

## **SECOND GRADE ESSENTIAL STANDARDS**

### **ENGLISH LANGUAGE ARTS:**

<b>NUMBER</b>	<b>TITLE</b>	<b>DESCRIPTION</b>
RL.2.1	Reading/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.
RL.2.3	Reading/Literature: Key Ideas and Details	Describe how characters in a story respond to major events and challenges.
RL.2.5	Reading/Literature: Craft and Structure	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7	Reading/Literature: 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.
RI.2.1	Reading/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.
RI.2.2	Reading/Informational Text: Key Ideas and Details	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.5	Reading/Informational Text: Craft and Structure	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.
RI.2.7	Reading/Literature: Integration of Knowledge and Ideas	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RF.2.3.A	Reading/Foundational Skills: Phonics and Word Recognition	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3.B	Reading/Foundational Skills: Phonics and Word Recognition	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3.C	Reading/Foundational Skills: Phonics and Word Recognition	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.D	Reading/Foundational Skills: Phonics and Word Recognition	Decode words with common prefixes and suffixes.
RF.2.4.B	Reading/Foundational Skills: Fluency	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.2.1	Writing: Text Types and 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.
W.2.2	Writing: Text Types and Purposes	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	Writing: 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.

## MATHEMATICS:

NUMBER	TITLE	DESCRIPTION
2.NBT.B.5-9	Number & Operations in Base Ten: Use Place Value Understanding and Properties of Operations to Add and Subtract	<ul style="list-style-type: none"> <li>2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> <li>2.NBT.B.6 - Add up to four two-digit numbers using strategies based on place value and properties of operations.</li> <li>2.NBT.B.7 - 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.</li> <li>2.NBT.B.8 - Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</li> <li>2.NBT.B.9 - Explain why addition and subtraction strategies work, using place value and the properties of operations.</li> </ul>
2.MD.A.1-4	Measurement & Data: Measure and Estimate Lengths in Standard Units	<ul style="list-style-type: none"> <li>2.MD.A.1 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>2.MD.A.2 - 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.</li> <li>2.MD.A.3 - Estimate lengths using units of inches, feet, centimeters, and meters.</li> <li>2.MD.A.4 - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</li> </ul>
2.MD.B.5-6	Measurement & Data: Relate Addition and Subtraction to Length	<ul style="list-style-type: none"> <li>2.MD.B.5 - 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.</li> <li>2.MD.B.6 - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</li> </ul>
2.MD.C	Measurement & Data: Work With Time and Money	<ul style="list-style-type: none"> <li>2.MD.C.7 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</li> <li>2.MD.C.8 - 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?</li> </ul>

## SCIENCE:

NUMBER	TITLE	DESCRIPTION
2-LS2-1.A	Ecosystems: Interdependent Relationships in Ecosystems	Plants depend on water and light to grow.
2-ESS1.C	Earth's Place in the Universe: The History of Planet Earth	Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.

## SOCIAL STUDIES:

NUMBER	TITLE	DESCRIPTION
E1.2.1-3	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.	<ul style="list-style-type: none"> <li>E1.2.1 - Explain how and why members of a community make choices among products and services that have costs and benefits.</li> <li>E1.2.2 - Define scarcity and explain how it necessitates decision-making.</li> <li>E1.2.3 - Identify the costs and benefits of making various personal decisions on the community.</li> </ul>
E2.2.1-2	Understands the components of an economic system.	<ul style="list-style-type: none"> <li>E2.2.1 - Identify the skills and knowledge required to produce certain goods and services.</li> <li>E2.2.2 - Describe the goods and services that people in the local community produce and those that are produced in other communities.</li> </ul>
G1.2.2	Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
H2.2.1-2	Understands and analyzes causal factors that have shaped major events in history.	<ul style="list-style-type: none"> <li>H2.2.1 – Document how various individuals in the community have shaped local history.</li> <li>H2.2.2 – Participate in activities working within one's community that can create a positive impact on oneself and one's local community.</li> </ul>
H3.2.2	Understands that there are multiple perspectives and interpretations of historical events.	Compare perspectives of people in the past to people in the present.

## ELECTIVES:

### Art:

NUMBER	TITLE	DESCRIPTION
Anchor 1	Creating/Investigate, Plan, Make	Generate and conceptualize artistic ideas and work.
Anchor 2	Creating/Investigate	Organize and develop artistic ideas and work.
Anchor 3	Creating/Reflect, Refine, Continue	Refine and complete artistic work.

### Music:

NUMBER	TITLE	DESCRIPTION
Cr1.1.2a-b	Creating/Imagine	<ul style="list-style-type: none"> <li>Cr1.1.2a - Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</li> <li>Cr1.1.2b - Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</li> </ul>
Pr4.1.2	Performing/Analyze	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
Re8.1.2	Responding/Interpret	Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

## Physical Education:

NUMBER	TITLE	DESCRIPTION
PE1.1.2a-b	Motor Skills: Locomotor	<ul style="list-style-type: none"> <li>• PE1.1.2a - Demonstrate mature pattern in locomotor skills in isolation (skip).</li> <li>• PE1.1.2b - Demonstrate a sequence of locomotor skills, transitioning smoothly from one skill to another.</li> </ul>
PE1.2.2	Motor Skills: Non-locomotor	Demonstrate a sequence of non-locomotor skills, transitioning smoothly from one skill to another.
PE1.3.2	Balance, Weight Transfer, and Rhythmic Skills: Balance	Demonstrate static balance on different bases of support, combining levels and shapes.
PE1.4.2	Balance, Weight Transfer, and Rhythmic Skills: Weight Transfer	Demonstrate weight transfer from feet to different bases of support for static or dynamic balance.
PE1.5.2	Balance, Weight Transfer, and Rhythmic Skills: Rhythm	Demonstrate rhythmic skills combining locomotor, non-locomotor, and manipulative skills
PE1.6.2a-b	Manipulative Skills: Underhand Throw	<ul style="list-style-type: none"> <li>• PE1.6.2a - Demonstrate mature pattern in an underhand throw for distance.</li> <li>• PE1.6.2b - Demonstrate mature pattern in an underhand throw to a large, stationary target.</li> </ul>
PE1.7.2	Manipulative Skills: Overhand Throw	Demonstrate emerging pattern in an overhand throw using different sizes and types of objects.
PE1.8.2	Manipulative Skills: Catch	Demonstrate mature pattern while catching a large ball that is self-tossed or tossed by a skilled thrower.
PE1.9.2a-b	Manipulative Skills: Hand Dribble	<ul style="list-style-type: none"> <li>• PE1.9.2a - Demonstrate mature pattern while hand- dribbling continuously in self- space with preferred hand.</li> <li>• PE1.9.2b - Demonstrate emerging pattern while hand- dribbling continuously in self- space using nonpreferred hand.</li> </ul>
PE1.10.2a-b	Manipulative Skills: Foot Pass/Kick	<ul style="list-style-type: none"> <li>• PE1.10.2a - Demonstrate emerging pattern while passing and kicking along the ground with the inside of the foot to a target or stationary partner.</li> <li>• PE1.10.2b - Demonstrate emerging pattern while passing and kicking a moving ball with the inside of the foot.</li> </ul>
PE1.11.2	Manipulative Skills: Foot Trap/Receive	Demonstrate emerging pattern while receiving with the nonpreferred foot when stationary.
PE1.12.2	Manipulative Skills: Foot Dribble	Demonstrate mature pattern while foot-dribbling with both feet at a slow speed.
PE1.13.2	Manipulative Skills: Strike/Volley, Hands and Arms	Demonstrate emerging pattern while striking an object upward continuously with an open palm or forearms.
PE2.1.2	Movement Concepts and Strategies: Space	Demonstrate safe movement in personal space in a variety of increasingly complex activities.
PE2.3.2	Movement Concepts and Strategies: Speed, Direction, and Force	Demonstrate concepts of speed, direction, and force using locomotor skills.
PE3.3.2a-b	Fitness: Health-Related Fitness	<ul style="list-style-type: none"> <li>• PE3.3.2a – Recognize components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition).</li> <li>• PE3.3.2b - Identify locations to palpate pulse rate.</li> </ul>
PE3.4.2	Fitness: Skill-Related Fitness	Developmentally appropriate/emerging outcomes first appear in grade 4.
PE3.7.2	Fitness: Body Systems	Recognize structure and function of the circulatory and respiratory system (lungs help with breathing).
PE4.5.2	Safety	Apply safety principles in physical activities (with self, with peers, with equipment).
PE5.1.2	Challenge	Recognize that perseverance in physical activities can lead to improvement.
PE5.2.2	Self-Expression and Enjoyment	Describe reasons for enjoying physical activity..

## Library:

	AASL STANDARDS	GOALS	SKILLS
Ongoing	1.1.9 4.1.4 3.1.2 4.1.5 3.2.2 4.2.4 4.1.1 4.3.1 4.1.2 4.4.1 4.1.3 4.4.6	<ul style="list-style-type: none"> <li>• Practice of reading skills</li> <li>• How readers choose books</li> <li>• Genres</li> <li>• Reading for pleasure/appreciation</li> <li>• Award books</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and responds to a variety of literature in a variety of ways</li> <li>• Identify favorite books and share reasons for the choice with others</li> <li>• Self-select books at an independent level according to AR</li> <li>• Genre study</li> <li>• Author Study</li> <li>• Illustrator Study</li> <li>• Washington Children's Choice Picture Books</li> <li>• Caldecott</li> </ul>
Fall	1.1.4 1.1.8 1.4.4 3.1.2 4.1.7	<ul style="list-style-type: none"> <li>• Library Behavior/ expectations</li> <li>• Locating materials/ sections of the library</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate responsibility following library rules and procedures</li> <li>• Exhibit proper care of library materials and equipment</li> <li>• Demonstrate appropriate audience and listening skills</li> <li>• Articulates need for assistance from the librarian</li> <li>• Understand that library books and materials are housed in specific areas of the library media center</li> <li>• Recognition of other libraries</li> <li>• Everybody Fiction Non-Fiction Leveled books (AR Labeling)</li> <li>• Understands alphabetizing to the second letter and how it relates to the library</li> <li>• Recognize call numbers are used to locate a book</li> <li>• Introduced to the organization of nonfiction materials by the DDS</li> </ul>
Winter	1.1.4 1.1.5	<ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Non-fiction text features</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce cover, title, author, illustrator, spine, spine label, page numbers</li> <li>• Dedication, author's note</li> <li>• Table of contents, glossary, captions, headings</li> </ul>
Spring	ETLS 2a	Digital Literacy	<ul style="list-style-type: none"> <li>• Demonstrate the responsible use of technology</li> <li>• Understanding safety issues using technology at home, school and society</li> </ul>