combinations of 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?

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-

Geometry (2.G)

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.⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partition a rectangle into rows and columns of same-size squares and count to
- 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. Recognize that equal shares of identical wholes need not have the same shape.

**Second Grade
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Content Standards
History: Social Science**

- Students explain governmental institutions and practices in the United States and other countries.
 1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
- Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
 1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
 2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
 3. Understand how limits on resources affect production and consumption (what to produce and what to consume).
- Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Second Grade Science Content Standard

Physical Sciences

The motion of objects can be observed and measured. As a basis for understanding this concept:

Students know the position of an object can be described by locating it in relation to another object or to the background.

Students know an object's motion can be described by recording the change in position of the object over time.

Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, or the push or pull.

Students know tools and machines are used to apply pushes and pulls (forces) to make things move.

Students know objects fall to the ground unless something holds them up.

Students know magnets can be used to make some objects move without being touched.

Students know sound is made by vibrating objects and can be described by its pitch and volume.

Earth Science

Earth is made of materials that have distinct properties and provide resources for human activities. As the basis for understanding this concept:

Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.

Students know smaller rocks come from the breakage and weathering of larger rocks.

Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.

Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Students will:

Make predictions based on observed patterns and not random guessing.

Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.

Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).

Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.

2nd Grade Religion **Religion**

Scripture/ Christian Life

- Knows that God speaks to us through the Bible, especially in the Liturgy of the Word
- Begins to understand the difference between the Old and New Testament
- Understands that the Bible is a revelation of God's love for people
- Is familiar with and can articulate in a simple way the meaning of major themes and stories from the New Testament

Examples include:

- Prodigal Son (Lk 15: 11-24)
- Loaves and Fishes (Jn 6: 1-13)
- The Last Supper ((Mt 26: 17-26; Jn 17: 1-26; Lk 22: 13-20)
- Washing of the Feet (Jn 13: 1-17)
- Crucifixion (Mt 27: 33-37)
- Easter (Jn 20: 1-20; Lk 24: 13-35)

Sacraments/ Worship

- Recognizes the presence of Christ in the Eucharist
- Prepares to receive First Communion and First Reconciliation
- Understands reconciliation as forgiveness and healing
- Understands that through Baptism we are called to share in the Church's mission

- Prays the Sign of the Cross, Glory Be, Our Father, Hail Mary and Act of Contrition
- Experiences different forms of prayer (thanksgiving, spontaneous, praise, Petition)
- Participates in the recitation of the Rosary
- Gathers regularly with God's family at Mass to worship
- Experiences liturgical rituals and gestures
- Recognizes Liturgy of the Word and Liturgy of the Eucharist as parts of the Mass

Recognizes the items found in a Church worship space (altar, ambo, baptismal font/ pool)

Morality/ Social Justice

- Describes sin as refusing to love God, self, or others
- Explains and understands that one's actions have consequences
- Acts as a peacemaker
- Learns to take care of God's creation

Christian Faith and Practice

- Tells how the church is a community of believers in Jesus Christ
- Talks about the ways the Church tries to do the things Jesus did
- Understands saints as those who show us how to follow Jesus